MORDIALLOC COLLEGE

Year 10 Program

Inspiring Tomorrow's Leaders

2025

PERSONAL BEST • INTEGRITY • RESPECT • RESPONSIBILITY

TABLE OF CONTENTS

Year 10 Program 2025 Overview 4
Pathways at Mordialloc College 5-7
Course Requirements for Year 10 8
Assessment 8
Undertaking a VCE Subject in Year 10 9
Careers 9
Arts and Technology
- Arts, Design and Technology Pathway Information 10
- Drama 11
- Fabulous Food 12
- Food for Life 13
- Media—Film and Broadcast 14
- Media- Photography and Print 15
- Music X 16
- Product Design and Technology—Form and Function 17
- Product Design and Technology—Sustainable Design 18
- Art—Painting and Drawing 19
- Art—Printmaking and Ceramics 20
- Visual Communication and Design—Architecture Y10 21
- Visual Communication and Design—Graphics 22

English
- English Pathway Information 23
- English 23
- Year 10 Literacy 24
- English Enhanced (SEAL) 25
- EAL (English as an Additional Language) 26

Health and Physical Education
- Overview 27
- Health and PE Pathways 27
- Health and Human Development (HHD) - Health and Wellbeing 28
- Health and Human Development (HHD) - Promoting a Healthy Lifestyle 29
- Outdoor and Environmental Studies 30
- Physical Education (PE) - Applied Physiology 31
- Physical Education (PE) - Human Body Systems 32

Humanities

General Information 33
Humanities Pathway Information 33
Business and Accounting 34
Geography: The World Around Us 35
History: WW2 and Post-War 36
Criminal Law and Justice 37

Languages

Languages Pathway Information 38
French 38
Japanese 39

Mathematics

Mathematics (Semester 1 and 2) Compulsory 41
Mathematics Pathways Information 41
Mathematics Numeracy ..... .41
General Mathematics 43
Mathematics Extension Methods 44

Science

General Science 45
Science Pathway information 45
Digital Technology 46
Discovering Biology 47
Discovering Chemistry 48
Discovering Environmental Science 49
Discovering Physics 50
Discovering Psychology 51
Psychology: Social, Emotional and Mental Wellbeing 52
Forensic Science 53
Discovering Science 54

Undertaking a VET subject in Year 10 55
Vocational Education and Training (VET) 55
VET Programs 56
Certificate III in Sport, Aquatics and Recreation 57
Glossary 58

YEAR 10 PROGRAM 2025

Mordialloc College provides Year 10 students with a comprehensive education. A balanced program is offered to each student aligned to the Victorian Curriculum F-10 which is defined by eight learning areas and four capabilities which reflects much of the Australian Curriculum.

The Victorian Curriculum F-10 is underpinned by a clear set of achievement standards 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 learning areas incorporating English, Health and Physical Education, Humanities, Languages, Mathematics, Science, Technologies and Arts and the four capabilities of Critical and Creative Thinking, Ethical, Intercultural and Personal and Social capabilities.

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 English and Mathematics. 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.

Students have the option to follow a program that will pathway into the VCE (Vocational Major) program in Years 11 and 12, which replaced the VCAL program from 2023/2024. Students who choose this pathway may have an option to do a VET course at TAFE, differentiated literacy and numeracy but also participate in the wider electives offered to Year 10. If students choose this pathway and Year 10 Literacy they are not able to return to VCE (UP).

To further support their integration into VCE, VCE (Vocational Major) and beyond, students also have the opportunity to participate in Careers Education through My Future My Pathway sessions and other programs designed to allow students to thoroughly explore their interests and future pathways.

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.

Subject fees will be listed in Webchoices during course selection. Additional costs such as camps, excursions and additional stationery will be listed on the booklist and in individual events.

When selecting Year 10 subjects, students should keep in mind their intended pathway.

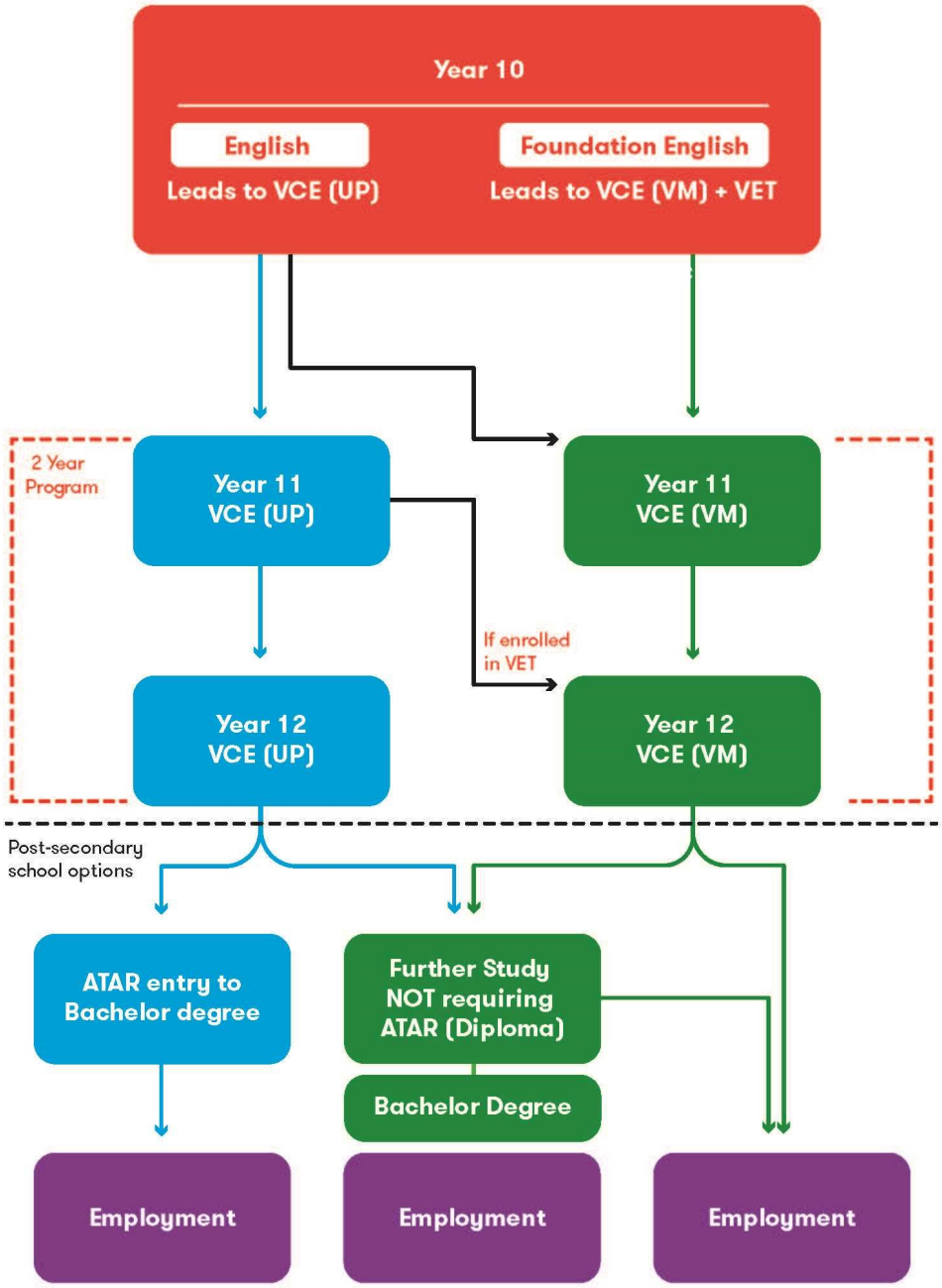
We wish you all the best with your choices and please contact us if you need any support.

PATHWAYS AT MORDIALLOC COLLEGE

VCE STREAMS

Mordialloc College offers two VCE options for students in the Senior School for Year 11 and 12: the VCE and the VCE (Vocational Major). In order to clearly differentiate the two programs, we will refer to VCE as VCE (University Pathway) as it provides students with an option to obtain an ATAR that can lead to further education if desired.

Year 10 students, intending to take the VCE (Vocational Major) from Year 11 can commence some subjects that will pathway them into that program: Foundation Literacy, Foundation Maths and possibly a VET course. They also have the option to choose electives from the main Year 10 program.



What is the VCE (University Pathway)?

The VCE (UP) is a two-year program over Year 11 and 12. The VCE (UP) will prepare students to move successfully into university with an Australian Tertiary Admission Rank (ATAR) score or into apprenticeships, traineeships, further education and training or directly into the workforce.

There are external examinations for the VCE (UP) studies and students receive study scores for each subject, and are eligible to receive an ATAR.

How is the VCE (UP) structured?

The VCE course is made up of studies and units, some of which must be studied as a sequence.

A study is a subject, for example, English or Biology. It is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length. Students typically study Units 1 & 2 in their first year (Year 11), and Units 3 & 4 in their second year (Year 12).

For most students, VCE is completed over two years and requires:

- At least 16 completed units of study
- At least 3 units of English or equivalent including Units 3 & 4
- At least three other 3 & 4 sequences

You can study Unit 1 or Unit 2 of a subject as stand-alone units. However, you must enrol in Units 3 & 4 of a study as a sequence. This sequence needs to be completed in the same year if a study score is to be calculated.

At Mordialloc College, students usually study 20 units, five studies in Year 11 and five studies in Year 12.

What is the VCE (Vocational Major)

The VCE (Vocational Major) is a new vocational and applied learning program that sits within the VCE. It takes what is called an 'Applied Learning approach'. It is the replacement for the Intermediate and Senior VCAL. It is a two-year program over Year 11 and 12.

The VCE (Vocational Major) will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. There are no external examinations for the VCE (VM) studies and therefore students do not receive a study score, and are not eligible to receive an ATAR. Students who have completed the satisfactory completion requirements of the VCE (VM) will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

How is the VCE (Vocational Major) structured?

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above). Each subject has a set of outcomes which are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?

Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

Year 10 program leading to VCE (University Pathway)

In Year 10 students are encouraged to choose a wide variety of electives. This will then give them the opportunity to confidently decide their program in Year 11 and 12 where most students will study the same five subjects for two years.

Semester 1	English or EAL	Maths Elective	Elective	Elective	Elective
Semester 2	English or EAL	Maths Elective	Elective	Elective	Elective

Year 10 program leading to VCE (Vocational Major)

In Year 10, if you are confident that you would like to take the VCE (Vocational Major) in Year 11 and 12 then it is possible to choose a course that will give you opportunities to move in this direction. You will need to choose an appropriate English (VM) course, complete electives within the standard program (including Maths) but also apply to commence a VET course in preparation for a possible school-based apprenticeship in later years.

Semester 1	Year 10 Literacy	Maths Elective	Elective	Elective	Elective / VET course
Semester 2	Year 10 Literacy	Maths Elective	Elective	Elective	Elective / VET course

If you would like to be considered for this Year 10 stream, it is important that you talk to your Year Level Coordinator and a Careers and Pathways Adviser. This opportunity is only available if you are confident in your future direction and with consultation and agreement of the school and parents/guardians. It is NOT possible once you have moved into this stream to return to the VCE (university pathway) stream.

COURSE REQUIREMENTS FOR YEAR 10

UNITS OF STUDY

Students will complete a total of five units per semester, totalling ten subjects for the full year, as well as career education and study skills.

English: Two units per year from either English, English as an Additional Language (EAL), English Enhanced (SEAL students only) or Year 10 Literacy (only for students with a confirmed VCE (VM) pathway

Maths: Two units per year from either the Year 10 Numeracy, General Maths, or Maths Extension Methods stream.

Both English and Mathematics are compulsory in both streams and are year long subjects.

Science - Students should consider choosing at least one science elective in their program. It is strongly recommended that students wishing to pursue a particular science in VCE, study the appropriate applied elective in Year 10.

Language - If students choose to study French or Japanese, they must study it for both semesters.

Outdoor Education Studies - Students choosing to study this subject should note that they need to do a full year of this subject (two electives). They may then be able to accelerate into Outdoor Education Studies, Units 3 & 4 in Year 11.

Arts & Technology/Health and Physical Education/Humanities: Students should consider undertaking at least one unit during the year in EACH discipline.

Careers: Students will undertake compulsory careers education as part of My Future My Pathway but this is in addition to their elective program.

It is highly recommended that students consider studying a wide range of subjects in Year 10. It will then give them the opportunity to decide on their program for Year 11 and 12 where they are recommended to study the same five subjects for two years.

For SEAL students, please refer to the SEAL Program supplement for further information and clarification of options.

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 pathways, 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 be successful in Year 10, but will be able to approach their VCE (UP) or VCE (VM) 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, ten units plus My Future My Pathway will be undertaken by each student. If students do not achieve satisfactory results, or their attendance is less than 90% then promotion to Year 11 and any of the VCE Pathways is not automatic. Students in this position will have progress meetings with the Senior Sub-School team to determine alternative pathways options.

Our reporting system will inform parents of the student's academic progress in all their units. Progress checks occur regularly and parent contact is made if there is concern about a student's progress in a particular subject.

UNDERTAKING A VCE SUBJECT IN YEAR 10

Completing a VCE subject provides students with an insight into VCE expectations. 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 must ensure that they are prepared to work at a higher level appropriate to the VCE, whilst ensuring their Year 10 subjects are not negatively impacted.

Students will be given the opportunity to apply to undertake a VCE (UP) subject. Once applications close, the school will look at their prior data and results to establish if they will be accepted to accelerate into a VCE subject/study.

For SEAL students, please refer to the SEAL Program supplement for further information and clarification of options.

CAREERS

The Year 10 Careers Program has been developed to prepare students for success beyond school and to increase aspirations and awareness of pathways and future study options as they enter the world of tertiary study and work.

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

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

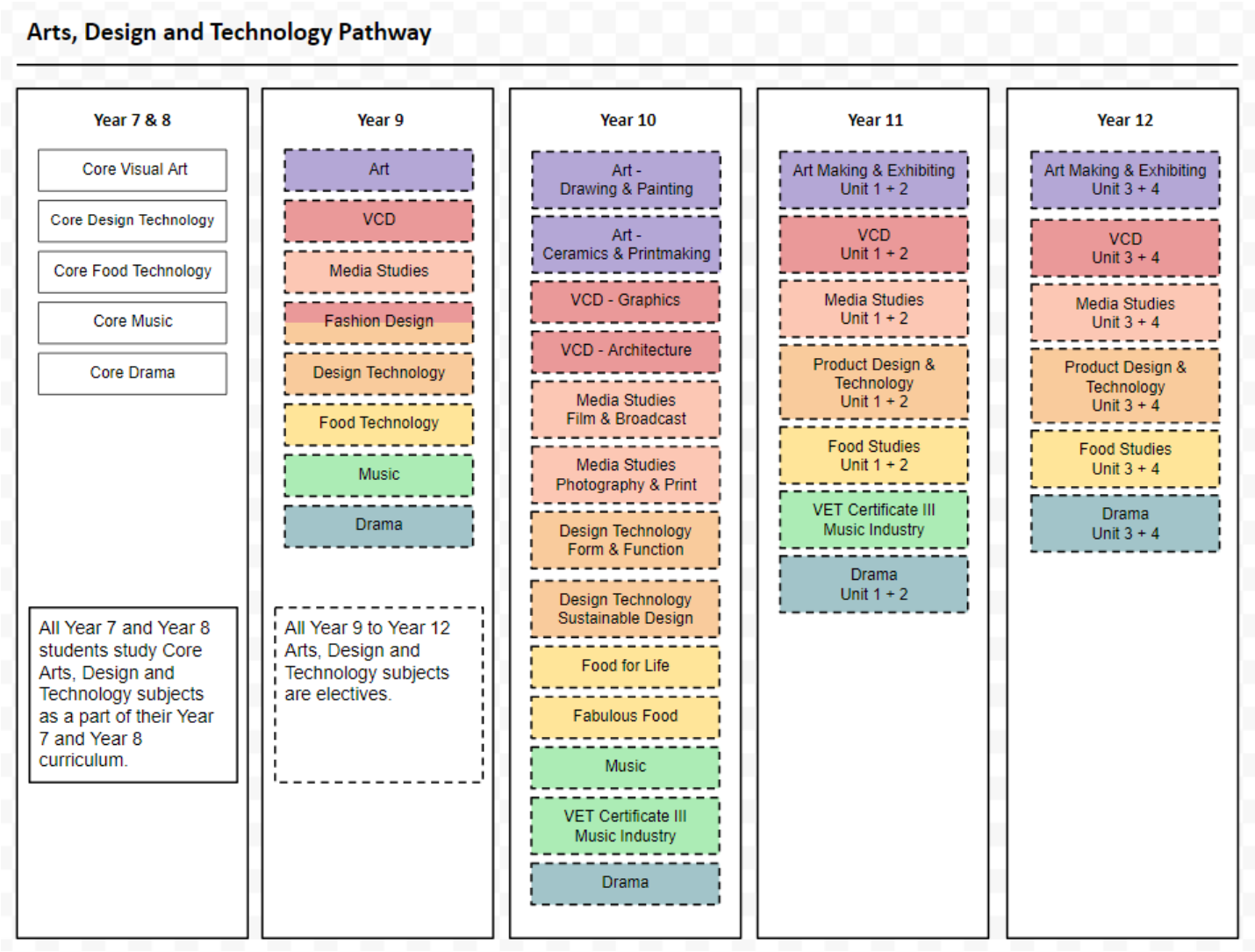
AREA B: Learning and Work Exploration: Explore how career aspirations link to learning and work options

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

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

- Exploration and research of various career options and the impact of labour market changes
- Completion of online career interest inventories
- 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, ideally in a real-life setting. In the advent that restrictions remain in place, students may complete a virtual work experience offering an insight into the industry that they are interested in exploring.
- Tasks and Assessments include – Career Portfolio, job application process, OH&S modules & certificates, industry research

ARTS and TECHNOLOGY



Drama

To develop and apply skills in creating and making performance work that explores personal, cultural and social worlds through role and situation that engages, entertains and challenges.

Content Overview

Students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning. Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use experience of drama practices from different cultures, places and times to evaluate drama.

Recommendations

It is not a prerequisite but students are recommended to complete this subject in preparation for VCE Drama.

Assessment

Students will create and present two major pieces that will inform their assessment. Further assessment will be based upon coursework completed throughout the process of creating the major work, as well as the students' own self-assessment.

- End of Semester Exam

Pathways and Destinations

Students will develop skills and knowledge, both theoretical and practical. 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.

Links to VCE Drama Units 1-4.

Fabulous Food

Content Overview

Students delve into an engaging journey exploring the intricacies of food preparation, nutrition, and sustainability. This curriculum fosters a deep understanding of food systems, emphasizing the importance of making informed choices for personal health and environmental stewardship. Through hands-on experiences, students develop practical skills in meal planning, cooking techniques, and food safety, laying the foundation for a lifetime of healthy eating habits. Moreover, they critically analyze the cultural, social, and economic factors influencing food choices, broadening their perspectives on global food issues. As they navigate through this course, students not only enhance their culinary prowess but also cultivate a profound appreciation for the role of food in shaping our world.

Recommendations

It is not a prerequisite but students are recommended to complete this subject in preparation for VCE Food Studies

Assessment

- Practical activities and their related assessment tasks relevant to food productions
- End of Semester Exam

Pathways and Destinations

Students will be well placed to progress to VCE studies in Food Studies. 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. They will develop an understanding of global food issues.

Food for Life

Content Overview

This 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. Students will study the influences that affect the food we eat.

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. Food safety, preservation and the use of appropriate technologies and production processes will be considered along with time, cost and risk. Basic VCE terms will be introduced.

Topics we will explore:

Catering: learning how to cater to groups of people. This will culminate in a high tea or luncheon event in-school. At this event you will decorate, cater and serve food to your guests.

Food science: ever wondered why we cook food and what is happening during the making of food? This is an introductory unit of work that will give you a head start for VCE food.

- Students will cook at least once a week, sometimes twice

Recommendations

Students do not have to complete Fabulous Food to undertake this unit. It is not a prerequisite but students are recommended to complete this subject or Fabulous Food in preparation for VCE Food Studies

Assessment

- Practical activities and their related assessment tasks relevant to food productions.
- End of Semester Exam

Pathways and Destinations

Students will be well placed to progress to VCE studies in Food Studies. 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. They will develop an understanding of global food issues.

Media - Film and Broadcast

Content Overview

To introduce students to the processes for planning and producing a series of photographs and film, as well as providing analytical frameworks for discussing and evaluating how artists create films/photographs in specific ways. Investigating 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.

Students will be introduced to VCE Media concepts of Narrative and Ideology across various media forms, media representation and Australian stories, as well as exploring the issues within the media. They will study media codes and conventions and undertake a genre study which will include the analysis of Media across different genres and form, although with a specific emphasis on Film and Broadcast. They will plan and produce a short film based on a selected theme. Students will be introduced to Premiere Pro and develop a portfolio. They will learn the basics to upload footage and edit, but also advanced techniques such as inserting sound.

While there is a main focus on Film and Broadcast, students will still have access to creating a series of photographs to ensure the main media forms are explored and enable the student to feel prepared for VCE Media.

Recommendations

At Year 10, Media Studies includes two semester-based electives. You can enrol in either of the two semesters offered, or both. Experience in either semester will support a pathway to VCE Media Studies Units 1-4.

Assessment

Assessments include:

- Folio research task
- Major Cinematic Media Production which will include a number of tasks related to pre and post production stages. They may include the use of video cameras and computer software
- Minor photographic task with an emphasis on the use of composition and the Media Codes and Conventions.
- End of Semester Exam

Pathways and Destinations

Students will focus more directly on the concepts central to VCE Media, of representation, narrative and ideology, Australian stories and agency in control. They will further develop their analytical skills in deconstructing and evaluating media products, as well as through the practical components of photography and film.

Media - Photography and Print

Content Overview

To introduce students to the processes for planning and producing a series of photographs and film, as well as providing analytical frameworks for discussing and evaluating how artists create films/photographs in specific ways. To investigate 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.

Students will be introduced to VCE Media concepts of Narrative and Ideology across various media forms, media representation and Australian stories, as well as exploring the issues within the media. They will study media codes and conventions and undertake a genre study which will include the analysis of Media across different genres and form, although with a specific emphasis on photography and print. They will plan and produce a short series of images on a selected theme. 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.

While there is a main focus on photography and print, students will still have access to creating a film to ensure the main media forms are explored and enable the student to feel prepared for VCE Media.

Recommendations

At Year 10, Media Studies includes two semester-based electives. You can enrol in either of the two semesters offered, or both. Experience in either semester will support a pathway to VCE Media Studies Units 1-4.

Assessment

Assessments include:

- Folio research task
- Major Photographic Media production which will include a number of tasks related to pre and post production stages. They may include the use of digital cameras and computer software
- Minor Cinematic production with an emphasis on the use of the Media Codes and Conventions.
- End of Semester Exam

Pathways and Destinations

Students will focus more directly on the concepts central to VCE Media, of representation, narrative and ideology, Australian stories and agency in control. They will further develop their analytical skills in deconstructing and evaluating media products, as well as through the practical components of photography and film.

Music X

Content Overview

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

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.

Recommendations

Students wanting to choose Music X must have received prior instruction in a musical instrument, including voice, and be at a Year 10 level or equivalent of performance practice.

If students are unsure of their suitability to undertake this subject, they must see the Head of Music for advice and potentially an audition.

Assessment

- 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 two major works
- Performance assessment: Students will be required to analyse a chosen song, explore and express performance practices and perform to an audience
- End of Semester Exam

Pathways and Destinations

- 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 VET Certificate III in Music Industry (Music Performance) Units 1-4

Product Design and Technology - Form and Function

Content Overview

During this semester students develop their understanding of the design process and its function in society. Students will investigate some of the design principles and factors with a focus on the design fundamentals. They gain skills in research techniques, learning how to apply them, focusing on key areas as well as looking at biomimicry. With an emphasis on planning, students will develop drawing skills to increase their visual communication and presentation skills using various tools and equipment and a variety of materials. Students will also have the opportunity to develop their design skills using Computer Aided Design (CAD) software.

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 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.

Recommendations

At Year 10, Product Design and Technology (PDT) includes two-semester based electives. You can enrol in either of the two semesters offered, or both. Experience in either semester will support a pathway to VCE Product Design and Technology Units 1-4.

Assessment

Assessments include:

- the production of practical models
- a portfolio to complement them
- End of Semester Exam

Pathways and Destinations

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 Units 1-4.

Product Design and Technology - Sustainable Design

Content Overview

During this semester, students further develop their understanding of the design process and its function in society. They gain skills in research techniques, learning how to apply them and focus on sustainability and ergonomics. Drawing skills are developed to increase their visual communication and presentation skills with an emphasis on planning. They continue to develop their skills using various tools and equipment and use a variety of materials. Students will also have the opportunity to develop their design skills using Computer Aided Design (CAD) software.

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 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.

Recommendations

At Year 10, Product Design and Technology (PDT) offers two-semester based electives. You can enrol in either of the two semesters offered, or both. Experience in either semester will support a pathway to VCE Product Design and Technology Units 1-4.

Assessment

Assessments include:

- the production of practical models
- a portfolio to complement them
- End of Semester Exam

Pathways and Destinations

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 Units 1-4.

Art - Painting and Drawing

Content Overview

In Art - Painting and Drawing, students will develop creative solutions to themes and topics. Working predominantly in the mediums of painting and drawing students are encouraged to experiment and build visual arts skills. Throughout the subject, students undertake a folio-based studio practice, involving analysis, research, experimentation and developments of ideas. Students will also refine and present finished artworks.

They will be introduced to art theory topics to further their understanding of the elements and principles of art, while learning to respond to historical and contemporary artists and interpret their work. By the end of the semester, students will develop their creative thinking and analysis skills while advancing their ability to conceptualise, plan and refine finished artworks, focusing within the mediums of painting and drawing.

Students will learn to manipulate the materials through a range of painting and drawing techniques. They will apply these new techniques to express ideas, concepts and themes in their own personal art practice. Over the course of the semester, students may explore and experiment with materials such as charcoal, pencil, progresso, pastel, watercolour and acrylic paint. This will be documented though a folio process.

Students will also learn to analyse artworks while investigating a variety of art movements and artists from different cultures and times in history.

Recommendations

At Year 10, Art offers two semester-based electives. You can enrol in either of the two semesters offered, or both. Experience in either semester will support a pathway to VCE Art Making and Exhibiting Units 1-4.

Assessments

A variety of projects are completed over the course of the semester. These projects may vary from year to year as chosen themes and work for analysis are selected to reflect current issues and the work of locally exhibiting artists. Assessment tasks will include:

- Folio (research, experimentation, development, annotations and evaluation)
- Final artworks
- Written analysis
- End of Semester Exam

Pathways and Destinations

Students will complete several tasks covering different themes and materials to better prepare them for VCE Art Making and Exhibiting Units 1-4. They will learn how to analyse artworks and reflect on their own art works and practices, using art language.

Key skills include:

- How to explore and express ideas
- How to develop their visual arts practice through research, experimentation, development, annotations and evaluation; research
- How to present and display their artwork for an audience
- How to analyse, interpret and evaluate a range of artworks from a range of contemporary and historical contexts

Art - Printmaking and Ceramics

Content Overview

In Art - Printmaking and Ceramics, Students will develop creative solutions to themes and topics. Working predominantly in the mediums of printmaking and ceramics students are encouraged to experiment and build skills. Throughout the subject, students undertake a folio based studio practice, involving analysis, research, experimentation and developments of ideas. Students will also refine and present finished artworks.

They will be introduced to art theory topics to further their understanding of the elements and principles of art, while learning to respond to historical and contemporary artists and interpret their work. By the end of the semester, students will develop their creative thinking and analysis skills while advancing their ability to conceptualise, plan and refine finished artworks, focusing within the mediums of printmaking and ceramics.

Students will learn to manipulate the materials through a range of painting and drawing techniques. They will apply these new techniques to express ideas, concepts and themes in their own personal art practice. Over the course of the semester, students may explore and experiment with materials such as linocutting, etching, screen-printing, hand building with clay, firing and glazing ceramics. This will be documented though a folio process.

Students will also learn to analyse artworks while investigating a variety of art movements and artists from different cultures and times in history.

Recommendations

At Year 10, Art includes two semester-based electives. You can enrol in either of the two semesters offered, or both. Experience in either semester will support a pathway to VCE Art Making and Exhibiting Units 1-4.

Assessment

A variety of projects are completed over the course of the semester. These projects may vary from year to year as chosen themes and work for analysis are selected to reflect current issues and the work of locally exhibiting artists. Assessment tasks will include:

- Folio (Research, experimentation, development, annotations and evaluation)
- Final Artworks
- Written Analysis
- End of Semester Exam

Pathways and Destinations

Students will complete several tasks covering different themes and materials to better prepare them for VCE Art Making and Exhibiting Units 1-4. They will learn how to analyse artworks and reflect on their own art works and practices, using art language.

Key skills include:

- How to explore and express ideas
- How to develop their visual arts practice through research, experimentation, development, annotations and evaluation; research
- How to present and display their artwork for an audience
- How to analyse, interpret and evaluate a range of artworks from a range of contemporary and historical contexts

Visual Communication and Design (VCD) - Architecture

Content Overviews

In Visual Communication Design (VCD) - Architecture, students will follow the design process to develop creative solutions to a brief. Focusing on environmental design (architecture, interior design and landscape design), students use both manual and digital tools to visualise, develop and refine their ideas within a folio process. Throughout the subject, students learn technical drawing conventions relevant to environmental design.

They will be introduced to key design terminology such as; design elements and principles, target audience, influencing factors of design, and method, media, and materials. These skills are developed through annotation techniques and a range of analysis activities.

Students will complete two major projects predominantly within the environmental design field. While following the design process, students will develop skills in technical drawing such as one point perspective, scaled planometric drawing and rendering. They will also investigate the elements and principles of design, technical drawing conventions and be introduced to Adobe Illustrator. Students also develop skills related to decision-making, planning and reflective thinking while working through a design brief.

Recommendations

At Year 10, Visual Communication Design includes two semester-based electives. You can enrol in either of the two semesters offered, or both. Experience in either semester will support a pathway to VCE Visual Communication Design Units 1-4.

Assessment

This semester Year 10 VCD Architecture students will most likely complete the following project-based assessments:

- Tiny House Design Brief - Students use architecture and interior design skills to design their own tiny house. This project includes a folio of research, design development and annotations along with a digitally produced scaled plan and manually rendered planometric drawing.
- Cityscape Design Brief - Students use environmental design skills to create a new city. This project includes a folio of research, design development and annotations along with a manually or digitally rendered perspective illustration.
- End of Semester Exam

Pathways and Destinations

Students may also complete a range of additional analysis tasks to support their understanding of design language and techniques.

This will prepare students for VCE Visual Communication Design Units 1-4. It is also beneficial for other folio-based subjects such as VCE Art Making and Exhibiting, Media and Product Design and Technology.

Visual Communication and Design (VCD) - Graphics

Content Overview

In Visual Communication Design (VCD) - Graphics, Students will follow the design process to develop creative solutions to a brief. Focusing on communication and industrial design (branding, product and packaging design), students use both manual and digital tools to visualise, develop and refine their ideas within a folio process. Throughout the subject, students learn typography and layout conventions, how to repeat patterns for surface graphics and create branding/ logo designs.

They will be introduced to key design terminology such as; design elements and principles, target audience, influencing factors of design, and method, media and materials. These skills are developed through annotation techniques and a range of analysis activities.

Students will complete two major projects predominantly within the communication and industrial design fields. While following the design process, students will develop skills in target audience analysis, brand development, advertising and promotion. They will also investigate the elements and principles of design, technical drawing conventions and be introduced to Adobe Illustrator. Students also develop skills related to decision-making, planning and reflective thinking, while working through a design brief.

Recommendations

At Year 10, Visual Communication Design includes two semester-based electives. You can enrol in either of the two semesters offered, or both. Experience in either semester will support a pathway to VCE Visual Communication Design Units 1-4.

Assessment

This semester Year 10 VCD Graphics students will most likely complete the following project-based assessments:

- Converse Sneaker Design Brief - Students use graphic design skills to design surface graphics for a new Converse sneaker, along with a promotional poster. This project includes a folio of research, design development and annotations along with a manually drawn repeating pattern and a digitally produced poster.
- Visual Identity Brief - Students use graphic design skills to create their own visual brand identity and a signature look. This project includes a folio of research, design development and annotations along with digitally produced logo type and imagery.
- End of Semester Exam

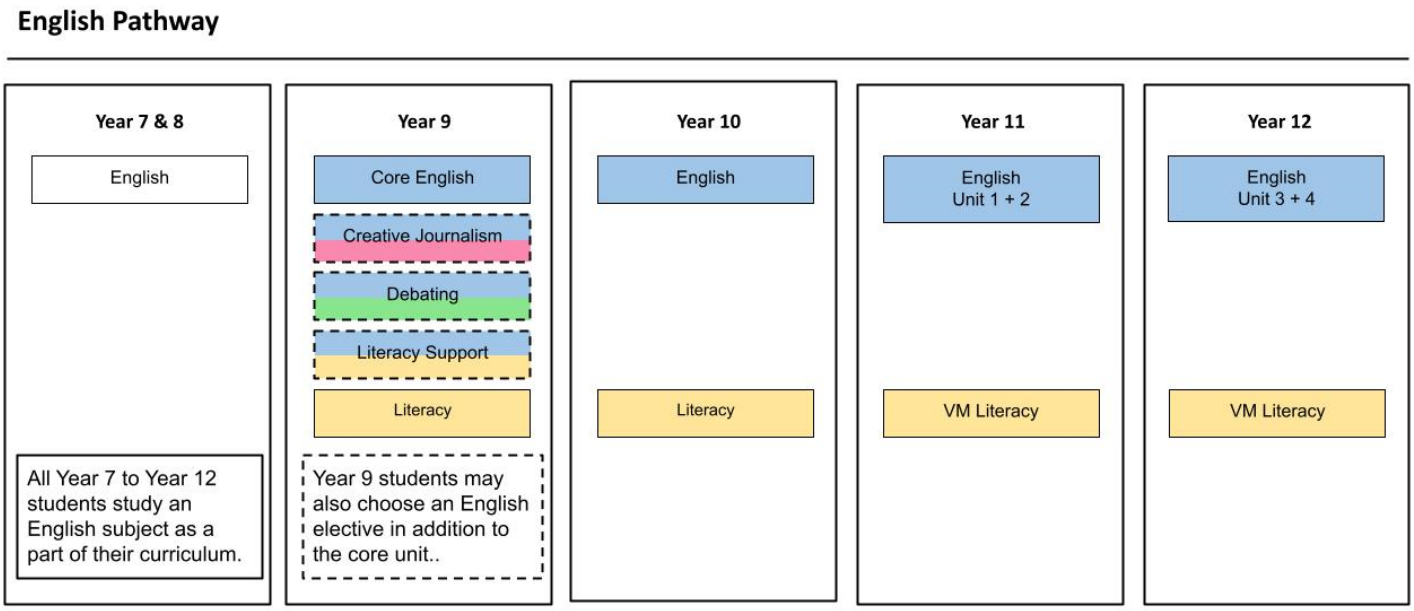
Pathways and Destinations

Students may also complete a range of additional analysis tasks to support their understanding of design language and techniques.

This will prepare students for VCE Visual Communication Design Units 1-4. It is also beneficial for other folio-based subjects such as VCE Art Making and Exhibiting, Media and Product Design and Technology.

ENGLISH

Semester 1 and 2 - COMPULSORY ENGLISH



English encourages skills that allow us to communicate with and understand the world around us. It helps us to access information, form and articulate our own opinions and further develop a sense of ourselves, our world, and our place in it. English helps equip us for participation in a democratic society and the global community.

Content Overview

Year 10 English involves the study of a variety of texts including novels, media, film and theatre which incorporates writing, reading, speaking and listening skills for varied purposes. Tasks are developed in line with the VCE English course. The course will aim to prepare students for Units 1 and 2 English.

Recommendations

Students should have completed mainstream English at Year 9 to proceed to Year 10.

Assessment

- Creative pieces tailored to a range of purposes
- Oral presentations
- Analytical essays (responding to creative and persuasive texts)
- End of Semester exam.

Pathways and Destinations

This study is developed to support students in meeting the language demands of post-school employment, further education, and participation in a democratic society.

Students must undertake mainstream English to proceed to a VCE-UP pathway.

YEAR 10 LITERACY

Semester 1 and 2

Content Overview

The ability to communicate with others and understand the world around us is fundamental in all aspects of life and work. Year 10 Literacy is designed to apply Literacy skills to practical purposes and tasks so we are able to advocate for ourselves and participate constructively in our community.

Recommendations

Students should have completed mainstream English at Year 9 to proceed to Year 10.

Assessment

- Short answer summary and annotation
- Narrative and creative writing in response to authentic texts and prompts.
- Persuasive writing to express and opinion
- Oral presentations and discussion
- Critical analysis of accessible texts.
- End of Semester exam.

Pathways and Destination

This study is developed to support students in meeting the language demands of post-school employment, further education, and participation in a democratic society.

Students must undertake mainstream English to proceed to a VCE-UP pathway - Year 10 Literacy leads to VCE-VM pathway.

ENGLISH - ENHANCED - SEAL
Semester 1 and 2

English encourages skills that allow us to communicate with and understand the world around us. It helps us to access information, form and articulate our own opinions and further develop a sense of ourselves, our world, and our place in it. English helps equip us for participation in a democratic society and the global community. English Enhanced aims to extend and develop these skills and allow students to challenge themselves through a critical and creative exploration of language and ideas.

Content Overview

Year 10 English Enhanced involves the study of a variety of texts including novels, media, film and art which incorporate writing, reading, speaking and listening skills for varied purposes. Tasks are developed in line with the VCE English course. The course will incorporate many skills from Units 1 and 2 English and aims to extend students beyond the standard Year 10 curriculum in order to better prepare them for VCE English.

Recommendations

Students should have completed SEAL English at Year 9 to proceed to Year 10.

Assessment

- Personal Response Essay
- Text Response Essay
- Analysis of Argument
- Oral Presentation
- Crafting and Creating Texts
- End of Semester Exam.

Pathways and Destinations

This study is developed to support students in meeting the language demands of post-school employment, further education, and participation in a democratic society.

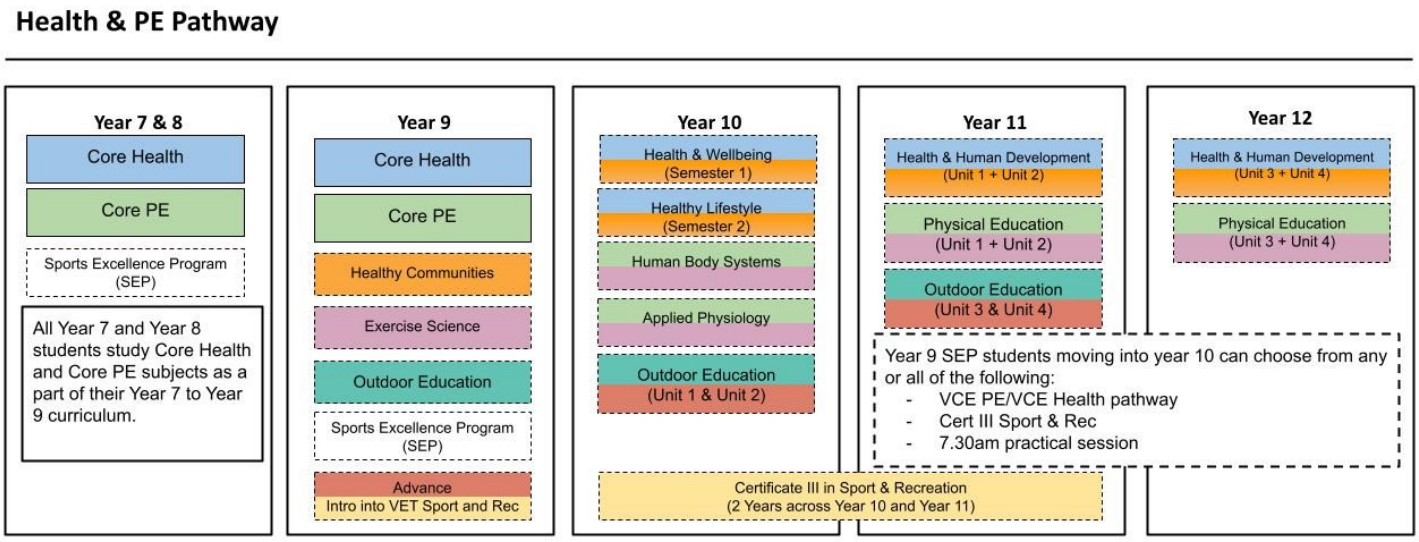
Students must undertake mainstream or Enhanced English to proceed to a VCE-UP pathway.

HEALTH, PHYSICAL AND OUTDOOR EDUCATION

All students in Year 10 should consider studying a Physical Education or Health elective for at least ONE semester.

Physical Education and 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.

It is possible to do VCE Health and Human Development (HHD) or Physical Education having not studied it in Year 10 or 11.



EAL (English as an Additional Language)

Semester 1 and 2 - Recommended for students who are eligible to undertake VCE EAL Units 1-4

EAL can be taken by eligible students instead of standard English. Eligible students are generally defined as students who have resided for less than seven years in an English-speaking country and who have received instruction in English for less than a total period of seven years.

This study aims to develop competence in the understanding and use of English for a variety of purposes. It encourages learning in which students take responsibility for their language development. Coursework mostly follows the same content as mainstream English, however, assessment tasks and examinations will vary.

Content Overview

Year 10 EAL involves the study of a variety of texts including novels, media, film and audio texts which incorporate writing, reading, speaking and listening skills for varied purposes. Tasks are developed in line with the VCE EAL course. The course will aim to prepare students for Units 1 and 2 EAL.

Depending on numbers, Year 10 EAL may run as a combined class with Year 11 EAL.

Recommendations

English is a compulsory subject until the end of Year 12; eligible students are encouraged to complete EAL which gives consideration to their status as an additional-language learner.

Assessment

- Creative pieces tailored to a range of purposes with commentary reflecting on the writing process
- Analytical essays
- Oral presentations
- Listening comprehension tasks
- End of Semester exam

Pathways and Destinations

This study is developed to support students in meeting the language demands of post-school employment, further education, and participation in a democratic society.

Most tertiary courses require a study score of 30 or more in EAL as a prerequisite.

Health and Human Development (HHD) - Health and Wellbeing

Students are able to define and understand what the terms 'health' and 'wellbeing' mean, learn to differentiate between the dimensions and explore how they interrelate. Students will learn about drugs with a focus on how they impact mental health and wellbeing. This semester will also include investigating the health status of Australians with emphasis on the Australian health system, but also in a global context.

Content Overview

- Introduction to health and wellbeing with specific focus on the dimensions of health, their relationship and health measure indicators
- Drugs and Mental health
- Australia's Healthcare System and how it compares to other health care systems across the globe
- Global Health with specific focus on key sustainable development goals and communicable/non-communicable diseases

Recommendations

There are no prerequisites for this elective. However it is recommended that students have a strong foundation in literacy skills.

Assessment

- Interrelationships between Mental Health and Drugs Test
- Australia's Healthcare Test
- Global Health Test
- End of Semester Exam

Pathways and Destinations

- Explore current health issues
- Learn to read various forms of data including graphs and statistics
- Acquire knowledge to live a healthier life

This subject will provide exposure to VCE Health and Human Development Units 1-4

Health and Human Development (HHD) - Promoting a Healthy Lifestyle

Students will analyse food and nutrition as foundations for good health and wellbeing and investigate the roles and sources of major nutrients. Furthermore, they will evaluate food selection models and other tools to promote healthy eating. Students will explore the developmental changes across the lifespan and health promotion.

Content Overview

Students will explore the following topics:

- Nutrition, specifically focusing on macronutrients, micronutrients, food models and promoting healthy eating
- The human lifespan, specifically focusing on development from conception through to youth/adolescence, parenting, prenatal and early childhood development
- Health promotion and risk taking, specifically focusing on TAC and smoking

Recommendations

There are no prerequisites for this elective. However it is recommended that students have a strong foundation in literacy skills.

Assessment

- Nutrition Test
- Human Lifespan Test
- Health Promotion Test
- End of Semester Exam

Pathways and Destinations

- Explore current health issues
- Learn to read various forms of data including graphs and statistics
- Acquire knowledge to live a healthier life

This subject will provide exposure to VCE Health and Human Development Units 1-4.

Outdoor and Environmental Studies– year long

This subject will provide students with an opportunity to achieve Unit 1 in Outdoor and Environmental Studies. They will apply theoretical understanding from the classroom to a variety of practical excursions in preparation for VCE Units 3 and 4 Outdoor and Environmental Studies.

Content Overview

In Semester 1, students will examine Indigenous peoples and non-Indigenous peoples ways of knowing their environments. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments. Through practical activities, students develop the skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature. After satisfactory completion of this semester students will achieve a Unit 1 in Outdoor and Environmental Studies.

Attendance for all practical experiences is a compulsory part of the course as it links to content and assessment. There will be costs associated with each event throughout the year.

Practical experiences may include:

- Surfing
- Hiking
- Stand up paddle boarding

In Semester 2, students focus on sustainability and human impacts on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students also examine Indigenous relationships with outdoor environments.

Recommendations

Participation in Year 10 is strongly recommended but not compulsory for entry into Units 3 and 4. There are no prerequisites for entry to Year 10 Outdoor and Environmental Studies, although students who have completed Year 9 Outdoor Education will have first preference.

Assessment

SACs across Semester 1 and 2 include:

- Data Analysis
- Media Response
- Tests
- Case Studies
- Research tasks
- Practical Journals
- End of Semester Exam

Pathways and Destinations

This subject will develop key knowledge and skills in preparation for VCE units 3 & 4 Outdoor and Environmental Studies which students study as part of their Year 11 program. Upon satisfactory completion of Semester 1 and 2 students will achieve Unit 1 in Outdoor and Environmental Studies.

Physical Education (PE) - Applied Physiology

Students will focus on the Biomechanical Principles in sport. Students will analyse their own bodily movements and work towards improving their skills through practice and feedback. There will be a unit on Sport Coaching and the final unit, Aerobic versus Anaerobic Energy Systems, is a preparation for VCE Physical Education .

Content Overview

The course comprises one third practical work, one third theoretical work and one third laboratory classes. Students will focus on:

- Sport Coaching
- Biomechanics principles
- Classification of skills
- Fitness components

Recommendations

There are no prerequisites for this elective. However it is recommended that students have a strong foundation of literacy skills.

Assessment

- Coaching assessment task
- Biomechanical analysis task and Student Workbook
- Laboratory and Practical tasks on the Aerobic and Anaerobic Energy Systems
- Unit tests
- End of Semester Exam

Pathways and Destinations

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.

Physical Education (PE) - Human Body Systems

Through practical activities students will explore the major components of the physiology and anatomy of the skeletal and cardiovascular systems and their contributions and interactions during physical activity.

Content Overview

The course comprises one third theory, one third practical and one third laboratory work. Students will focus on:

- Anatomy and physiology of the skeletal system
- Anatomy and physiology of the muscular system
- Understanding the components of fitness testing and how to assess these.

Recommendations

There are no prerequisites for this elective. However it is recommended that students have a strong foundation of literacy skills.

Assessment

- Tests for skeletal, respiratory and cardiovascular systems
- Laboratory reports for skeletal and muscular systems
- End of Semester Exam

Pathways and Destinations

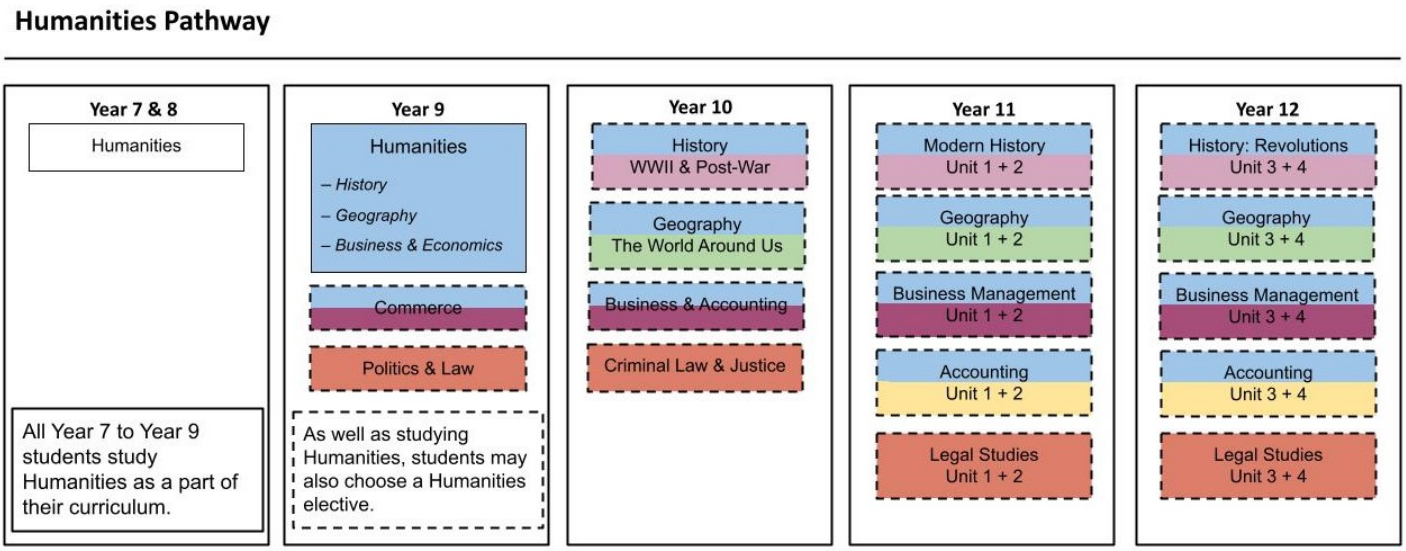
This study will encourage students to examine the systems of the human body and how we move.

The students will gain knowledge necessary to progress on to VCE Physical Education Units 1-4.

HUMANITIES

General Information

All students in Year 10 should consider studying a Humanities elective for at least ONE semester.



LEARNING OUTCOMES:

All subjects are designed in line with the requirements outlined within the Victorian Curriculum guidelines. All subjects are structured to build, extend, and prepare students for the knowledge and skill requirements of each respective subject VCE pathway at both Year 11 and 12.

Business and Accounting

This subject introduces students to the world of finance, enterprise and consumerism. They explore the nature of innovation and how small businesses seek to create and maintain a competitive advantage in the market, including the global market. This unit aims to develop students' financial management knowledge and the skills needed to be able to make informed economic decisions. Students are introduced to the discipline of accounting as they learn how and why businesses record transactions. Students are exposed to a range of introductory skills suitable for VCE Accounting and Business Management Units 1 & 2.

Content Overview

This course starts with an introduction to macroeconomics, covering key concepts such as inflation, monetary policy, and fiscal policy. We then narrow down to microeconomics, examining how individual businesses gain competitive advantage and engage in socially responsible practices beyond legal requirements. The program also includes a detailed look at the Australian tax system, enhancing students' understanding of personal finance responsibilities like obtaining a Tax File Number and lodging tax returns. We conclude with a primer on accounting principles, teaching students how businesses manage financial reporting and effective financial management. This comprehensive approach bridges theoretical economic concepts with practical financial applications.

Recommendations

Students develop a deeper understanding of the business and economics functions that shape society, being more readily able to evaluate the influence of these factors within society.

Assessment

The major areas of assessment will include:

- Economics Exam
- Business Plan
- Tax and Financial Literacy Case Study
- End of Semester Exam

Pathways and Destinations

This subject provides links to the knowledge and skills required for VCE Business Management Units 1-4.

This subject provides links to the knowledge and skills required for VCE Accounting Units 1-4.

Geography: The World Around Us

This subject aims to engage students with an understanding of environmental change and management across both Australia and the world through zooming-in to specific environmental geographies in-depth. Students explore possibilities for sustaining human life through supply of food, water, and air as basic needs for survival, resulting in an understanding of the vital importance of taking care to manage the world's environments.

Content Overview

Students will learn about Environmental change and Management, along with the Geographies of Human Wellbeing. They will investigate the causes, impacts, and responses to environmental change around the globe, and complete a fieldwork trip to McCrae Beach. This will involve collecting data regarding the management of the area and producing a detailed report of their findings.

While studying the Geographies of Wellbeing, students will use geographic data such as GIS, maps and graphs to compare inequalities in wealth, health and education throughout the world, along with the human and natural factors affecting wellbeing. The unit will conclude with a group research project, with students investigating the wellbeing of a country of their choice.

Recommendations

Students learn the geographical skills of GIS mapping, research based fieldwork skills and engage in strategies to manage human and environmental change. It also extends beyond content covered in Year 9 Humanities as part of the Geography curriculum, with students learning about a range of different countries around the globe.

Assessment

- Field Report
- Structured Questions
- End of Semester Exam

Pathways and Destinations

Students develop the key knowledge and skills necessary for further engagement in the study of Geography through an understanding of both environment change and management

Provides links to the skills and knowledge required for VCE Geography Units 1-4.

History: WW2 and Post-War

This subject aims to engage and inform students about Australia's identity and to analyse how and why we transformed 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' skills of evidence analysis, building their own opinions based on a variety of different opinions and historical arguments.

How did you get to where you are today? What lies ahead in our future? History is simply the act of making meaning of the past, whether it be days ago, years ago or millennia. In History, we examine events, figures, artworks, ideas, movements, places and periods, not only to understand them, but to shed light on our own world, to understand issues within our time and to contribute to the fabric of the blanket that is humankind's collective memory. As no topic is irrelevant to History, historians develop key skills in many and varied areas, such as visual and language analysis, critical reading and viewing, debating and powers of persuasion and writing.

Content Overview

Students study the causes of World War II, including the Treaty of Versailles and the Great Depression. Students 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 and 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 Vietnam War, as well as, the Civil Rights movement and social changes that developed through the 1960s.

Recommendations

Students learn the key skills of research, analysis and presenting critical arguments based on evidence. Students are more actively aware of the reasons and factors that have shaped modern society and understand the fundamental flaws of past injustices which should never be repeated.

Assessment

- Historical Essay
- Extended Response
- Source Analysis
- End of Semester Exam

Pathways and Destinations

This subject provides links to the historical skills required for VCE History Units 1-4.

Criminal Law and Justice

What happens when someone commits murder? Who are our lawmakers and how do laws change to reflect new requirements, values and expectations? What are Australia's international legal obligations, for instance to the United Nations, and how does that affect Australian government policy? The legal system is complex but fascinating. Consider the reasons for making, following and upholding the law in the context of real-life case studies and situations.

Criminal Law and Justice is a one semester elective subject available to all Year 10 students.

Content Overview

Students learn about the key features of Australia's justice system including the application and interpretation of the law, both civil and criminal. They will explore the key principles of Australia's justice system, including equality before the law, an independent and unbiased judiciary and the right to appeal. Students also explore the principles of justice; Fairness, Access and Equality in the Australian legal system and evaluates the extent to which these are achieved.

Students explain the roles and responsibilities of courts, with a focus on how courts make law. Students explore the role of the High Court in interpreting the Australian Constitution and protecting rights. Students apply their knowledge to actual and hypothetical cases. Students will also visit the Magistrates Court to experience jurisprudence first-hand. Students will investigate police powers, learning about the balance of power between institutions and the individual while engaging with their rights as youth in Victoria.

Recommendations

This subject introduces students to real-world valuable knowledge about the law, government and the relationship between these powers in upholding the legal system. It also teaches students about their individual rights and responsibilities in a democracy, enabling them to become an informed member of Australian society. It extends upon content covered in Year 9 electives Commerce or Politics and Law however any Year 10 student may undertake the subject.

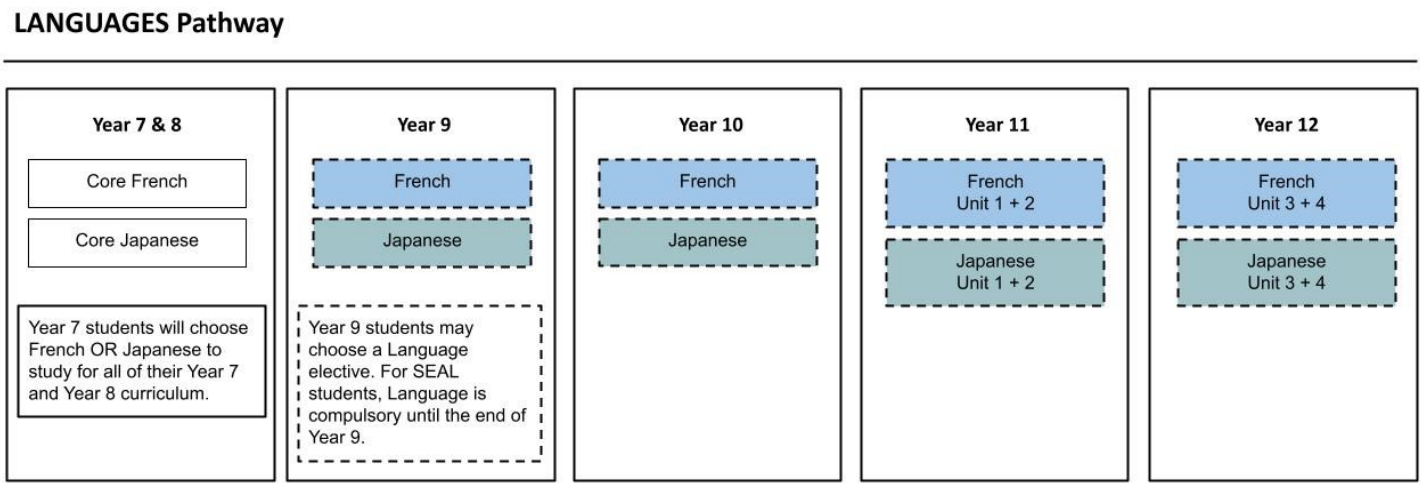
Assessment

- Principles of Justice assessment
- Courts processes and procedures test
- Police powers report
- End of Semester Exam

Pathways and Destinations

This subject provides links to the skills and knowledge required for VCE Legal Studies Units 1-4.

LANGUAGES



French

Languages – If students choose to study a language, it must be for the entire year

A broad range of social, economic and vocational opportunities result from study of a second language. Students are able to engage with French-speaking communities in Australia and internationally in a variety of endeavours.

Content Overview

The Year 10 French program focuses on units of work related to the topics of 'Life beyond Family, Friends and School, '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 World Around Us' as structured in the French study design for VCE Languages studies.

Each unit focuses on literacy in the area of vocabulary development and scaffolding grammatical concepts to improve reading comprehension and writing skills; and intonation, use of specific expressions and cultural gestures in role-plays/oral communication. Students explore their own cultural and intercultural understandings through reflection and comparison of their own culture with those of the French-Speaking communities. The program offers a broad range of activities to promote and enhance all macro skills in the areas of speaking, viewing, translating, interpreting and reflecting, analysing, synthesizing, reading, writing and listening, involved in language learning. A range of viewing stimulus materials are also used to engage in social and cultural discussions in transition for VCE French Units 1 and 2.

To increase the depth of cultural and intercultural understandings, each unit of work is also extended with a broad range of practical and extra-curricular activities such as cultural visits through incursions and excursions. Students are exposed to and have opportunities to participate in events such as poetry and writing competitions, 'Le Concours Berthe Mouchette', French film festival, French plays, Crepe Day and Cultural Diversity Week, including a future French Study Tour to France.

Recommendations

It is highly recommended that students have undertaken French in Years 7 to 9 before enrolling into Year 10 French. However, entry would also be considered upon request based on other circumstances (e.g. student has a French-speaking background, attends a French language school/class, etc.).

French—continued

Assessment

- Ongoing vocabulary and grammar tests in the format of online quizzes (using Socrative, Quizlet and Kahoot to review progress and consolidate understanding)
- Regular listening and reading comprehension tests
- Role-plays and class presentations to develop speaking skills
- End of unit test on each topic/theme studied including a benchmark task
- Berthe Mouchette and ACER Language competence test (Certificate 1 Level)
- End of Semester Exam

Pathways and Destinations

Links to VCE French Units 1-4

LANGUAGES - Japanese

Languages – If students choose to study a language, it must be for the entire year

A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Japanese-speaking communities in Australia and internationally in a variety of endeavours.

Content Overview

In Year 10 Japanese, students study units of work related to the topics of 'Leisure Activities', 'City and Country', 'School Trips', 'Part-Time Work', 'Careers and Aspirations' and 'Homestay in Australia'. These units form the core foundation of interrelated courses to the VCE Japanese themes of The Individual, Japanese-Speaking Communities, and the World Around Us, as outlined in the VCE Japanese Second Language study design. Within each unit, students continue to develop and expand their knowledge of Japanese characters, language, vocabulary and grammar. This further assists students to improve their oral communication skills and understanding of the broader content through all five macro skills: speaking, listening, reading, writing, and viewing.

Students of Japanese explore their own cultural and intercultural understandings through reflection and comparison of their own culture with that of the Japanese-speaking communities. Students also have increased opportunities to interact with our sister school, Koei Veritas. This may include letter writing and cultural exchange activities. To increase the depth of cultural and intercultural understandings, students participate in a broad range of practical and extra-curricular activities such as incursions and excursions. Students are exposed to and have opportunities to participate in events such as language competitions, the Japanese Film Festival, and the bi-annual Japan Study Tour.

Recommendations

It is highly recommended that students have undertaken Japanese in Years 7 to 9 before enrolling into Year 10 Japanese. However, entry would also be considered upon request based on other circumstances (e.g. student has a Japanese-speaking background, attends a Japanese language school/class, etc.).

Japanese — continued

Assessment

- Ongoing vocabulary and grammar tasks
- Regular listening and reading comprehension tasks
- Role-plays and class presentations to develop speaking skills
- Unit tests on each topic/theme studied
- Writing benchmark tasks
- ACER Language competence test
- End of Semester Exam

Pathways and Destinations

Links to VCE Japanese Units 1-4

MATHEMATICS

Semester 1 and 2 - Compulsory

The Year 10 Mathematics courses provide students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The Mathematics curriculum aims to ensure that students:

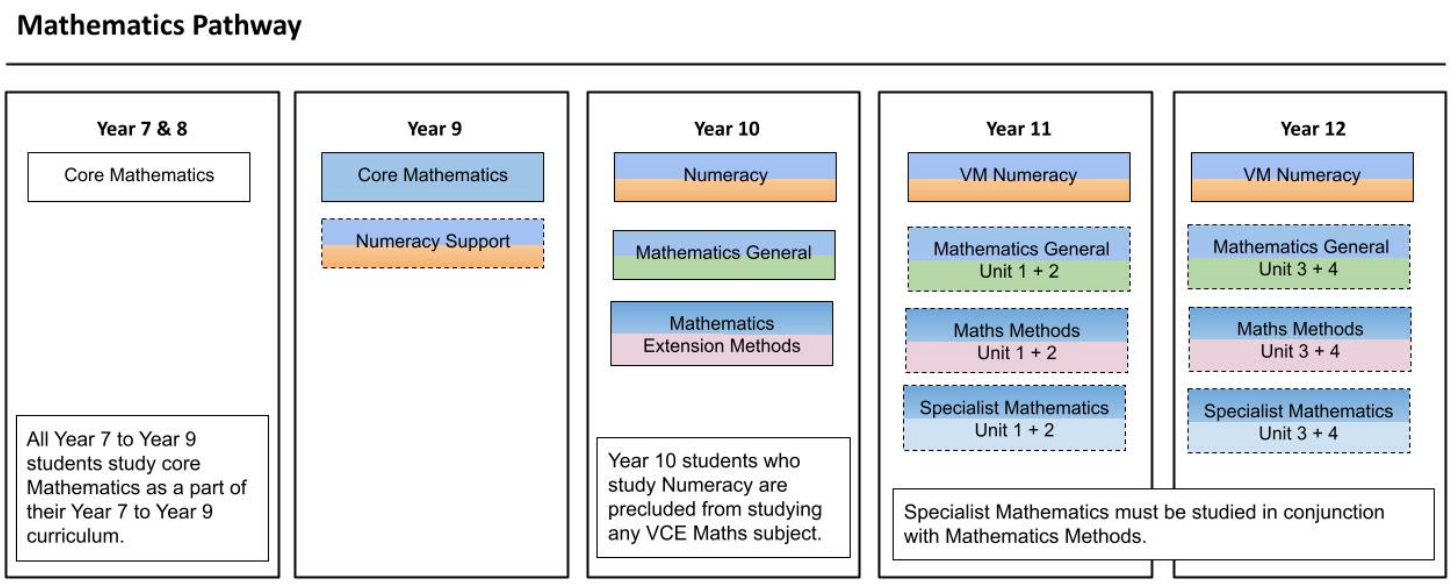
- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy

Students have a choice of three Maths courses in Year 10: **Year 10 Numeracy, Year 10 General Maths, and Year 10 Mathematics Extension Methods**. Course content for each of the Year 10 Maths courses covers the strands detailed in the Victorian Curriculum including Number, Algebra, Measurement, Space and Probability. For those students intending to study Maths Methods and Specialist Maths in VCE, it is strongly advised they undertake Year 10 Mathematics Extension Methods.

It is strongly recommended that students consult with their Maths teachers and course counsellors to select the Year 10 Mathematics course best suited to their knowledge, skills and future pathway.

It is important that future Year 10 students are aware of the Mathematics Pathways illustrated below as it is not possible for students to move to higher level of mathematics without having undertaken appropriate preparation.

Mathematics Numeracy - year long



The purpose of this study is to enable students to develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies.

Content Overview

Each module describes the range of contexts that are the starting point for developing the students' numeracy and underpinning their mathematical skills. This range covers four numeracies where foundational mathematical skills are situated and embedded: personal, financial, health & recreational and civic.

At this level, the contexts should be highly familiar and relevant to the students and should reflect their personal interests and lives. The numeracy problems to be solved should be authentic, concrete and immediate. Simple, everyday mathematical information will be situated in highly familiar, simple and concise oral and/or written materials where the mathematics is highly explicit.

Recommendations

This subject is for students who need additional support with their learning and more of an individualised program. Once a student enrols in this subject, they are precluded from undertaking VCE Maths in later years.

Assessment

Students are required to demonstrate achievement of each of the **eight learning goals** that describe the mathematical content knowledge for **three different learning requirements**. These include covering:

1. Each of the four **numeracies**:

- Personal numeracy
- Financial numeracy
- Health and Recreational numeracy
- Civic numeracy.

2. Each of the **four stages of the problem-solving cycle** that underpin the capabilities required to solve a mathematical problem embedded in the real-world:

- identifying the mathematics
- acting on and using mathematics
- evaluating and reflecting
- communicating and reporting.

3. The use and application of a technical **Mathematical toolkit**.

Students will sit an end of Semester exam at the completion of both Semester 1 and Semester 2

Pathways and Destinations

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Core	Core	Core	Maths Numeracy	VM Numeracy	VM Numeracy

Mathematics General - year long

This course is aimed at students preparing to undertake the VCE sequence containing Units 1 and 2 General Mathematics, which leads into Units 3 and 4 General Maths.

Content Overview

Students will develop competency in the use of ICT skills as they apply to mathematics, in particular the use of CAS calculators. They will also undertake topics that develop their understanding, fluency, problem-solving skills, and reasoning. These skills are fundamental to learning mathematics and working mathematically and are applied across the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Recommendations

Maths is a core subject for Years 7 to 10.

Assessment

The main method of assessment includes topic tests, summary or review notes, classwork and assignments. Students will sit two semester examinations at the completion of both Semester 1 and Semester 2.

Equipment required: CAS Graphical Calculator—TI-Nspire CX II CAS graphing calculator

Pathways and Destinations

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Option 1	Core	Core	Core	Maths – General	General Maths 1 & 2	General Maths 3 & 4
Option 2	Core	Core	Core	Maths – General		

Mathematics Extension Methods - year long

This course is aimed at students preparing to undertake the VCE sequence containing Units 1 and 2 Mathematical Methods, which leads into Units 3 and 4 Mathematical Methods and, if they wish, Units 1 and 2 Specialist Mathematics which leads into Units 3 and 4 Specialist Mathematics.

Content Overview

This course covers material from Victorian Curriculum level 10 (Core Year 10) as well as content from level 10A (extension part of the Year 10 curriculum), which extends skills and knowledge. Students will develop competency in the use of ICT skills as they apply to mathematics, in particular the use of a CAS calculator. They will develop their understanding, problem-solving, and reasoning skills within the topics studied, with an emphasis on algebraic skills.

Recommendations

This subject is aimed at Year 10 students or as a Year 9 SEAL. The course is suited to students who have a strong appreciation for and understanding of mathematics, particularly algebra, and would like to pursue multiple mathematics subjects in VCE.

Assessment

The main method of assessment includes topic tests, summary or review notes, classwork and assignments. Students will sit two semester examinations at the completion of both Semester 1 and Semester 2.

Equipment required: CAS Graphical Calculator—TI-Nspire CX II CAS graphing calculator

Pathways and Destinations

<table>
<tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Year 12</th></tr>
<tr><td>Option 1</td><td>Core</td><td>Core</td><td>Core</td><td>Maths – Extension Methods</td><td>Maths Methods 1& 2</td><td>Maths Methods 3 & 4</td></tr>
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<tr><td rowspan="2">Option 2</td><td rowspan="2">Core</td><td rowspan="2">Core</td><td rowspan="2">Core</td><td rowspan="2">Maths – Extension Methods</td><td>Maths Methods 1& 2</td><td>Maths Methods 3 & 4</td></tr>
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<tr><td rowspan="2">SEAL Option 2</td><td rowspan="2">SEAL</td><td rowspan="2">SEAL</td><td rowspan="2">SEAL Maths – Extension Methods</td><td rowspan="2">Maths Methods 1& 2</td><td>Maths Methods 3 & 4</td><td>Specialist Maths 3 & 4</td></tr>
<tr><td>Specialist Maths 1& 2</td><td></td></tr>
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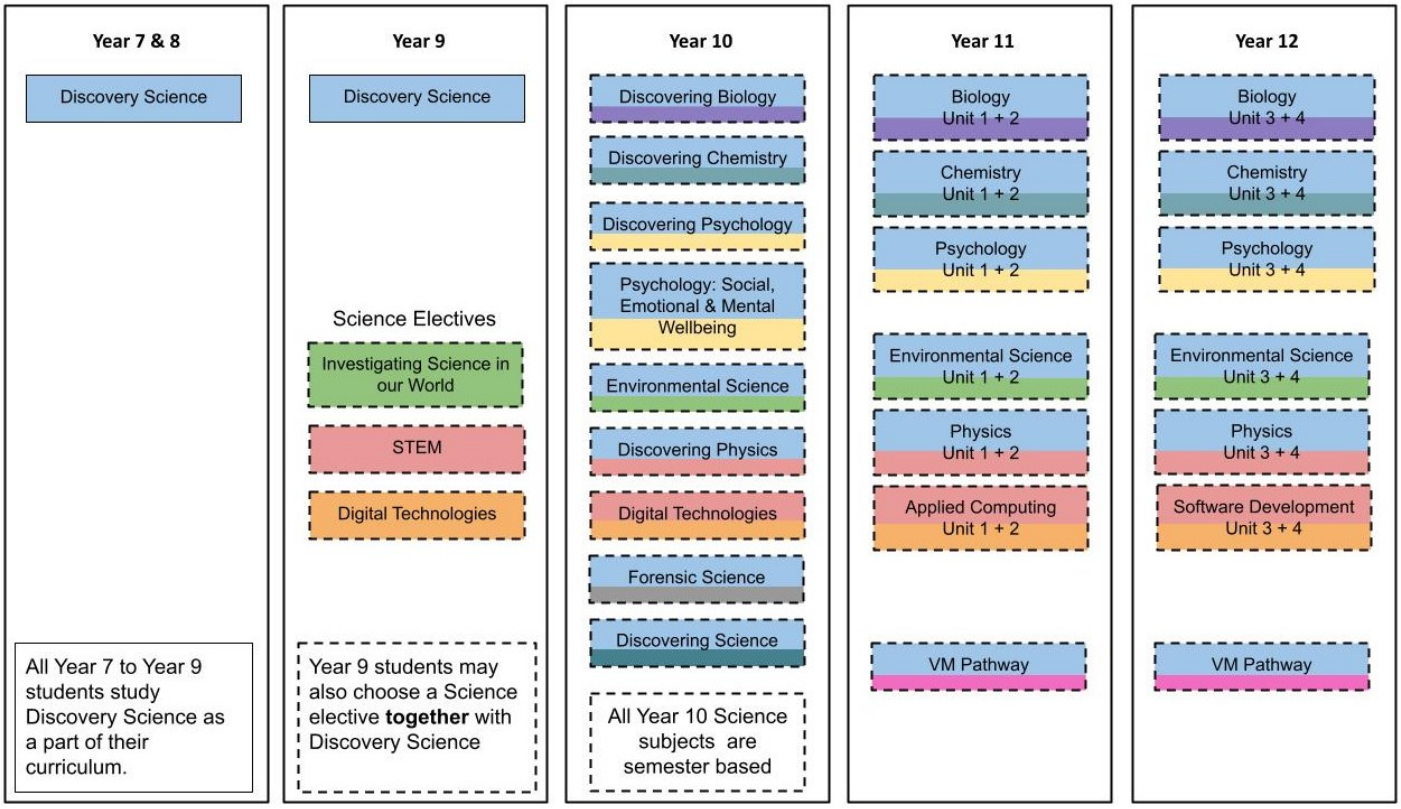
SCIENCE

All subjects in Science are offered for one semester.

Science Pathway



Digital Technologies

Digital Technologies helps students develop skills in computational thinking and accurately describing problems and develop an understanding of modular approaches to solutions.

Content Overview

Students analyse problems and design, implement and evaluate a range of digital solutions, such as database driven websites, artificial intelligence engines and simulations. They design and implement modular programs, including an object-oriented program, using algorithms and data structures that reflect the relationships of real-world data and data entities.

In addition to programming, students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. Students understand and create solutions that comply with legal obligations of the online environments.

Recommendations

Students wanting to take a VCE or vocational pathway in Applied Computing are encouraged to take this subject.

Assessments

Students will be assessed on both the practical and theoretical aspects of this subject. The project solutions will be evaluated on current information systems with a focus on their enterprise potential.

End of Semester Exam

Pathways and Destinations

Links into VCE Applied Computing which underpins four key concepts: approaches to problem solving, data and information, digital systems and interactions and impact.

Discovering Biology

Students who have identified Biology as a pathway subject for VCE / future employment will spend time investigating Biology concepts as well as developing their scientific research and inquiry skills in preparation for VCE Biology.

Content Overview

Students develop an understanding of some of the fundamentals of biology, the biology of life and the reasons why we are as we are. Students study cell structure and function, which is linked to fundamentals on DNA and genetics. They gain an understanding of inheritance as well as studying the immune system and how it defends the body against pathogens. Students also develop key science skills through student designed investigations. Students will be required to complete a range of tasks to assist their learning, which includes:

- Structured questions
- Building models for concepts or processes (e.g. DNA molecules, processes of mitosis etc)
- Research tasks

Recommendations

Strong literacy skills required to engage effectively with biology content.

Assessment

- DNA extraction scientific poster
- Mid-semester test
- Investigation into the body's response to disease report
- End of Semester Exam

Pathways and Destinations

- Understand and use the Scientific Method
- Understand the basics of biochemistry, genetics and cell biology
- Show increased awareness about the scope of biology and its impact on modern life
- Develop laboratory skills and an understanding of the philosophy of research
- Develop reporting, presentation and ICT skills

Links to VCE - Knowledge content to VCE Biology

Discovering Chemistry

During this unit students who have identified Chemistry as a pathway subject for VCE / future employment will spend time investigating Chemistry concepts as well as developing their scientific research and inquiry skills in preparation for VCE Chemistry.

Content Overview

Content will include reinforcing the atomic structure model, balancing equations and chemical bonding, extending the understanding of rates and types of reactions, including redox reactions, and an introduction to the mole theory and organic chemistry.

Recommendations

It is recommended students have a strong Mathematics background and undertake Mathematics Extension Methods with this unit.

Assessment

- Media Response of Scientific Articles. Students will apply their knowledge of rates and types of reactions to evaluate current industrial processes
- Structured Questions conducted under test conditions for a range of concepts
- A student-designed investigation with a focus on organic chemistry
- Homework tasks. Students are assessed on their ability to complete homework tasks to standard and in a timely manner
- End of Semester Exam

Pathways and Destinations

- Understand and develop Key Science Skills to undertake Scientific Investigations in Chemistry
- Understand the concepts of balancing equations, the atomic model, rates of reactions, the mole theory and electrochemistry
- Develop laboratory skills and an understanding of the philosophy of research
- Develop reporting, analysing data, mathematical and ICT skills

Links to VCE - Knowledge content to VCE Chemistry

Discovering Environmental Science

This course is to provide students with the opportunity to consider all of the components which make up our environment and investigate how they interact with each other. Students also investigate sustainability and examine human impacts on the environment.

Content Overview

Students develop an understanding of the Biosphere and the components of ecosystems in various environments.

They investigate the movement of energy and cycling of nutrients within these ecosystems, as well as processes such as photosynthesis and cellular respiration. Students also study the climate and climate change, and consider the various impacts that humans have on the environment.

During this course students investigate sustainability and consider ways in which harm to the environment can be minimised, as well as developing important practical skills necessary to collect and analyse data about the state of the different environments.

Recommendations

Strong literacy skills required to engage effectively with Environmental Science content

Assessment

- Investigations into Earth systems
- Class presentation
- Topic tests and Exam
- Field practical skills, using scientific tools
- Homework tasks

Pathways and Destinations

- 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
- Understand factors that affect climate and global warming
- Recognise human impact on the environment
- Develop research skills, as well as practical skills in field and laboratory work

Links to VCE – Knowledge content to VCE Environmental Science and VCE Biology.

Discovering Physics

To strengthen student understandings of the Physical Sciences, in particular for those students intending to undertake Physics in VCE and to investigate new technologies and careers in Physics.

Content Overview

Students develop an understanding of some of the fundamentals of physics. Students study motion, forces and energy transfer. They investigate electricity and electrical circuits. Students will learn practical skills necessary to collect and analyse data from experimental investigations. Students will develop ideas on thermodynamics and light and how physics can be used to model and describe these phenomena.

Recommendations

It is recommended students have a strong Mathematics background and undertake Mathematics Extension Methods with this unit.

Assessment

- Student designed experiments: Students work in groups and are assessed on their group work and on their individual scientific reports
- Structured Questions conducted under test conditions for a range of concepts
- Log Book investigations of electrical circuits: Students are assessed on their ability to construct simple circuits, to predict electrical properties and maintain a log book of their practical activities.
- Homework tasks: Students are assessed on their ability to complete homework tasks to a high standard and in a timely manner.
- End of Semester Exam

Pathways and Destinations

- Understand the laws which describe forces and motion
- Understand the basics of electrical circuits
- Gain experience in managing and analysing data
- Develop research skills, as well as creativity in laboratory work
- Develop reporting, presentation and ICT skills

Links to skills and knowledge content for VCE Physics Units 1-4

Discovering Psychology

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

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, memory and Forensic Psychology.

Students will develop research skills and knowledge and be able to apply an understanding of research principles to class investigations.

Recommendation

Strong literacy skills required to engage effectively with Psychology content

Assessment

- ERA (Empirical Research Activity)
- Tests
- End of Semester Exam

Pathways and Destinations

The course is an engaging insight into neuropsychology and the changes that occur within the brain throughout the lifespan and during times of learning. It also enables students to learn the basics of Forensic Psychology through criminal profiling. It will help prepare students for VCE Psychology by equipping them with the foundation research skills through the Victorian Curriculum — Science Inquiry strand. Nature versus nurture and neuropsychology also form the backbone of VCE Psychology Unit 1.

Links to skills and knowledge content for VCE Psychology Units 1-4

Psychology: Social, Emotional and Mental Wellbeing

This subject will give students an introduction to the science of Psychology and to understand the workings of the mind. The unit is undertaken in one semester.

Content Overview

This course explores the topics of mental health, personality and learning and memory. Research methods and ethics are also explored within the unit as a means of building upon Science Skills. Students will be able to apply an understanding of research principles to a class investigation.

Recommendations

Students wanting to pursue a VCE Psychology pathway should include Discovering Psychology in their pathway.

Assessment

- ERAs (Empirical Research Activities)
- Tests
- End of Semester 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 Victorian Curriculum — Science Inquiry strand. Nature versus nurture also forms the backbone of VCE Psychology Unit 1.

Links to skills and knowledge content for VCE Psychology Units 1-4

Forensic Science

Content Overview

The science of catching criminals - investigation techniques, legal processes and scientific techniques used to collect evidence to bring about a conviction. Students recognise the many jobs involved with forensic science and develop an understanding of issues surrounding crime scenes and cold cases.

Recommendations

Students wanting to undertake a Science for a VM pathway can opt into this subject.

Assessment

- Crime scene analysis
- Blood Splatter Investigations - Scientific Poster
- Cold Case Analysis
- End of Semester Exam

Pathways and Destinations

Engage students through an alternative form of science by using real world settings/environments to:

- Explain the role of DNA in modern forensic investigations
- 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

Links to VCE – Science skills applicable to all VCE Sciences and Criminology. May be taken in conjunction with Humanities—Legal Studies

Discovering Science

Did you enjoy science in Year 9 but can't decide which pathway to take? This subject helps develop further study skills in the key science disciplines of Chemistry, Biology and Physics. Practical skills of recording of observations; data analysis and problem solving, as well as the importance of collaboration in science.

Content Overview

The structure of the atom and properties of elements will be investigated to form an understanding of the patterns in the Periodic Table. Students are introduced to the theory of evolution by natural selection, how it explains the diversity of living things and is supported by a range of scientific evidence. The concepts of Motion through investigations into speed, velocity and acceleration. Students develop practical skills so that they can design and improve appropriate methods of investigation, including laboratory experimentation. Students will further develop practical skills so that they can independently design and improve appropriate methods of investigation, including field work and laboratory experimentation.

Recommendations

Students undertaking a VM can choose this as a Science option if their pathway requires a science. SEAL students are not required to complete this subject as it is part of their Year 9 course.

Assessment

Chemistry - Rates of Reactions

Students explore chemical bonding, looking specifically at Ionic and Covalent Bonding.

Biology - Evolution: Analysis of a Media Article

Demonstrate an understanding of evolution using a real life example from an article

The Physics of Motion

Students analyse the theory of motion

Other Assessment Tasks

- Homework tasks
- End of Semester Exam

Pathways and Destinations

- Understand and use the Scientific Method
- Understand the basics of Chemistry, Biology and Physics
- Develop laboratory skills, and an understanding of the philosophy of research

Links to VCE – Knowledge content to VCE Chemistry, Physics and Biology. Skills applicable to VM Pathways.

UNDERTAKING A VET SUBJECT IN YEAR 10

If a student is interested in undertaking a Vocational Education and Training (VET) subject whilst in Year 10 they should meet with the Careers and Pathways Coordinator and fill out a VET Application form.

Year 10 students intending on undertaking a VCE (VM) pathway may apply for VET and will be considered on an individual basis.

Most VET courses are two year programs.

Students must successfully complete Year 1 to be eligible for Year 2.

Mordialloc College may also offer VET courses on campus but this is dependent upon numbers.

The majority of the VET courses our students attend are provided by Chisholm TAFE and Holmesglen TAFE, with Sport and Recreation and Aviation offered on-site.

VOCATIONAL EDUCATION and TRAINING (VET)

What are VET Programs?

- VET stands for Vocational Education and Training for Secondary Students. VET programs are available to senior secondary students as part of their VCE (UP) or VCE (VM) program, and Year 10 students with approval
- Students intending to complete the VCE (Vocational Major) are encouraged to apply for a VET course in Year 10
- A VET course is a compulsory part of every VCE (Vocational Major) program in Year 11 and 12 as students need to complete at least 180 hours over the two years of the VCE (VM) in order to be awarded their certificate
- Upon completion of a VET program over two years, students may receive a nationally recognised certificate (e.g. Certificate II in Engineering, Certificate III in Laboratory Skills) as well as VCE credits.
- VET programs are competency-based learning, which means that students have to perform tasks and duties to a standard expected in employment
- VET aims to better prepare young people for the world of work by giving them vocational skills and experience during their senior secondary schooling.

VET Programs available

Listed below are some of the VET programs available. Please see the a Careers and Pathways coordinator for more information.

Please note this booklet was created before all VET 2025 courses were released by the Registered Training Organisations (RTOs). To confirm details and register expressions of interest, please see the Careers and Pathways Coordinator.

Acting	Health (Allied Health or Health Services)
Agriculture	Horticulture
Animal Studies	Hospitality
Applied Fashion Design and Technology	Information Technology (Cyber Security/Games Creation/Networking)
Automotive (Mechanical or Panel and Paint)	Kitchen Operations
Aviation	Legal Services
Beauty	Laboratory Skills
Building and Construction (Carpentry)	Make-up
Building and Construction (Bricklaying)	Music Industry (Performance)
Business or Small Business	Music Industry (Production)
Community Services	Outdoor Recreation
Dance	Plumbing
Design (Graphic Design or Photography)	Screen and Media
Early Childhood Education	Sport and Recreation
Electrotechnology	Tourism
Engineering Studies	Visual Arts
Events	Warehouse Operations
Furniture Making	
Hairdressing (Salon Assistant)	

Course Content:

Throughout the program students will gain insight into and develop a solid background in coaching popular sports and outdoor activity instruction and working for sports/adventure/expedition companies throughout Australia. This qualification has an emphasis on *practical activities.* Throughout the course students may gain experience in coaching team sports such as football and netball and a wide variety of other activities and First Aid as well as learn the basics of preparation for running these activities. Students will also develop knowledge of the sports and outdoor recreation industry and relevant workplace skills.

The following VET courses are offered and delivered on Site delivered under the auspice of Registered Training Organisations (RTO) within Victoria.

Certificate III in Sport, Aquatics and Recreation (SIS30122)
VET onsite at Mordialloc College – delivered under the auspice of IVET

Qualifications and Pathways:

The new Certificate III in Sport, Aquatics and Recreation is a 2-Year program where students develop the skills and knowledge to deliver sport and recreation services. The program covers various key areas within the industry, including recreation session delivery, coaching, technology, officiating, and working with diverse people. Additionally, this course provides students the opportunity to learn through practical experience and to develop personal skills for lifelong participation in sport, fitness, or recreation activities.

Any student with a passion for sport or the outdoors will find this course engaging, and the skills developed through participating valuable for any career pathway.

Additionally, Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR.

Course Structure:

UNITS 1 & 2 (YEAR 10)	UNITS 3 & 4 (YEAR 2) *Option for*
• Participate in workplace health and safety • Organise personal work priorities • Provide hire equipment for activities • Maintain activity equipment • Assist in conducting recreation sessions • Maintain sport, fitness and recreation industry knowledge • Provide first aid • Respond to emergency situations • Provide quality service • Participate in conditioning for sport • Continuously improve officiating skills and knowledge	• Participate in WHS hazard identification, risk assessment and risk control processes • Conduct sport coaching sessions with foundation level participants • Deliver recreation sessions • Facilitate groups

PREREQUISITE:

- It is recommended (not essential) that students have successfully completed the Year 9 Advance Program.
- Students must have completed the first year of the program to be eligible to enrol into the second year of the program.

AIMS:

The VCE VET Sport, Aquatics and Recreation program aims to:

- provide participants with the knowledge, skills and competency that will enhance their employment prospects in the sport, aquatics and recreation industries
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path

MAJOR ASSESSMENTS:

Students will complete a variety of tasks both practical and theoretical to meet the units of competency.

LEARNING OUTCOMES:

The skills that students will develop through our courses apply to a range of settings within the Sport & Recreation industry.

Glossary

ATAR – Australian Tertiary Admissions Rank
EAL – English as an Additional Language
GAT – General Achievement Test
HHD – Health and Human Development
NAPLAN – National Assessment Program for Literacy and Numeracy
PE – Physical Education
SBAT – School-based Apprenticeship or Traineeship
SEAL – Select Entry Accelerated Learning
STEM – Science, Technology, Engineering and Mathematics
SWL – Structured Workplace Learning
VCE – Victorian Certificate of Education
VCAA – Victorian Curriculum and Assessment Authority
VCD – Visual Communication Design
VCE (VM) – Victorian Certificate of Education (Vocational Major)
VCE (UP) – Victorian Certificate of Education (University Pathway)
VET – Vocational Education and Training

Notes

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