Years 10-12

Curriculum Guide 2020

Sandringham COLLEGE

Our commitment

- A focus on nurturing the whole person
- A culture of valuing creativity, curiosity and collaboration
- A passion for learning and teaching.

What we do

- We nurture the individual talents of our students and focus on programs that meet the needs of a diverse |range of learners
- We challenge each other to excel in our pursuits
- We provide outstanding opportunities beyond the classroom to enrich learning.

How we do it

- We know our students as individuals
- We encourage our students to grow as young people as well as learners
- We ensure that student voice is heard.

Why we do it

- We know that having a strong, rich and broad education supports young people to be successful adults
- We know that focusing on the whole person improves student capacity to achieve success now, and in the future
- We know that young people are capable leaders and thinkers and we focus on empowering them to by confident citizens.

Our school values

Excellence, Integrity, Respect, Creativity, Community.

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From the College Principal

Students starting at Sandringham College Senior Campus are entering some of the most important and rewarding years of their education.

The senior years of school marks your entry into a young adult learning environment at the Holloway Road Campus. In Year 10, you will begin to make decisions about your future including looking at your career pathway and selecting subjects or courses that support you to achieve your aspirations.

As a young adult, you have greater choices and more opportunities; with this comes more responsibility. It is important that you read the information contained in this handbook carefully and choose those subjects that interest you and that will support you to have success in your future.

As a school we actively seek the involvement of your parents / carers in working with you and the school to make your subject and pathway choices. Their advice and guidance is critical when it comes to subject selection.

Careers counsellors at our school will also assist you to make your choices. Our counsellors will be able to talk through your choices with you and to advise you about how to achieve success in gaining tertiary entrance, an apprenticeship or employment at the end of Year 12.

Amy Porter
College Principal

Year 10

At Year 10 we provide you with a genuine opportunity to explore a range of subjects and to begin to specialise in areas that you are passionate about. Whilst Mathematics, English, Science and Health / Physical Education are compulsory, Year 10 is primarily an elective based program.

In Year 10 you are encouraged to attempt a VCE subject as it offers a valuable insight into the VCE experience and prepares you for a full VCE program.

Year 11 and 12

We offer you two pathways, either VCE or VCAL, for the final two years of schooling. We aim to cater for the learning needs of each student by ensuring that both academic and experiential learning styles are catered for.

VET (Vocational Education & Training)

With one of the widest ranges of VET studies in the state, you are encouraged to take a VET subject as a part of your program. This vocational pathway will suit many students and may offer you the opportunity to develop complementary skills that may transfer to either the class room or future workplace.

We aim to challenge and inspire you in your learning. I wish you all the best in making your choices and remember this is about you, your passions and interests, so forge your own pathway to success.

College aims and ethos

The Sandringham Holloway Road Years 10-12 Campus is a unique environment.

We provide a curriculum of unmatched variety and breadth within a stimulating young adult learning environment. All staff are curriculum specialists, focused on helping students to achieve the best results possible and preparing them for the challenges they will face after they leave school.

At Sandringham College you can choose from a variety of VCE options at each year level, together with a wide range of VET / VCE (Vocational Education & Training in the VCE) or VCAL courses.

At the Holloway Rd Campus you will enjoy the company of many other students who share your interests, goals and ideals. At the same time your horizons will be broadened by meeting students whose interests and goals are different to yours.

Our College embraces diversity and fosters tolerance. We respect the goals of all of our students. We honour their efforts and we take pleasure in their achievements as long as they do their best. This means that when you learn at Sandringham College you know you can be yourself and yet be accepted and affirmed by your peers and teachers.

We are very proud of what our students have achieved at Sandringham College with the majority of students receiving their first preference of Tertiary Course at the conclusion of Year 12. A large number of students have received VCE Premier's Awards, and many others have had work selected for the VCAA annual Season of Excellence.

At Sandringham College you will be treated as a young adult. Staff-student relations are based on mutual respect, cooperation and a focus on the common goal – your learning.

Finally, we at Sandringham recognise that the ages 15 – 19 are a busy and challenging period in your life. Accordingly our extensive student support services are designed to give you an opportunity to apply yourself to your studies and to set high expectations knowing that we are there to support your journey.

Campus structure

Holloway Rd Campus life revolves around four programs, each of which offers subjects specifically designed to meet the needs of students within that program.

When you first enrol at the campus you will be counselled about your subject choices and placed in the program which the College deems most appropriate, given your plans for study and work.

Each program has a Student Manager who looks after the students and a Domain Leader who attends to curriculum matters and administration.

Students get together at frequent program meetings where important administrative information is shared, as well as information specifically of interest to students of that program.

David Hall
Assistant Principal
Head of the 10-12 Campus

Beyond the classroom

Beyond the classroom we continue to focus on excellence with high expectations, and the provision of a broad co-curricular program.

Dress code and uniform

Year 10 and 11 students on the Senior Campus are required to wear full College uniform including the College blazer.

Year 12 students are expected to make appropriate choices with regard to their attire, as they will do once at University and in the workplace. We have high expectations as to what is suitable to wear at Sandringham College. Attire should reflect the values of our College, be respectful and include a mature awareness of what is appropriate for the occasion.

Homework and study

Homework benefits students by complementing, consolidating and extending classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning.

Homework is integral to most subjects and:

- Supports and extends classroom learning
- Develops positive study habits
- Develops a responsibility for self learning
- Develops organisation and planning skills
- Supports the links between home and school.

Year 10 students should complete around 6 to 8 hours of homework per week and Year 11 and 12 students between 8 and 10 hours a week.

Student leadership

Leadership development is prioritised at Sandringham College. At our College students are able to develop a skill set that can assist them well beyond the classroom. They are able to develop a close and conscious connectedness with others and gain a better understanding of individual responsibility and the benefits of altruistic action. Students can participate in leadership through:

- The Student Representative Council (SRC)
- Program and Domain Leadership
- Leadership within the sports program
- Leadership within the performing arts program
- Representing the school in competitions and forums.

Sport

Students may choose to participate, train and compete in the wide range of sports on offer at the senior campus. Regular inter-school competitions run throughout the year, including the Kingston round robins, basketball tournaments and the Victorian School Championships.

The college also runs two whole school sporting carnivals – the swimming carnival in Term 1 and the athletics carnival in Term 1 or 2.

Careers department

Students are very fortunate in having an extremely well resourced Careers Room. The room is stocked with information about courses and careers, job seeking skills, resume writing and more. Students can use the room Monday – Friday and can also make individual appointments with the Careers Counsellor to discuss specific issues. The VET Coordinator can also be found in this area. The careers department is also responsible for Year 10 work education and experience.

Co-curricular

Sandringham College offers a range of rich and diverse co-curricular activities that all students are encouraged to participate in. Some of the possible options include:

- Annual College production
- Writing competitions
- Instrumental music tuition
- Music ensembles
- Dance concerts
- Lunchtime activities – musical ensembles and performances, library & sports activities
- Bayside Youth Arts Expo
- Debaters Association of Victoria (D.A.V) debating competition
- Robotics
- Great Victorian Bike Ride
- Space Camp
- Languages Study Tours
- World Challenge
- Ski Camp.

Beyond the classroom (cont.)

Library and Homework Centre

The library is open from 8 am most mornings until 5 pm most nights. Homework Centre operates on Monday and Thursday after school and is an opportunity for students to work with teachers and benefit from some free tutoring from our alumni.

Assessment and reporting

Within the Year 10-12 program, students will participate in a range of assessment activities and Assessed Learning Tasks (ALTs). For each subject students will receive feedback on 2-3 Assessed Learning Tasks. These tasks will be graded using a percentage mark and will form the basis of the semester reports which will be made available via Compass.

If a student does not attain a grade of at least 50%, or they do not submit work that demonstrates the required understanding, teachers will request students either complete an equivalent task or resubmit the work.

Edrolo and Study Skills

Edrolo is an online tutoring program that teachers use to enhance teaching and learning at Year 11 and 12 and has proven to be effective in our results.

The Study Skills program delivers workshops to students overs Years 10-12 which teaches students how to study effectively.

Study hall

Students are expected to study in the Library or Tute room during scheduled Study Hall periods.

College Libraries

Sandringham College has two fully equipped libraries; one at each campus. Both libraries offer a wide range of resources, including research databases, periodicals, and an extensive collection of fiction and non-fiction books. Virtual reality and other new technologies are also available for teachers and students to use.

Information Literacy program

A comprehensive Information Literacy program is delivered by the Teacher Librarian. This ensures students finish school as information literate adults, able to distinguish between true and misinformation, and able to research topics for personal and academic purposes. Digital literacy is an integral component of this program, since most of today's information is accessed via digital technology.

VCE library consultations

Senior students are able to book individual consultations with a librarian, to discuss their individual resource needs. The librarian can assist by sourcing specific resources, and by teaching the student how and where to look for information on a specific topic.

Borrowing

Students may borrow up to six items at any one time, for a duration of two weeks. Exceptions are made where more items are required. Renewals are possible if items are required for longer periods.

BYOD program

Sandringham College operates a Bring Your Own Device (BYOD) program for all students.

Students in Years 10 - 12 are expected to attend school each day with a fully charged laptop device. Laptops are used in class by teachers to compliment learning, they are also used by students during study periods to complete homework, preparation for assessments and ongoing study.

What device to buy

Before purchasing a digital device for your child there are a few minimum recommendations:

- Device type: Windows / Mac laptop
- Weight: aim for under 1.5kg
- Up-to-date security software – free from eduSTAR catalogue (ESET for macOS / SCEP for Windows)
- Wireless: dual-band (2.5GHz / 5GHz)
- Minimum screen size: 11 inches
- Minimum storage capacity: 128GB
- RAM: Minimum 8GB
- Minimum battery life: Six hours
- Accessories: Protective case / cover, headphones, security lock / cable.
- Minimum Intel i5 or equivalent AMD CPU
- Latest Microsoft Office – free from eduSTAR catalogue for Windows and MAC
- Insurance – 3 year accidental damage (strongly recommended) and theft (check if your home insurance contents policy will cover this).

There are numerous brands with a minimum intel of i5 or equivalent AMD processor, this will enable all software to run on the computer.

*Other options may include a Chrome Book or other Android device. While these devices can be configured to access the school WiFi and access the internet, they are not compatible with any of the software available from the College or Department.

MAC or PC

Families often have a preference for MAC or PC, the school is able to support both of these platforms and students are able to access the software available from the department to download.

If you are unsure then think about what the student is studying or looking to study. If they are looking more in the Arts domains then Mac is often the preferred option for some of the software that is available.

PC or MAC are equally good for programming, it will just come down to cost or preferred operating system.

Other options may include a Chrome Book, the school can support these on the school Wi-Fi network, however students cannot download the Department's software on to them.

There are different types of computers / devices available.

- Ultrabook is a specific type of ultraportable, designed to meet specific specifications set by Intel, including size, weight and battery life. Among their strong points is strong security and anti-theft protection built-in at the hardware level. YOGA or Surface Book are some examples
- Chromebooks look like a laptop but only run the Chrome operating system, not Windows, and require a constant connection to the internet. These are becoming quite popular with schools, due to their ability to be shared at school
- MacBooks are Apple laptops and run macOS
- 2-in-1s offer the look and feel of a laptop with the versatility of a tablet, usually via a screen that folds back 180 degrees (or in some cases detaches), but they're relatively expensive. Include devices such as Surface Pro's.

Course options

Sandringham College offers two certificates – the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) as well as access to Vocational Education and Training (VET) courses.

- The **VCE** is a nationally recognised certificate awarded to students who satisfactorily complete Years 11 and 12 of secondary schooling. It provides pathways to further training or work and is the most commonly accepted way to gain entry to tertiary study.
- The **VCAL** focuses on applied learning and develops knowledge and skills that will prepare students for further tertiary study (TAFE), an apprenticeship, training and employment.
- **VET** is nationally recognised industry-based training that provides credit to the VCE or VCAL. VET courses may form part of the VCE, and VCAL students are required to undertake one VET course.

VCE

Six subjects in Year 11 (can include VET Course and/or a unit 3/4 sequence)	**Five subjects in Year 12 (can include VET Course)**	**University TAFE Employment Apprenticeship**

VCAL

Literacy and numeracy Work placement Personal development project (must include VET course)	**TAFE Employment Apprenticeship**

Victorian Certificate of Education (VCE)

The VCE is a nationally and internationally recognised certificate that provides pathways to university, TAFE or employment.

At Sandringham College students are expected to enrol in six subjects for Year 11 and five for Year 12. These subjects must include at least one from the English group and can include any number of VET subjects, though the College recommends a maximum of two. Any VCE subjects completed during Year 10 contribute to the units required to gain the certificate. The requirements for successful completion of the VCE may be found on page 9.

Entry requirements

Students applying to undertake the VCE and VCAL at Sandringham College will be expected to have successfully completed Year 10 and be able to demonstrate the college values of Excellence, Integrity, Respect, Creativity and Community.

Time frame

Most students will complete the certificate over two years, though the school can permit students to complete the course over three years if exceptional circumstances apply.

Credentials

On successful completion students will receive a Statement of Results and a VCE Certificate.

Australian Tertiary Admissions Rank (ATAR)

The ATAR is an overall percentile ranking reflecting a student's comparative performance amongst the relevant age group in a given year. The ATAR allows tertiary institutions to compare students who have completed different combinations of VCE studies. It is calculated by VTAC solely for use by tertiary institutions.

To qualify for an ATAR a student must:

- Qualify for the VCE
- Achieve study scores in four permissible unit 3 / 4 VCE or VCE / VET studies, including one from the English group.

Study groupings

In each of the study areas of English, mathematics, music, history, information technology and languages other than English:

- At most two results can contribute to the primary four
- At most three results can contribute to the ATAR, be they VCE results, Higher Education study results, or VET results
- If a student has unscored VCE / VET results, these can only be used in the calculation of the aggregate after all scored results in the same study area grouping have been used.

Scaling

The VCAA uses scaling to balance results across different subjects before calculating the ATAR for each student. Some students try to choose subjects based on the way they are treated in the scaling process. Our advice to all students is to choose their subjects based on what they enjoy, what they're good at and any prerequisites for tertiary courses that interest them.

The General Achievement Test (GAT)

Any student enrolled in VCE or VCAL subjects (including Year 11 students studying a unit 3 / 4) must sit the General Achievement Test, held in June every year. The GAT is a test of general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences.

Although it does not count towards VCE or VCAL results or affect the student's ATAR, the VCAA uses GAT results to verify school assessments and exam results and to identify that all students have achieved minimum levels in literacy and numeracy before leaving school.

University-based enhancement programs

High achieving students should enquire about this exciting option, which enables VCE students to study a favourite area at university level. The study may be taught by university staff or by school staff, depending on the circumstances.

Eligible students are identified by school staff using university guidelines. To enter an enhancement studies program a student will be required to complete an appropriate VCE unit 3 / 4 sequence in Year 11 obtaining a study score of at least 41 out of 50. The student can then undertake a related university-based enhancement study in Year 12.

An enhancement study does not contribute to the number of VCE units, yet students who complete a university study will have either 4.5 or 5.5 added to their aggregate before the ATAR is calculated (depending on their result).

Enhancement studies mean a bigger workload as well as more advanced work. Students entering this program require ability, high motivation and excellent time management skills. However, there are considerable rewards both intellectual and practical for any student who successfully completes an extension studies program.

VCE Course Structure

Units 1 / 2 – English Group Subjects

English Literature English Language English as an Additional Language

Unit 1

VCE Subject	VCE Subject	VCE Subject	VCE or VET* Subject	VCE or VET* Subject

Unit 2

VCE Subject	VCE Subject	VCE Subject	VCE or VET* Subject	VCE or VET* Subject

Units 3 / 4 – English Group Subjects

English Literature English Language English as an Additional Language

Units 3 / 4

VCE Subject	VCE Subject	VCE or VET* Subject	VCE or VET* Subject

VCE Requirements

- Successful completion of at least 16 units
- The 16 units must include at least three units from the English group, two of which must be a 3 / 4 sequence
- The 16 units must include three pairs of units at the 3 and 4 level in addition to those from the English group.

Check that your studies include the prerequisites for the range of tertiary / TAFE courses you are considering.

*Sandringham College recommends a maximum of two Vocational Education and Training units in the total 16. To gain an ATAR you must complete a 'scored' VET subject if it is to be included in the primary four subjects. See page 36 for further clarification.

A list of VCE Studies

VCE English

Students may select from a group of English studies in order to satisfy the compulsory element of the VCE.

- English units 1 – 4
- English as an Additional Language (EAL) units 1 – 4
- English Language units 1 – 4
- Literature units 1 – 4

Satisfactory completion of both units 3 and 4 of an approved sequence in the English group is required. Any of the approved units 3 and 4 sequence within the English group will be counted in the ATAR but no more than two will be permitted in the primary four.

English

English units 1 – 4 are designed to foster students' skill in using language, whether in speech or in writing, both for personal fulfillment, and in order to participate effectively in society. The course recognises that language is used for many different purposes and in a range of settings, and students are encouraged to explore many of these throughout the year. The critical language skills of writing, reading, thinking, speaking and listening are developed in an integrated way as students explore the course.

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts, use planning and drafting to test and clarify their ideas and editing for clear and coherent expression. They include textual evidence appropriately and craft their writing for convincing and effective presentation.

Students also learn about the conventions of oral communication for persuasive purposes. Students consider the persuasive impact of tone, diction and audience engagement in the presentation of a viewpoint.

Unit 2

In this area of study students are required to compare the presentation of ideas, themes and issues on texts. They explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text.

In responding to texts, they use the features of written analysis and textual evidence soundly and appropriately, dealing in detail with the ideas encountered in the texts. They draft, revise, edit and refine for technical accuracy, and for clear, coherent and effective presentation of the insights gained through comparison.

Unit 3

In Unit 3 students will read widely and respond to texts selected from the VCAA list.

Students prepare sustained analytical and creative responses to selected texts. They will analyse arguments and the use of persuasive language in texts and create their own texts intended to position readers.

In the construction of responses, they use planning and drafting to test and clarify their ideas and editing to produce clear and coherent expression. They craft their writing for convincing and effective presentation.

Unit 4

Students are required to compare the presentation of ideas, issues and themes in texts from the VCAA text list. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students also use their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue.

English as an Additional Language

Units 1 – 4

Students who have non-English speaking backgrounds or who are hearing impaired may be eligible to undertake English as an Additional Language (EAL). Being EAL does not necessarily or automatically translate to eligibility to English / EAL. Students who think they may be eligible should discuss their circumstances with their student manager to determine eligibility. EAL is a similar course to English but also includes listening to texts.

Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values. They apply the conventions of written analysis and textual evidence. They draft, revise and edit for clarity, coherence and technical accuracy, and refine for effective presentation of the insights gained through comparison.

Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view. Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience.

Students develop and refine their listening skills. They demonstrate their understanding tin listening tasks through a range of spoken, written and visual forms, including class discussion, note-taking, graphic organisers and responses to short-answer questions.

In EAL, students:

- Produce an analytical interpretation of a selected text, and a creative response to a different selected text
- Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media
- Comprehend and respond to a spoken text
- Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes
- Construct a sustained and reasoned point of view on an issue currently debated in the media.

English Language

This study is for accomplished English students who enjoy and are interested in words and their use. English Language aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It integrates a systematic exploration of the nature of English with development of skills in description and analysis of a diverse range of English texts.

Unit 1

In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Unit 2

In this unit, students investigate the factors that bring about language change, including those that come from within the language itself, from social transformation, and from contact with other languages. Students consider factors contributing to change over time in the English language and explore texts from the past and from the present. Students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact, the elevation of English as a global lingua franca and the cultural consequences of language contact.

Unit 3

In this unit, students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed.

Unit 4

In this unit, students focus on the role of language in reflecting and constructing individual and group identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Students study the role of Standard Australian English and non-Standard English varieties in constructing users' social and cultural identities.

Literature

Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated.

It investigates the assumptions, views and values, which both writer and reader bring to the texts, and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other.

The study of Literature enables students to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Unit 1

In this unit students respond to a range of texts and reflect on influences shaping these responses. They also analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2

Students analyse and respond critically and creatively to the ways a text from a past era and / or a different culture reflects or comments on the ideas and concerns of individuals and groups in that context. They also compare texts, considering the dialogic nature of texts and how they influence each other.

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present erasand / or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Unit 3

The study of literature enables students to consider the power and complexity of language; the ways literary features and techniques contribute to meaning and the significance of form and structure.

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. By exploring adaptations, students consider how creators of adaptations may emphasise of understate perspectives, assumptions and ideas in their presentation of a text.

Students respond creatively to a text by developing an understanding of the various ways in which authors craft texts. They reflect critically upon their own responses as they relate to the text, and discuss the purpose and context of their creations.

Unit 4

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches.

Accounting

Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business.

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information.

Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic / investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Unit 1

In this unit students focus on the accounting and financial management of a small business. They are introduced to basic accounting procedures for gathering, recording and reporting financial information. The focus is on single entry cash book methods used in small businesses or by the self-employed. Students will apply information technology in completing accounting procedures.

Unit 2

In unit 2, the focus is on financial operations. Students learn about accounting systems using the accrual approach recording and reporting which recognise credit transactions. These procedures will be linked to the appropriate accounting principles and qualitative characteristics that maintain the quality of financial information.

Unit 3

Understanding and applying the principles of financial decision-making forms the core of the learning in unit 3. Students focus on accounting and financial decision-making issues of a small business, operating as a sole proprietor. Students are introduced to double entry system using accrual-based accounting. Students undertake a study of the recording system from documentation through journals, ledgers, trial balance to final reports.

Unit 4

In unit 4 accounting issues associated with a small business are studied. The focus is on accounting information for management, and the uses made of the information to promote management effectiveness. This includes budgeting for cash, financial and key performance indicators used to evaluate profitability and liquidity. Attention is given to cash control systems, balance day adjustments and performance evaluation.

Biology

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present.

In Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science.

Unit 1

Students investigate how cells work and their different functions. They look at how organisms survive through adaptations and regulation of their internal environments. Students explore plant and animals structures and function, with a focus on mammalian bodily systems and organs. Students also carry out a student-designed practical investigation on survival of an individual or species.

Unit 2

Explores how reproduction maintains continuity of life and how traits are passed on from generation to generation. In this unit, we focus on understanding how genes operate and patterns of inheritance. Students investigate issues in genetics or reproductive sciences. In both units students carry out a range of activities including field trips, dissections and experimental work.

Unit 3

In unit 3 Biology, students further investigate how cells work and their different functions. They explore the biochemistry of the cell and look at the processes of photosynthesis and cellular respiration. They explore how cells and organisms respond to their environment and fight infection through the immune system.

Unit 4

Students study the patterns of inheritance and the process of evolution. They explore how human culture and technologies have affected biological processes by looking at biotechnologies such as stem cell research, cloning and genome sequencing. Towards the end of unit 4, students undertake a student directed practical investigation based on concepts studied in the course. In both units, students carry out a range of activities including gene manipulation and other experimental work.

Business Management

Business Management examines the ways businesses manage resources to achieve objectives.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 1

Focus on planning a business: sourcing, innovation and entrepreneurship. Students study the relationship between business opportunities and business concept development, skills required for investigation, market research, initial feasibility studies as well as the contribution businesses make to the economic and social wellbeing of a nation.

Unit 2

Focus on establishing a business with an emphasis on the establishment phase and marketing. Students study target market attributes: market dimensions, segments, consumer trends and behaviour. The importance of a strong customer base, product life cycle and the '7 P's model' of marketing: product, price, place, promotion, people, physical evidence and process are important elements of the course. Students also study the features and value of customer relations strategies, quality customer service and customer loyalty programs.

Unit 3

Explore the key issues concerned with managing businesses efficiently and effectively. Students consider objectives, corporate culture, management styles and skills in a range of contemporary organisations. The unit explores human resources management aspects of motivational theories, contracts for wages and working conditions as well as training options. Operations management including technological developments, materials, waste and quality management, as well as corporate social responsibility are also explored.

Unit 4

This unit concentrates on 'management of change'. Students consider the importance of reviewing key performance indicators to determine th strategic management necessary to position a business for the future. Students study a number of theoretical models, consider a variety of strategies and investigate change management.

Chemistry

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond.

Chemistry provides for continuing study pathways and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. Chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Unit 1

Chemistry introduces students to the structure of the chemical world of which they are a part. Students investigate the periodic table, structure of atoms, chemical bonding and chemical quantities. They investigate the composition of organic compounds and the structure and formation of polymers such as those obtained from crude oil. At the end of unit 1, students undertake a research project in an area of chemistry.

Unit 2

Students explore how substances interact with water, through observing solubility, acid-base and redox reactions. Students also carry out a student-designed practical Investigation on water quality. Students undertake a variety of practical and experimental work throughout units 1 and 2.

Unit 3

Chemistry students analyse and compare a range of energy resources and technologies. They explore the energy transformations and reactions involved in using both fossil and alternative fuel sources. Students learn to predict how the rate and extent of reactions can be optimised and gain an understanding of how electrolysis is used in manufacturing and recharging batteries.

Unit 4

In this unit there is a focus of organic chemistry and the chemical composition of foods. Students learn to confirm the structure of organic compounds through the interpretation of data from mass spectroscopy, infrared spectroscopy and magnetic resonance spectroscopy. In unit 4, students undertake a student directed practical investigation based on concepts studied in the course.

Computing

Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts.

Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally.

Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital technology based areas such as information architecture, web design, business analysis and project management.

Applied computing

Unit 1

In this unit students are introduced to the stages of the problem solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In area of study 1, students respond to an analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations.

In area of study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Software tools

Students will use software from the following list in this unit:

- A software tool to analyse data (EXCEL, ACCESS)
- A software tool to create a graphic solution (ADOBE CS, PHOTOSHOP, PAINT.NET)
- A software tool for planning a project (PROJECT, VISIO)
- A programming language (VISUAL BASIC).

Unit 2

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In area of study 1 students select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology.

In area of study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Software tools

Students will use software from the following list in this unit:

- A programming or scripting language that can support object-oriented programming (VISUAL BASIC)
- A graphic tool to represent a network (VISIO, ADOBE CS).

Computing

Software Development – programming / coding

Unit 3

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In area of study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules.

In area of study 2 students analyse a need or opportunity; select an appropriate development model; prepare a project plan; develop a software requirements specification; and design a software solution. Area of study 2 forms the first part of the School-Assessed Task (SAT) that is completed in unit 4, area of study 1.

Software tools

Students will use software from the following list in this unit:

- An appropriate programming language (VISUAL BASIC).
- Unified modelling language to create use cases (VISIO)
- Appropriate tool for documenting project plans (PROJECT).

Unit 4

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In area of study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in unit 3, area of study 2, into a software solution and evaluate the solution, chosen development model and project plan area of study 1 forms the second part of the School-Assessed Task (SAT).

In area of study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Software tools

Students will use software from the following list in this unit:

- An appropriate programming language (VISUAL BASIC).
- Unified modelling language to create use cases (VISIO)
- Appropriate tool for documenting project plans (PROJECT).

Dance

Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication.

Dance involves students as performers, choreographers and audience. The study is designed to develop students' understanding and appreciation of dance that is based on innovation, creativity and dance practice across time and place.

Dance prepares students to be creative, innovative and productive contributors to society as professional and social performers and makers of new dance works. The study also prepares students to be discerning, reflective and critical viewers of dance and provides pathways to training and tertiary study in dance performance and associated careers within the dance industry.

Units 1 & 2

In units 1 and 2, students begin to explore potential of movement as a means of creative expression and communication. Students create and perform their own solo dance works as well as study dance works of other choreographers through performance and analysis.

Students undertake regular and systematic dance training to develop their physical skills and advance their ability to execute expressive movement. Students learn choreographic skills exploring personal and learnt movement vocabularies, developing their ability to create rehearse and perform solo dance works. They study other choreographers from different styles, traditions, times, cultures as well as learn, rehearse and perform learnt group dance works. Students learn how to analyse dance works as well as develop contextual knowledge about the physiology of the dancer's body.

Units 3 & 4

In units 3 and 4, students explore the potential of movement as a means of creative expression and communication. Students create and perform two solo dance works developing their technical skills as well as composition skills. Students undertake regular and systematic dance training to develop their physical skills and advance their ability to execute a diverse range of expressive movement. Students develop skills required to learn, rehearse and perform two group dance works learning process and practices of professional performers. Students develop skills to respond creatively and kinaesthetically to ideas, emotions, observations and explorations of movement. Students also develop choreographic skills through exploration of personal and learnt movement vocabularies developing the ability to create rehearse and perform solo dance works. Students observe and write about dance works from choreographers in an analytical, critical and reflective manner fostering an understanding and appreciation of dance.

Food Studies

Food Studies provides a pathway to further studies in health, well-being, food and hospitality.

Food Studies extends knowledge and skills through practical food skills that complement theory learnt. Food Studies includes cooking, demonstrations, creating and following design briefs, dietary analysis, food sampling and sensory analysis, product analysis and scientific experiments.

The Food Studies course complements VCE studies such as Health and Human Development, Psychology, Chemistry, Biology and Business Management together with VET Hospitality. Students from all program areas include Food Studies in their selection of studies. It teaches knowledge and skills which are an essential part of everyday life.

Unit 1

In this unit students focus on the historical and cultural origins and roles of food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. The effect of industrialisation, technology and globalisation is investigated and 'Australian cuisine', both Indigenous and contemporary, is the focus of cooking. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Unit 2

Students focus on commercial and small-scale food production. Product and recipe development is carried out with consideration of dietary requirements and ethical food choice. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Unit 3

Students focus on the science of food including its digestion, functional, physical and chemical properties. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking and undertake hands-on experimentation to demonstrate techniques and effects.

Cooking techniques and their effect on food are studied, together with the influence eating patterns and trends, food marketing and media have on health. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Unit 4

Students focus on food access including distribution and ethical concerns, food sustainability and its environmental effects. They investigate food, nutrition and health guidelines using a range of food information sources and research techniques. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Health and Human Development

Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual.

Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Unit 1

Students explore the multiple dimensions of health and wellbeing and identify personal perspectives and priorities relating to this concept. Factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders are considered. With a focus on youth, students build health literacy through interpreting data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2

Students investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives. Concepts that adulthood is a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes is investigated. Students enquire into the Australian healthcare system and opportunities presented by digital media and health technologies are considered.

Unit 3

Students explore health and wellbeing as a global concept and look at the fundamental conditions required for health improvement. Evaluation of variations in the health status of Australians and health promotion strategies are made. Public health approaches and the interdependence of different models are considered.

Unit 4

Students investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries. Health implications of increased globalisation and worldwide trends relating to climate change, digital technology, world trade and the mass movement of people are considered. The United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organisation (WHO) are studied. Students evaluate the effectiveness of health initiatives and aid in a global context and reflect on their capacity to take action.

History

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

The study of history equips students to take an informed position on ideas and issue, helping them develop as individuals and global citizens.

Unit 1

Unit 1 focuses on the consequences of World War 1, including the Treaty of Versailles, the creation of the League of Nations, the development of dominant ideologies and the economic crisis of this period. Students examine the consequences of these on old and newly emerging nations, and importantly, the impact they had on peoples live. Cultural expressions of this period, such as in film, music, art and literature are explored and considered in relation to technological,, political and economic changes.

Unit 2

Unit 2 explores the nature and impact of the ideological conflict that emerged out the Second World that we now call the Cold War. Students engage with the competition that existed between the Soviet Union and the United States of America throughout this period, and learn about how it manifested in the realms of political ideas, military arms race, espionage, art, sport, and the space race. Its impact on other countries, especially developing countries like Vietnam and Afghanistan are considered. Other case studies during this period that experienced significant challenges and change are also explored.

Units 3 & 4

In units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Students examine the Chinese Revolution from 1912 to 1949 developing an understanding of the establishment of the Chinese Republic and the eventual Communist victory in the Civil War of 1949. Students also look at Russia at the beginning of the 20th Century and investigate the factors that led to the Russian revolution of 1917.

In this course students study of the social tensions, ideological conflicts and economic problems which eroded confidence in the traditional government and caused the outbreak of revolution. The Revolutionary governments, leaders, crises and the nature of the new societies are explored to draw conclusions about whether the ideals and goals of revolutions such as liberty and equality are achieved, or whether the human cost outweighed the value of the outcome.

Languages – Chinese as first language

(For students whose primary language is Chinese)

The study of language other than English contributes to cross-cultural understanding, cognitive development, literacy and general knowledge.

The aim of the study is to develop students' ability to use Chinese to communicate with others, understanding and appreciation of their own and other cultures, understanding of language as a system and the potential to apply Chinese to work, further study, training or leisure. The areas of study for Chinese as first language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. The prescribed topics include: self and others, tradition and change in the Chinese-speaking communities and global issues.

Units 1 & 2

In unit 1 and 2, students should be able to establish and maintain a spoken or written exchange related to an issue of interest or concern. In addition, they will develop skills to listen to, read and reorganise information and ideas from spoken and written texts. They also produce a personal response to a fictional text and an imaginative piece of writing.

Units 3 & 4

In unit 3 and 4, students should be able to express ideas through the production of original text and analyse and use information from spoken texts. They exchange information, opinions and experiences, and respond critically to spoken and written texts which reflect aspects of language and culture. Students undertake a detailed study that enables them to understand and appreciate aspects of language and culture through the study of texts in Chinese drawn from Literature and the Arts, which focus on the selected sub-topic.

*Classes run through Distance Education if insufficient numbers.

Languages – French

Competency in a language other than English is invaluable, especially in view of Australia's presence in the global economy and workplace.

French units 1 and 2 seek to further develop and deepen the communication skills (speaking, listening, reading and writing) and grammatical knowledge acquired in Years 7 – 10. Students develop an enhanced cultural awareness through contact with the language speaking communities both here in Australia and overseas. Through a communicative learning approach and both teacher and peer interaction in class, the students will build confidence and competence in French, preparing them to be flexible and spontaneous language users in different roles and different settings. Prescribed themes relevant to the student and to the languages' contemporary cultural worlds enable them to learn the language's different linguistic aspects while allowing them to reflect on culture both here in Australia and in various French-speaking countries.

French units 3 and 4 will enable students to consolidate and expand on the communication skills developed in units 1 and 2 to a sophisticated level. Topics covered include contemporary world issues such as sustainability, poverty and homelessness, immigration, politics, and national identity. They consider the influence of language and culture in shaping one's perspective and reflect on their own cultural and linguistic identity, as well as consider the many ways they could use French in their future lives.

Students develop research and study skills while simultaneously deepening their language proficiency, expanding their capacity to function as self-motivated, informed and conscientious learners in an increasingly globalised world.

Unit 1

In unit 1, topics include media and new technologies, French cinema and theatre, and sports. In studying these topics, students will develop the ability to: maintain a spoken exchange related to personal areas of experience; listen to, view and read information from spoken and written texts; and present information, concepts and ideas in writing in French for a specific audience and purpose.

Unit 2

In unit 2, topics include tourism and travel, family and friends, health and wellbeing as well as school life and careers post-study. In studying these topics, students will develop the ability to: respond in writing in French to spoken, written or visual texts presented in French; analyse and use information from written, spoken or visual texts to produce an extended written response in French; and explain information, ideas and concepts orally in French to a specific audience about an aspect of culture relevant to French-speaking communities.

Unit 3

In unit 3, students: participate in a spoken exchange in French to resolve a personal issue; interpret information from texts and write responses in French; and express ideas in a personal, informative or imaginative piece of writing in French.

Unit 4

In unit 4, students: share information, ideas and opinions in a spoken exchange in French; analyse information from written, spoken and viewed texts in a written response; and present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

*Classes run through Distance Education if insufficient numbers.

Legal Studies

Legal Studies examines the institutions and principles which are essential to Australia's legal system.

In this subject students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. The study of Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

Unit 1

Criminal law and civil law aim to protect the rights of individuals. Criminal law focuses on the importance of criminal law and the nature of criminal liability. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students investigate key elements of criminal law and civil law and apply these to actual and / or hypothetical cases to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Unit 2

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake an investigation into criminal cases and civil cases to form a judgment about the ability of sanctions and remedies. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3

The Victorian justice system aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students discuss recent reforms to enhance the ability of the justice system to achieve the principles of justice.

Unit 4

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Mathematics

Mathematics is an important practical tool for understanding and managing the world around us.

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise.

VCE Mathematics courses are also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts in the real world.

The study of mathematics aims to support students to:

- Develop mathematical knowledge and skills
- Apply mathematics to analyse, investigate and model a variety of contexts
- Solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar
- Use technology effectively as a tool for working mathematically.

General Mathematics

Units 1 & 2

This course is designed to meet the needs of students with diverse interests and abilities. The course provides an opportunity for students to achieve new skills and confidence in using mathematics. Thus, while students are given classroom instruction in key skills and techniques, the program also includes a significant component of modelling and problem-solving work that emphasises the uses and relevance of mathematics in real world situations.

The appropriate use of technology to support and develop the teaching and learning of mathematics is a feature of the course. General Mathematics prepares students for Further Mathematics units 3 and 4.

The areas of study for General Mathematics units 1 and 2 are algebra and structure, arithmetic and number, discrete mathematics, geometry, measurement and trigonometry, graphs of linear and non-linear relations and statistics.

Further Mathematics

Units 3 & 4

Students who have competed General Mathematics 1 and 2, Mathematical Methods units 1 and 2 or both would benefit from these units. They provide general preparation for employment or further study, in particular, where data analysis is important. These units cover the topics of data analysis, recursion and financial modelling. Appropriate technology is used extensively throughout the course to develop mathematical ideas and carry out analysis in problem solving and modelling activities. The development of skills with ready applications in the real world is also heavily emphasised.

Mathematical Methods (CAS)

Units 1 & 2

This sequence of two units encompasses functions, algebra, calculus, probability and statistics. Computer algebra system technology is incorporated throughout the unit. Students are expected to be able to apply techniques and routines both with and without the use of technology. It is assumed that students have established some competence in the areas of algebra, graphs and probability. This course provides a foundation for the continued development of mathematical knowledge in Mathematical Methods units 3 and 4 and Specialist Mathematics units 3 and 4.

Units 3 & 4

The topics in this sequence of two units are extensions of those covered in Mathematical Methods units 1 and 2. Computer Algebra System (CAS) technology is used extensively throughout the course to develop mathematical ideas and carry out analysis in problem solving and modelling activities. Students are also required to use mental computation and hand skills in simple cases. Mathematical Methods units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics units 3 and 4 and / or Further Mathematics units 3 and 4.

Specialist Mathematics

Units 1 & 2

This course comprises a combination of prescribed and selected non-calculus based topics and provides courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods units 1 and 2, provide preparation for Specialist Mathematics units 3 and 4 and cover assumed knowledge and skills for those units.

The areas of study for units 1 and 2 of Specialist Mathematics are algebra and structure, arithmetic and number, discrete mathematics, geometry, measurement and trigonometry, graphs of linear and non-linear relations and statistics.

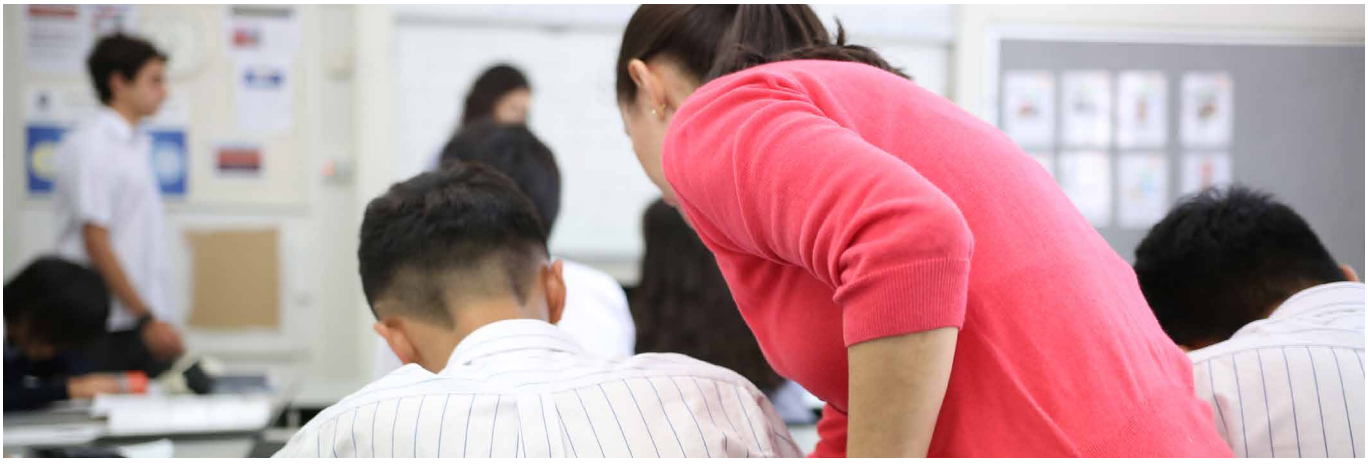
Specialist Mathematics

Units 3 & 4

This is an advanced course in mathematics designed for students with a strong interest in mathematics involving complex arithmetic. The areas of study extend content from Mathematical Methods units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. Specialist Mathematics units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods units 1 and 2, the key knowledge and skills from Specialist Mathematics units 1 and 2 and concurrent or previous study of Mathematical Methods units 3 and 4.

Please note:

- General Mathematics units 1 and 2 is highly recommended preparation for Further Mathematics units 3 and 4
- Specialist Mathematics units 1 and 2 is highly recommended preparation for Specialist Mathematics units 3 and 4, when undertaken with Mathematical Methods units 1 and 2
- Mathematical Methods units 1 and 2 is a prerequisite for Mathematical Methods units 3 and 4, but can also lead to Further Mathematics units 3 and 4
- Specialist Mathematics units 3 and 4 can only be studied in conjunction with, or after the completion of, Mathematical Methods units 3 and 4.



Media

In Media, students examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society.

This study leads to pathways for further theoretical and / or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Unit 1

In this unit students learn how to analyse media representations, considering how they are constructed, consumed and read by audiences and how social and institutional factors influence the consumption of those texts. Students will learn photography and print production skills and develop a number of pieces to demonstrate their understanding of the construction process and the impact of that process on representation. Students will also develop an understanding of the features of Australian narratives in different media forms, analysing selected narratives and discussing their cultural significance.

Unit 2

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students undertake video and audio production activities to create narratives that demonstrate an awareness of narrative structures and codes and conventions appropriate to the corresponding media forms. Students also investigate the impact of developments in media technologies on individuals and society, examining the effect of media convergence and hybridisation on the design, production and distribution of narratives in the media.

Unit 3

Unit 3 is designed to further develop the students' critical awareness of how the mass media operates, as well as offering them the opportunity to develop their practical skills to an advanced level. Students will specialise in the media form of their choice – photography, print, video production, audio production or animation.

In this unit students consider the use of media codes and conventions to structure meaning in media narratives. Students develop an understanding of how audiences from different periods of time consume narratives and how media narratives are impacted by ideological and institutional contexts. Students also design a media product for a specified audience and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress to support the production of a media product in unit 4.

Unit 4

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the process as they work towards completion.

Students also explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Music Performance

Music Performance is based on active engagement in, and considered response to, all aspects of music.

Music Performance learning requires students' active engagement in the practices of listening, performing and composing. As they learn in music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent.

Music Performance equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. Music Performance also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

Units 1 & 2

This course focuses on the development of the musician (inc. singing). Students will prepare and present performances as a soloist or as a group and will perform prepared pieces in front of the class, at lunchtime performances and at end of semester concerts. Students will also explore performance techniques and technical work on their instruments which will help their development as a musician. Students will develop their musicality and musicianship through the study of aural and written music: in particular scales, intervals, chords, chord progressions, rhythm and melody. Students will also develop critical listening skills through analysis of various pieces of music from a wide variety of styles and learn how to apply and adapt the theoretical knowledge.

Units 3 & 4

This course focuses on the continued growth and development of the musician (inc. singing). Students elect to present their end of year exam recital as a soloist or as a group. Programs are selected from Prescribed List of Works from VCAA (1 for Solo, 2 for Group) and then students prepare for the performance examination. Both solo and group students will explore performance techniques and technical work on their instruments which will help their development as a musician, and perform their prepared pieces both in front of the class, at lunchtime performances and at end of semester concerts. Students will continue to develop their musicality and musicianship through the study of aural and written music: in particular scales, intervals, chords, chord progressions, rhythm and melody. Students will also develop critical listening skills through analysis of various pieces of music from a wide variety of styles and learn how to apply and adapt the theoretical knowledge to make sense of music that we hear.

* It is recommended that all students choosing to undertake music performance at Year 11 and / or 12 have a sound understanding of music theory, have studied a unit of music at Year 9 and 10 and are enrolled in the College Instrumental Music program or a similar instrumental tuition program outside of school.

Outdoor & Environmental Studies

Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments.

Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory based study enables informed understanding of human relationships with nature.

Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

Unit 1

Ways in which humans understand and relate to nature through experiences of outdoor environments is investigated. Students are provided with opportunities to explore ways nature is understood and perceived. Motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments is considered. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably.

Unit 2

In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between outdoor environments and develop knowledge about natural environments.

Unit 3

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Students are involved in experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and reflect upon outdoor environments.

Unit 4

Students explore the sustainable use and management of outdoor environments. The contemporary state of environments in Australia, the importance of healthy outdoor environments and issues relating to the capacity of outdoor environments to support the future needs of the Australian population are investigated. Students engage in one or more related experiences in outdoor environments to apply and evaluate practical skills and knowledge required to sustain healthy outdoor environments.

Philosophy

Philosophy encourages students to think rigorously and rationally about ideas, exploring their meaning, context, coherence and implications.

Philosophy explores foundational ideas and enduring questions related to diverse fields including the humanities, sciences and the arts. It is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour.

Studying philosophy involves explicitly developing the habits of clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. The ability to think philosophically is highly regarded in careers that involve conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments.

Unit 1

The term 'philosophy' means the love of wisdom and in this subject students are provided with the opportunity to become wiser people by developing their thinking and arguing skills whilst exploring some of the deep questions that have interested humanity for thousands of years. In unit 1 these questions include (amongst others): How do we know things? Do we have free will? Does God exist? What is the true nature of reality?

Unit 2

Unit 2 explores a range of issues in applied philosophy, such as: What makes something good or bad? Why are some things right and others wrong? Is it okay to exploit animals? What role should the government play in society? What is art and what is beauty?

Unit 3

Unit 3 focuses on the fascinating branch of philosophy known as metaphysics and explores two of its most enduring debates. The first of these is the mind/body debate, where students consider the question: Is the mind a physical or non-physical thing? In the second area of study students engage with the debate about personal identity, and ponder the question: What is it that makes someone the same person over time? Throughout this unit students explore various philosophers' views in relation to these topics and are challenged to formulate and express their own views. Students will also be asked to consider the implications that these metaphysical debates have on relevant contemporary debates, such as: Is there life after death? How should we treat animals? Can machines think? Do we have free will? Do transplants and other changes to the physical body change a person? What is the importance of memory to our identity?

Unit 4

Unit 4, titled 'The good life', considers the crucial question in ethics of what it is to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well-lived? Is morality central to a good life? Students explore the ideas of both ancient and modern philosophers that have had a significant impact on contemporary ideas about the good life. Students will also consider the implications that these ethical ideas have on relevant contemporary debates, such as: Human enhancement technologies and the good life? Social media technologies and the good life? Artificial intelligence and the good life?

Physical Education

The study of Physical Education enables students to integrate their theoretical understanding of performance and participation in physical activity with practical application.

Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

The study also prepares students for employmentand / or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Unit 1

Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise. Students also evaluate the social, cultural and environmental influences on movement. Consideration is also given to the implications of the use of legal and illegal practices to improve the performance. Strategies to minimise illness or injury to each system is also investigated.

Unit 2

Students are introduced to the role participation in physical activity and sedentary behaviour plays in their own health as well as in different population groups. Through practical activities, students gain an appreciation of the level of physical activity required for health benefits. Students create and participate in an activity plan meeting the physical activity and sedentary behaviour guidelines relevant to a population group. The social-ecological model and / or the Youth Physical Activity Promotion Model is used to critique health promotion strategies.

Unit 3

Students are introduced to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Practical activities are used to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. The contribution of the three energy systems to performance is investigated. The causes of and strategies to postpone fatigue are considered.

Unit 4

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and / or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training.

Physics

Physics seeks to understand and explain the physical world around us.

Students examine models and ideas used to make sense of the world around them. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Unit 1

In this unit students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

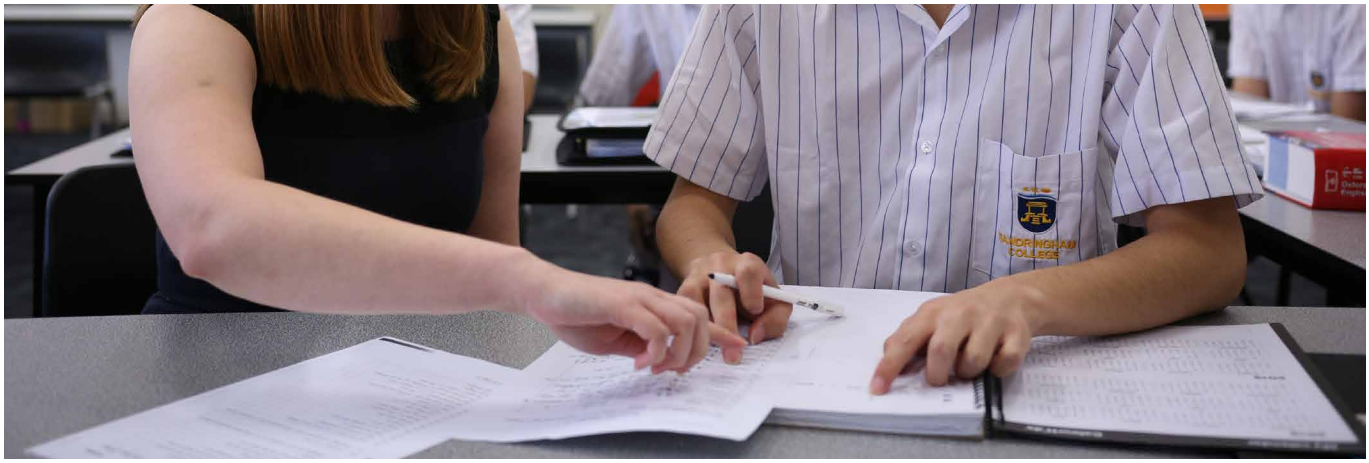
In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Unit 3

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories.

Unit 4

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.



Politics – Australian and Global

Australian and Global Politics is the study of contemporary political power at both a national and global level.

Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and of contemporary Australian and global issues. In doing so, students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active citizenship and an ability to more deeply appreciate and contextualise the global environment in which they live.

Australian and Global Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, education, law, research and politics

Unit 1

In this unit students explore how key ideas relating to the exercise of political power shape political systems and, in particular, the characteristics of liberalism. They consider the nature of power in Australian democracy and in a nondemocratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media.

Unit 2

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation.

In area of study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

Politics – Global

Unit 3

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power.

They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.

Unit 4

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding two ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

Product Design and Technology

Product Design and Technology is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products.

Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products.

Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels.

Unit 1

Focus on the modification and improvement of a product through design with consideration of the materials used and issues of sustainability. Students will develop knowledge of a range of tools, processes, techniques and skills relevant to the material with which they are working ie fabric or wood. In textiles students modify a commercial pattern to ensure a quality fit and finish. In wood students create negotiated products.

Unit 2

Students work in small design teams to design and create a product, or product range. They will focus on factors that influence design including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these on solving a design problem.

Unit 3

Students design and develop a product which meets a client or end user's needs. They prepare a design brief and propose a series of design options using the product design process. Students explore a range of new and emerging technologies and materials while considering issues such as obsolescence and sustainability models.

Unit 4

Students continue to develop and manufacture the product designed in unit 3, and record the production processes and changes to the work plan and product. They produce a presentation to highlight the product's features to the client and / or end-user and explain its care requirements.

Students typically produce a product for a client, whether it is an evening dress or an inlaid coffee table, all their work is recorded over the year in their folio which is assessed as a SAT. Students also complete SACs related to the theory components of the study.

Psychology

Psychology is a scientific study devoted to understanding the human mind and behaviour.

Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena.

Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology.

Unit 1

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions. Students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. Students complete a student directed research investigation related to brain function and/or psychological development.

Unit 2

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. A student practical investigation related to internal and external influences on behaviour is undertaken in this unit.

Unit 3

Students examine the functioning of the nervous system to explain how it enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress.

Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4

Students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning.

Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Sociology

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change.

The study of sociology assists in the development of an appreciation of cultural diversity, and in an understanding of human behaviour and social structures. Further, it directs students' attention to how aspects of society are interrelated, as well as to the causes and impacts of social change.

The study of sociology can lead to tertiary pathways related to work with social groups and social processes, such as in culture resource management and community development, or work with minority and ethnic groups. It can lead to work in fields that address issues such as crime, youth and family matters, industrial relations, social justice and social issues related to health care.

Unit 1

Explore the development of youth as a social category, in the light of differing experiences of young people and potential negative impacts such as stereotyping and prejudice and discrimination. Students examine the social institution of the family, its sociological explanations and the influence of factors such as ethnicity, globalisation, feminism, technology and government.

Unit 2

Investigate the concepts of deviance and crime, the types and degree of rule-breaking behaviour, traditional views of criminality and why people engage in deviant behaviour. It also considers the relationship between crime and punishment and the significance of factors such as age, gender, ethnicity and socioeconomic status.

Unit 3

Explore expressions of culture and ethnicity in Australian society, in both past and contemporary Australian indigenous culture, and for migrant groups. Students examine the way these concepts can define inequality and opportunity, shape cultural activities and provide a sense of purpose. Ethnicity is also a significant factor in the way individuals often identify themselves or others, and the way outsiders see them.

Unit 4

Examine theoretical understandings of the idea of community and how various forms such as traditional, modern or cyber communities are experienced. Students investigate the challenges posed by political, social, economic and technological change. Students also develop an understanding of the purpose, evolution and power of social movements and how they achieve social change.

Studio Arts

Studio Arts introduces students to the roles and practices of artists as well as broadening their ability to, engage with artworks.

Students are encouraged and supported to recognise their individual potential as artists and develop their understanding of the studio arts process. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

Studio Arts equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education.

Unit 1

Students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio process.

Unit 2

Students learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork. They investigate the way various visual effects and aesthetic qualities can be created in artworks.

To consolidate the knowledge gained, students undertake a process of reflection and evaluation in written and visual form that is progressively recorded in a visual diary.

Unit 3

Students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

Unit 4

Students focus on the planning, production and evaluation required to develop, refine and present artworks that link clearly to the ideas resolved in unit 3. The development of these artworks should reflect refinement and skillful application of materials and techniques, aesthetic qualities and resolution of ideas discussed in the exploration proposal in unit 3.

Students also investigate the methods and considerations of the artist and / or curator involved in the preparation, presentation and conservation of artworks.

Theatre Studies

In Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences.

Through the study of theatre studies students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills. They work both individually and in collaboration with others to interpret scripts. Through study and practice, students develop their aesthetic sensibility, including an appreciation for the art form of theatre, interpretive skills, interpersonal skills and theatre production skills.

The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level.

Unit 1

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles. Working to perform exerts or full scripts, students develop knowledge and skills about theatre production process

Unit 2

In this unit the focus is on exploring modern theatre styles from the 1920s to the present. The course aims to foster students' awareness and control of set design, light, sound, props , makeup and costume; and to develop performance skills. Students will explore these and other production roles in practical ways culminating in a public performance. Students will also analyse professional theatre productions.

Unit 3

In unit 3 students focus on creating a theatrical production. Students take responsibility for specific production roles, including; set design, props design, make-up, lighting design, sound design, costume design, direction and acting. Students do not have to choose acting if they would prefer to design.

Students also attend theatrical productions and they analyse and evaluate the relationship between the written script and its interpretation on stage

Unit 4

Unit 4 focuses on the interpretation and production of a monologue using either acting / direction or design. Students respond to and interpret script excerpts and stimulus material, formulating and justifying possible responses and documenting their interpretation. The documentation should include written material, annotated script excerpts and illustrations, as appropriate, to support interpretive choices. This interpretation of a script is externally assessed.

In this area of study students focus on the analysis and evaluation of the acting, direction and design in a production selected from the prescribed VCE Theatre Studies unit 4 playlist.

Visual Communication and Design

Students discover the world of VCD through a wide variety of practical and theory-based assessments in order to communicate their own original design ideas to solve problems for a client.

In Visual Communication and Design, students explore the three fields of design; communication, industrial and environmental design through the production of folios, demonstrating students' own design thinking. Students examine past and contemporary designers and analyse features to inspire their own designs. Students are given specific design tasks and are then free to interpret and produce their own creative design solutions.

Students explore digital media and use ICT in their work. Final designs are 2D hand drawn, and printed communications and also 3D models. The study of VCD can provide pathways to training and tertiary study in graphic design, industrial design, advertising, fashion design, media, landscape architecture and architecture.

Unit 1

In this unit students are introduced to five stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications and final presentation. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly express their final visual communications.

Unit 2

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to meet specific purposes in designated design fields. Students apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. In response to a brief, students engage in the stages of research, generation of ideas, development and refinement of concepts to create visual communications.

Unit 3

In this unit students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the process. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Unit 4

In this area of study students apply their understanding of the design process when developing a single brief that proposes and defines two distinct communication needs for a real or an imaginary client. They investigate how the application of design elements and principles creates a different communication message and conveys ideas to the target audience.

Victorian Certificate of Applied Learning (VCAL)

The VCAL is a hands-on option for students in Years 10, 11 and 12. It is an accredited secondary certificate and increases pathways from secondary school to work, training or further education.

Like SEAL and our Academies programs, VCAL is a select entry program and places are reserved for students who meet the criteria of the application and interview process. Being selected to participate in the schools VCAL program means that students are choosing an applied pathway that will provide them with many of the skills required to have success in future employment and training.

Students who do the VCAL program are likely to be interested in going onto training at a Technical and Further Education (TAFE) institute, starting an apprenticeship, or getting a job after completing school. However, if you start your VCAL and then decide the VCE is the right option for you after all, it won't be too late to change your mind. In fact, any VCE units you complete as part of your VCAL will count towards your VCE, and vice versa, should you decide to transfer between certificate courses. Students who enrol in the VCAL program are also likely to be applied learners, and as such the program is practical and 'hands on'.

A strong focus of the VCAL program is involving students in, and preparing them for, work. One day each week is dedicated to work in one of the following capacities:

- School Based New Apprenticeships
- Part-time work
- Structured Workplace learning placements.

In most cases, by the end of first semester, students are working every Friday. Students' work skills are assessed by workplace supervisors and reported back to the College. In addition to this exposure to work, students can do extra training at school to improve their employability. For example, those who aspire to work in the Building and Construction industry have the opportunity to do their 'Red Card' training, and those aspiring to work in Hospitality can do the 'Responsible Service of Alcohol' training module.

Another aim of the program is to develop a student's Industry Specific Skills. To this end, all Intermediate and Senior VCAL students must do Vocational Education and Training (VET). VET training usually takes place on Wednesdays and some popular examples include: Automotive, Building and Construction, Furnishing (Cabinet Making), Hair, Beauty & Nails, Community Services, Retail Operations, Sport & Recreation, Hospitality and Music.

The Victorian Certificate of Applied Learning can be accredited at 3 levels- Foundations, Intermediate and Senior and students undertaking VCAL complete program of studies in the following four compulsory strands:

- Literacy and Numeracy
- Work-related skills
- Industry-specific skills
- Personal development skills.

Time frame

Students are able to continue working at a level across more than one year. The 1,000 hours provides a standard full year course but the outcomes are not restricted to that year. Learners may require an extended period of time to complete a VCAL level. Students may also complete the qualification in a shorter timeframe and have the ability to work on units from more than one level in the same year.

VCE Credit Transfer

Students may transfer from VCAL to VCE if they decide VCE is a better option for them, or VCE to VCAL and take any passed units as credits with them into their certificate.

Accredited Curriculum Units

A Victorian Certificate of Applied Learning can contain a combination of accredited curriculum components. Most students at Sandringham College selected from:

- VCAL units
- VET units
- VCE units.

Year 10

We offer a pre-VCAL taster course aimed at providing students with an introduction to the program. Please see the Year 10 section of the handbook for further details.

VCAL Course Structure

Successful completion of VCAL requires:

- Successful completion of a minimum on 10 credits. Six credits must be at the certificate level – Foundation, Intermediate or Senior
- Achievement of one credit in each strand – literacy, numeracy, work related skills, industry specific skills, personal development.

Year 1 – Intermediate VCAL

Units 1 & 2

Literacy & Numeracy	Work-related Skills	VET subject	Personal Development	Part-time job or work experience

Year 2 – Senior VCAL

Units 3 & 4

Literacy & Numeracy	Work-related Skills	VET subject	Personal Development	Part-time job or work experience

VCAL unit summaries

All VCAL units can operate at a Foundation, Intermediate or Senior level.

Literacy

Literacy curriculum enables the development of skills, knowledge and attitudes in the main social contexts of family, employment, further learning and citizenship.

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate. Literacy includes reading, writing and oral communication skills.

Numeracy

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning of skills and knowledge for further study in mathematics or related fields.

The curriculum develops skills to facilitate the practical application of mathematics at home, work and in the community.

Industry specific skills

The curriculum for the industry specific skills strand will provide vocational skills development and experiences that are important for the vocational and employability outcomes of the VCAL. Intermediate and Senior certificate students will do a VET study, while Foundation certificate students may elect an industry specific VCE study.

Personal development

Personal development skills lead to the development of individual and group responsibility, self-confidence and resilience, values of integrity, enterprise, excellence and empowerment for active citizenship.

The curriculum is aimed at developing skills in organisation, planning, problem solving, communication, leadership and team work.

Work related skills

Work related skills provides employability skills development and experiences that are important for the vocational, personal development and employability outcomes of the student.

Work related skills, where possible, is integrated in projects across other strands. Students are expected to work one day a week (or equivalent) in part-time employment, a School Based Apprenticeship or work placement. Over the two-year VCAL course students will have the opportunity to improve their employability by completing certificates such as level II first aid, barista, food handling and safe@work.

VCAL personal development units

Each year, the personal development projects undertaken by VCAL students change according to the interests of the students and the expertise of the teachers. Recent personal development projects have included:

- Music production and podcasting
- Community eco-garden
- School mural design
- Sports coaching
- Craft-making for school in Cambodia.

My place in the world

Students negotiate community projects with their teacher depending on their interests. Projects might include being part of the community eco-garden, sports coaching, craft making and mural design.

Vocational Education & Training (VET)

What Is Vocational Education?

Vocational Education & Training (VET) programs in the VCE & VCAL

VCE VET programs allow students to include nationally accredited vocational studies within their senior secondary certificate. In the past, students would have to leave school before undertaking entry level training with a TAFE or private provider. Now students have the opportunity to undertake training that provides VCE & VCAL credits, as well as VET or Further Education (FE) qualifications, while still at school. Each VET program takes the place of one VCE or VCAL subject.

Why do students choose VET as part of their senior secondary certificate?

VET offers students the opportunity to:

- Combine general and vocational studies
- Realistically explore career options and pathways without leaving school
- Undertake learning in the workplaceand / or develop skills that will equip them for the workplace
- Undertake applied learning in an adult learning environment
- Gain a nationally recognised qualification or credit towards a qualification that also contributes to satisfactory completion of VCE or VCAL.

Most programs are delivered at local TAFEs (VU, Chisholm, Kangan, Holmesglen etc). A number are delivered at Sandringham College under the auspice of an external Registered Training Organisation (RTO) when we have sufficient numbers. Most VCE VET programs offer scored assessment and contribute to an Australian Tertiary Admissions Rank (ATAR) score like all other VCE 3 and 4 units. All VET programs (including block credit programs) completed at a 3 and 4 level contribute to an ATAR score. Direct credits may be applicable to the related TAFE accredited program after successful completion.

Types of Vocational Education programs

1. VCE VET programs

VCE VET programs are vocational programs approved by the Victorian Curriculum Assessment Authority (VCAA). VCE VET programs also lead to a nationally recognised qualification, thereby offering students the opportunity to gain both the VCE and a nationally portable VET qualification.

VCE VET programs are fully recognised within the units 1 to 4 structure of the VCE and can contribute towards satisfactory completion of VCE and VCAL. VCE VET units have equal status with other VCE studies. Most offer scored assessment. All contribute to the ATAR. They also provide a Certificate from a TAFE (or private provider).

2. Block Credit Recognition

Students who undertake VET or Further Education (FE) qualifications that are not included in the suite of VCAA VCE VET programs or School Based Apprenticeships & Traineeships (SBATs) may also be eligible for credit towards their Senior Certificates. VCE and VCAL credits are gained when the Certificate is at the appropriate level and students successfully complete a minimum number of units. All block credit programs delivered by the College provide enough units to credit to VCE and VCAL upon successful completion, but may only provide partial completion of a Certificate. Sufficient block credit units at a Certificate III or IV level contribute to a student's ATAR score as a 5th or 6th subject.

3. School Based Apprenticeships (SBATs)

Students complete about 200 days of training on the job, off the job and in paid employment over either two or three years, combining VCE or VCAL, VET and paid work. These can be done as part of school (usually three or four days at school, one or two days apprenticeship) or as part of a part time job. Students are paid employees but the Certificates they achieve also provide credits towards their VCE or VCAL. Students must make direct contact with employers themselves to secure a SBAT.

For further information:
Jane Jamieson, VET Coordinator
ph: 8599 0536 email: jamieson.jane.m@edumail.vic.gov.au

VET programs

At Sandringham College, students can choose an industry-based VET (Vocational Education & Training) program which complements their VCE or VCAL. This allows successful students to graduate with both their VCE or VCAL and a VET Certificate or Statement of Attainment.

In most cases the VET program will involve structured work place learning. It is emphasised that a structured work placement is not work experience. Students are often engaged in the real enterprise of that work setting; they receive instruction in competencies which are relevant to that enterprise, and to their VET credential.

Sandringham College has developed a relationship with a number of accredited training providers which allows students to access courses and facilities at both Sandringham and other institutions in a range of vocational programs which have a variety of delivery modes.

Students must usually successfully complete first year before continuing with second year (those with asterisks have scored assessment).

Programs highlighted blue provide block credit usually at a 3 and 4 level.

VET programs delivered on campus

Program	Certificate	RTO
Dance* VCE VET	CUA20113 Cert II in Dance	Ausdance
Information Technology (Games Creation) VCE VET / Block Credit	ICT30115 Certificate III in Information, Digital Media and Technology (Game Creation) (Partial completion)	Chisholm
Music* VCE VET	CUA30915 – Certificate III in Music Industry	COSAMP
Media / Screen – VCE VET / Block Credit	CUA31015 Cert III in Screen & Media	Chisholm
Sport and Recreation* VCE VET	SIS30115 Certificate III in Sport and Recreation	IVET Institute
Media / Screen – VCE VET / Block Credit	CUA31015 Cert III in Screen & Media	Chisholm
Sport and Recreation* VCE VET	SIS30115 Certificate III in Sport and Recreation	IVET Institute

VET Links

VET programs delivered off campus change each year depending on student interest – check TAFE handbooks for offerings. Most programs run for two years and are started in Year 11. Generally first year must be successfully completed before students can do a second year.

- School Based Apprenticeships (SBATs) – Depending on local employer offerings
- There are many other courses available – refer to the VET Coordinator if your course of interest is not listed
- Other VET programs may be arranged by individual students, in consultation with the VET Coordinator.

*For VCE VET programs, asterisks denote scored assessment. Block credit programs are in italics.

Please Note: Many VET programs (both on and off campus) are run over two years and students must successfully complete Year 1 before undertaking Year 2. Programs only run where there are sufficient numbers. Extra charges apply. Students must apply to the appropriate TAFE as well as the College for off campus courses. Applications are made through the home school or campus.

VET programs delivered off campus

(based on student interest in 2019)

Program	Certificate	RTO
VET Acting	22307VIC Cert III in Acting (Screen)	Australian College of Dramatic Arts
VET Allied Health Assistance	HLT33015 Cert III in Allied Health Assistance	Holmesglen Moorabbin
VET Animal Studies	ACM20110 Cert II in Animal Studies	Box Hill – Box Hill
VET Automotive	AUR20716 Cert II in Automotive Vocational Preparation	Kangan – Docklands
VET Aviation	AVI50215 Diploma of Aviation	Tristar Aviation
VET Beauty	SHB30115 Cert III in Beauty Services	Elly Lukas – City Holmesglen – Moorabbin Victoria University – City
VET Building	22216VIC Cert II in Building and Construction 22338VIC Cert II in Building and Construction	Chisholm – Frankston Holmesglen – Chadstone
VET Building Design Drafting	CPP40115 Cert IV in Building Design Drafting	Chisholm – Frankston
VET Community Services	CHC32015 Cert II in Community Services	Holmesglen – Moorabbin
VET Design Fundamentals	CUA30715 Cert III in Design Fundamentals	Holmesglen – Moorabbin
VET Early Childhood	CHC30113 Cert III in Early Childhood Education and Care	Holmesglen – Moorabbin
VET Electro Technology	22261VIC Cert II in Electrotechnology UEE22011 Cert II in Electrotechnology	Holmesglen – Moorabbin Chisholm – Frankston
VET Engineering (Fabrication or Technical)	22209VIC Cert II in Engineering Studies	Holmesglen – Moorabbin
VET Event Management	SIT30516 Cert III in Events	Holmesglen – Moorabbin
VET Furniture	MSF20516 Cert II in Furniture Making Pathways	Chisholm – Frankston
VET Horticulture	AHC20416 Cert II in Horticulture	Holmesglen – Waverley
VET Hospitality	SIT20316 Cert II in Hospitality	Holmesglen – Moorabbin Chisholm – Frankston William Angliss – City
VET Laboratory Skills	MSL30116 Cert III in Laboratory Skills	Holmesglen – Moorabbin
VET Makeup	SHB30215 Cert III in Makeup	Chisholm – City Victoria University – City
VET Plumbing	22304VIC Cert II in Plumbing	Chisholm – Frankston
VET Printing	ICP31415 Cert III in Print Communications	Holmesglen – Chadstone

Automotive (VET)

Delivered off campus

Qualification

AUR20716 Certificate II in Automotive Vocational Preparation

Description

Covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited. This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles.

VCE / VCAL credit

Recognition of two units at units 1 and 2, and a units 3 and 4 sequence.

Career opportunities

Completion of the VCE VET Automotive program provides a pathway for students into the automotive industry through a traineeship or apprenticeship. With additional training and experience, future employment opportunities may include trimmer, detailer, panel preparer, painter, light vehicle mechanic, heavy vehicle mechanic or motorcycle mechanic.

Building & Construction (VET)

Delivered off campus

Qualification

22338VIC Certificate II in Building and Construction Pre-apprenticeship

Description

22338VIC aims to provide learners with basic industry specific skills and knowledge to enable transition into an apprenticeship within the building and construction industries at the Certificate III level.

This pre-apprenticeship course consists of a core of common cross sector units of competency that provide skills and knowledge in applying basic levelling procedures, carrying out basic measurements and calculations, communicating in the workplace, erecting and safely using working platforms, interpreting basic plans and drawings, preparing and applying for work in the construction industry, working effectively and sustainably in the construction industry and workplace safety practices onsite. The course also includes a range of units that introduce the learner to the application of specific materials, tools and equipment, and techniques used in specific trade sectors that underpin the Certificate III qualifications in the bricklaying, carpentry, joinery, shopfitting and stairbuilding, painting and decorating, solid plastering, stonemasonry, wall and ceiling lining and wall and floor tiling trade sectors.

Qualification

22216VIC Certificate II in Building and Construction (bricklaying, carpentry, painting and decorating, wall and ceiling lining, wall and floor tiling, solid plastering and stonemasonry) pre-apprenticeship

Description

22216VIC offers a state accredited curriculum which provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry. The program offers full completion of the pre-apprenticeship and includes units such as safe handling and use of plant and power tools, quality principles for the construction industry, calculations and workplace documents and plans. Stream-specific units focus on providing foundation skills necessary for the chosen sectors in industry areas: carpentry, bricklaying, painting and decorating, wall and ceiling lining, wall and floor tiling, solid plastering and stonemasonry.

VCE / VCAL credit

Up to four units: two units at units 1 and 2, and a units 3 and 4 sequence.

Career opportunities

Further training in this qualification is required for completion of the pre-apprenticeship which can lead to an apprenticeship in the building and construction industry in areas such as general construction, carpentry – framework / formwork / finishing. As a qualified tradesperson, potential occupations may include: carpenter or joiner.

Business (VET)

Delivered off campus

Qualification

BSB20115 Certificate II in Business

Description

An entry level qualification which provides students with the knowledge and skills to enhance their employment prospects in a business or office environment. The certificate provides an understanding of business fundamentals within the Australian context and will assist students to gain employment opportunities in an entry level administrative or customer service role.

VCE / VCAL credit

Recognition of up to four units of credit at units 1 and 2 level.

Qualification

BSB30115 Certificate III in Business

Description

Provides students with the opportunity to develop a broad range of skills and knowledge to work in a variety of work contexts using discretion, judgement and relevant theoretical knowledge.

VCE / VCAL credit

Recognition of up to four units at the units 1 and 2 level, including one units 3 and 4 sequence. Students who are able to undertake further training to complete the Certificate III in Business qualification may be eligible for further credit at units 3 and 4 level.

Note: The units 3 and 4 sequence of VCE VET Business is not designed as a stand-alone study. Students are strongly advised against undertaking the units 3 and 4 sequence without first completing units 1 and 2.

Career opportunities

Certificate III in Business provides a pathway into training and employment in business and related industries. Potential occupations may include administration or clerical assistant, data entry operator, office junior or receptionist. Roles for experienced professionals in this industry may include personal assistant, medical secretary, legal clerk or information desk manager.

Community Services (VET)

Delivered off campus

Qualification

CHC32015 Certificate III in Community Services (incorporating CHC22015 Certificate II in Community Services)

Description

Offers students the opportunity to learn about the community services sector and explore specific contexts of work. Skills will be developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients.

VCE / VCAL credit

Recognition of up to three units at units 1 and 2 level, and a units 3 and 4 sequence.

Career opportunities

Certificate III in Community Services can provide pathways into work or further study in community services, in areas such as child care, aged care, home and community care, drug and alcohol work, disability work, social housing or mental health work. With additional training and experience, future employment opportunities may include a community health worker, counsellor, out of hours carer, school support worker, case manager.

Dance (VET)

Delivered on campus

Qualification

CUA20113 Certificate II in Dance

Description

Certificate II in Dance is suitable for students who are interested in pursuing a career in the dance industry. Upon successful completion of the course, students will gain a Certificate II in Dance and a study score towards their ATAR. Throughout the two year course, students participate in regular technique classes (in a range of selected styles) and dance conditioning classes. Students work with industry guest choreographers and mentors to learn rehearse and perform dance works in a range of styles at the dance showcases. Students also learn rehearse and perform solos from industry experts of their dance styles as preparation for work in the live performance industry. Students study nutrition, anatomy and physiology. They learn to work effectively with others and develop knowledge about establishing a career in the creative arts industry. Students study and practice audition techniques, research dance history, and develop a professional dance CV. Students who undertake this subject must have past experience in dance and should be enrolled in dance classes outside of school.

VCE / VCAL credit

Up to 4 units: two units at units 1 and 2, and a units 3 and 4 sequence. Study score available.

Electrical Industry (VET)

Delivered off campus

Qualification

22261VIC Certificate II in Electrotechnology Studies

Description

22261VIC Certificate II in Electrotechnology Studies (pre-vocational): a state accredited curriculum that offers students the opportunity to develop their skills and knowledge across a range of electrical sectors, including electrical, electronics, refrigeration and mechanical engineering.

Qualification

UEE22011 Certificate II in Electrotechnology

Description

UEE22011 Certificate II in Electrotechnology (Career Start): offers students the opportunity to develop competencies for a work entry program providing grounding in safety and basic skills and knowledge for work in any electrotechnology discipline.

VCE / VCAL credit

Up to four units: recognition of three units at units 1 and 2 level and a units 3 and 4 sequence.

Career opportunities

Career opportunities: provides a springboard into a diverse range of related industries sharing technologies with the electrotechnology industry. Skill areas within the industry include the use and management of computer networks, manipulation of wireless communications, ability to analyse the amounts of data collected by smart devices and closer involvement in electricity generation. With additional training and experience, future employment opportunities may include electronics technician, computer assembler, and data communications technician.

Engineering (VET)

Delivered off campus

Qualification

22209VIC Certificate II in Engineering Studies

Description

Certificate II in Engineering Studies is state accredited curriculum which provides pre-employment training and pathways in the engineering, manufacturing or other related industries. The VCE VET Engineering program enables students to gain recognised credentials and to make informed choices of vocation or career path.

VCE / VCAL credit

Recognition of two units at units 1 and 2 and a units 3 and 4 sequence.

Career opportunities

Certificate II in Engineering Studies prepares students for an engineering apprenticeship which can lead into a range of careers in the engineering and manufacturing industries, including roles in conception, design, manufacture, assembly, installation, repair, replacement, packaging and sales of a wide range of products. As a qualified tradesperson occupations may include: boiler maker, welder, tool / die maker, hydraulics / avionics / mechanical technician, draftsperson or mechanical fitter.

Furnishing (VET)

Delivered off campus

Qualification

MSF20516 Certificate II in Furniture Making Pathways

Description

The VCE VET Furnishing program is drawn from a national training package and offers a qualification which is recognised throughout Australia. This program prepares students for further training in a range of furnishing industries, such as cabinet making, wood machining, polishing, upholstery and picture framing. The program includes units such as sustainability and furnishing industry careers, upholstery, making timber joints, basic design, hand and power tools, furniture assembly and a furniture making project.

VCE / VCAL credit

Recognition of two units at units 1 and 2, and a units 3 and 4 sequence.

Note: The units 3 and 4 sequence of VCE VET Furnishing is not designed as a stand-alone study. Students are strongly advised against undertaking the units 3 and 4 sequence without first completing units 1 and 2.

Career opportunities

Certificate II in Furniture Making Pathways provides students with a pathway into an apprenticeship in the furniture industry in areas including cabinet making, upholstery, polishing, soft furnishing, picture framing, floor – finishing and covering. Qualified tradespeople can be employed in occupations such as furniture / cabinet maker, picture-framer, wood machinist or kitchen fitter.

Hair / Beauty (VET)

Delivered off campus

Qualification

SHB20216 Certificate II in Salon Assistant

Description

Develops basic skills and knowledge to assist with client services in the hair and beauty industry, and provides a pathway into a hairdressing apprenticeship.

VCE / VCAL credit

Recognition of up to four units at units 1 and 2 level.

Qualification

SHB30115 Certificate III in Beauty Services

Description

Provides skills and knowledge to work as a beautician, providing a range of beauty services including nail, lash and brow, and basic make-up services. Develop a range of technical and customer service skills where discretion and judgement is required, including client consultation on beauty products and services.

VCE / VCAL credit

Recognition of up to four units at units 1 and 2 level and a units 3 and 4 sequence

Qualification

SHB30215 Certificate III in Make-Up

Description

Provides skills and knowledge to undertake roles as make-up artists designing and applying make-up across the beauty, fashion, media and entertainment industries. Skills are developed for work in make-up studios, retail cosmetic counters, fashion and media sets, and photography studios.

VCE / VCAL credit

Recognition of up to four units at units 1 and 2 level and a units 3 and 4 sequence.

Hospitality (VET)

Delivered off campus

Qualification

SIT20316 Certificate II in Hospitality or SIT20416 Certificate II in Kitchen Operations

Description

Prepares students with a limited range of hospitality operational skills and basic knowledge. Includes units such as; prepare / serve espresso coffee, non-alcoholic beverages, food and beverage service, advice on food, and functional transactions.

Qualification

SIT20416 Certificate II in Kitchen Operations

Description

Prepares students with a limited range of food preparation and cookery skills to prepare food and menu items. Includes units such as; preparing appetisers and salads, preparing stocks, soups and sauces, preparing vegetable, fruit and farinaceous dishes, preparing poultry dishes.

VCE / VCAL credit

Recognition of two or more units at units 1 and 2 level and a units 3 and 4 sequence.

Career opportunities

Completion of Certificate II in Hospitality may provide employment opportunities in a variety of roles such as food & beverage attendant, bar / bottle shop attendant, front office / receptionist, kitchen hand or barista. With additional training and experience, future employment opportunities may include restaurant manager, maître d', chef, pastry chef, caterer and cook.

Information Technology – (Games Creation / Coding VET)

Delivered on campus

Qualification

Partial completion of ICT30115 Certificate III in Information, Digital Media and Technology

Description

Partial completion of the Certificate III in Information, Digital Media and Technology (Games Creation) program is designed to provide students with the skills and knowledge to be competent in ICT and to introduce and engage enthusiastic and passionate students to the game industry. The program is designed to support information activities in the workplace and to achieve a degree of self-sufficiency as an advanced ICT user. Students undertake a range of learning experiences including creating and editing digital images, programming games and creating 2D digital animations, operating with application software packages, running diagnostic tests and applying modelling techniques.

VCE / VCAL credit

Up to four units: two units at units 1 and 2, and a units 3 and 4 sequence in Year 2.

Career opportunities

Completing this certificate course provides a pathway to higher level Certificate and Diploma courses. The focus of the course is on developing independent users of ICT with an emphasis on the game industry.

Laboratory Skills (VET)

Delivered off campus

Qualification

MSL30116 Certificate III in Laboratory Skills

Description

Certificate III in Laboratory Skills provides students with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing. Units 1 and 2 of the program include recording and presenting data, planning and conducting laboratory / field work, maintaining the laboratory fit for purpose, with electives such as performing basic tests and assisting with fieldwork included. Units 3 and 4 offer scored assessment and incorporate units such as performing aseptic techniques, contributing to the achievement of quality objectives, preparing working solutions and performing microscopic examinations.

VCE / VCAL credit

Recognition of up to four units at units 1 and 2 level and a units 3 and 4 sequence.

Career opportunities

This qualification provides students with a pathway to work in a wide range of enterprises and industry sectors such as process manufacturing, food and beverage processing, biotechnology, biomedical research, pathology testing, mining, chemical, forensic, environmental analysis and education.

Music Industry (VET) – Sound Production

Delivered on campus

Qualification

CUS30209 Certificate III in Music Industry (Sound production)

Description

This course is offered to students under the auspices of the College of Sound and Music Production, Member College of the Australian Centre for Advanced Studies (RTO #50392).

Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.

Phone: (03) 9592 4801
Email: enquiries@cosamp.com.au
Website: cosamp.com.au

This course is carried out over two years and it provides students with the opportunity to learn about and experience the technical side of the music industry. At the end of 1st Year students will be issued with a Statement of Attainment outlining the units of competence that they completed through that years study. Students who continue on and complete the 2nd year of the course will be issued with the full qualification which includes a Certificate as well as an updated Statement of Attainment. Both are issued from our auspicing Registered Training Organisation – College of Sound and Music Production (COSAMP)

1st Year

Students will explore editing, manipulating and mixing sound, following occupational health and safety practices in the music industry, copyright, setting up and operating a basic public address system as well as fundamental theoretical concepts required for the operation of all associated equipment. Students will also complete 'application' activities in one of the school's five recording studios as they learn how to capture live sound using the various industry grade equipment and recording studios.

2nd Year

Students will build on the knowledge and experience covered in the 1st year as they explore in greater depth five key areas. Students will spend time exploring extended use of public address systems and its associated equipment, and will apply this knowledge into the creation of a portfolio and will also apply this knowledge through practical application by setting up and running various musical events throughout the year (a Work Performance Assessment), which together makes up half of the scored component of this course. Students will also expand their knowledge of recording live audio through a series of workshops and recording exercises in one of the school's five recording studios. Students will be required to complete a product which is a recording of at least two tracks that demonstrates the knowledge and skill that is developed through the class course work delivery. This creates one quarter of the scored component of the course, with the final component being the externally assessed end of year examination.

Screen and Media (VET)

Delivered on campus

Qualification

CUA31015 – Cert III in Screen and Media (two years)

Description

This course provides students with the opportunity to work in an industry-oriented production environment while developing the necessary skills and knowledge in video and studio production techniques, including use of cameras, sound production and digital editing equipment. The course is designed to reflect the role of entry level personnel who work in film and television production. Units of competence in units 1 and 2 include developing and applying industry knowledge, working effectively with others, assisting with a basic camera shoot, working safely and performing basic vision and sound editing. Students will complete video production work for a non-profit organisation. Units of competence in units 3 and 4 include working effectively in the screen and media industries, participating in OHS processes, shooting material for screen productions, collaborating in a creative process and writing scripts. Students will work on short film production, presenting their work in a film festival at the end of the year.

VCE / VCAL credit

Two units at units 1 and 2, and a units 3 and 4 sequence (block credit).

Career opportunities

These units provide a pathway into further training and possible employment in the film and television production industries. Potential occupations may include editor, boom operator, camera operator, director, special effects designer or focus puller.

Sport & Recreation (VET)

Delivered on campus

Qualification

SIS30115 Certificate III in Sport and Recreation (Fitness Focus)

Description

VCE VET Sport and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community recreation. Leadership, organisational and specialist activity skills will be developed through the units of competence undertaken in units 1 to 4. Core units in first year cover areas such as organise personal work priorities and development, apply first aid, provide customer service, respond to emergency situations, and follow occupational health and safety policies. Elective units can focus on career orientated activities – conduct games or competitions, plan and conduct sport and recreation sessions, analyse participation patterns, provide fitness orientation and screening, instruct and monitor fitness programs.

VCE / VCAL credit

Up to four units: two units at units 1 and 2, and a units 3 and 4 sequence. Study score available.

Career opportunities

Completion of Certificate II in Community Recreation may provide pathways into the community recreation industry in leisure centres, aquatic centres, amusement parks, adventure and theme parks. Potential job roles may include recreation activities or gymnasium assistant. Many volunteering opportunities exist for students who undertake VET Sport and Recreation.

Year 10 program

The Year 10 program at Sandringham College is aimed at providing for student passions and interests.

At Year 10, students experience a combination of compulsory and elective units. Each unit is a semester's work (two terms) and students are required to study English and mathematics for a full year. One unit of core Science and one unit of any health and physical education subject are compulsory.

Students can select electives from any curriculum area to complete their program. Careful consideration and thought should be used when selecting subjects, as students can begin to specialise and follow pathways within their education. To help with this process there are course outlines in this Handbook and students will be able to discuss options with staff as part of the transition process.

When selecting a program, students must ensure that they consider:

- Passions and interests
- Breadth
- Clear pathway to Year 12 and beyond (including potential Tertiary pre-requisits).

Compulsory subjects

- English (whole year)
- Mathematics (whole year)
- Physical Education (1 unit over 1 semester)
- Core Science (1 unit over 1 semester)

Requirements for particular pathways

- Languages (whole year) – Students intending to study French, Indonesian or Chinese in VCE will be required to select the language in Year 10 for the whole year
- It is recommended that students intending to study Biology, Chemistry or Physics in VCE select a minimum of one related science elective.

The Victorian Curriculum

The Victorian Curriculum outlines the key skills and knowledge for all students in Victoria. Foundation to Year 10 is mapped out in a continuum of learning to support all students accessing a breadth and depth of curriculum. This supports multiple career pathways and develops well-rounded citizens. At Year 10, the curriculum offers the opportunity to specialise in areas of interest or pathways for possible career and study goals.

VCAL

Foundation (Year 10) VCAL is an alternative course for students interested in industry or trade. VCAL at Year 10 is a 'taster' course allowing students to try elements of the VCAL Course prior to committing to undertaking the full program in Year 11.

VCAL Work Related Skills (WRS) and Personal Development Skills (PDS) are core competencies that students must study as part of VCAL learning. VCAL students may also choose to take a VET subject as part of their course. VCAL students must study Literacy, Numeracy, core Science and one Physical Education unit.

VET

VET is nationally recognised industry-based training that provides credit to the VCE or VCAL. VET courses may form part of the VCE, and VCAL students are required to undertake one VET course as a part of their program.

Year 9 Transition

The transition into Year 10 is important and Sandringham College wants to ensure that all students receive the correct information and guidance. As part of the transition process students will be guided by staff on the selection of subjects, including core and electives. Individual counselling will be provided to each student prior to their subject choices being confirmed.

Year 10 Core and Electives	**VCE**	**Six subjects in Year 11 Five subjects in Year 12**	**University TAFE Apprenticeship Employment**
	VCAL	**Literacy and Numeracy VET Course Work Placement Personal Development Project**	**TAFE Apprenticeship Employment**

General pathway – leads to VCE or VCAL in Year 11

	Semester 1	Semester 2
Core	English	English
	Mathematics	Mathematics
	Core Science or PE / Health	Core Science or PE / Health
Elective	Elective	Elective
	Elective	Elective
	Elective	Elective

VCAL pathway – leads to Intermediate VCAL (or VCE) in Year 11

	Semester 1	Semester 2
Core	VCAL English	VCAL English
	Mathematics	Mathematics
	Core Science or PE / Health	Core Science or PE / Health
Elective	Elective	WRS / PD
	Elective	Elective
	Elective	Elective

Languages pathway – leads to VCE or VCAL in Year 11

	Semester 1	Semester 2
Core	English	English
	Mathematics	Mathematics
	Core Science or PE / Health	Core Science or PE / Health
Elective	Language	Language
	Elective	Elective
	Elective	Elective

VCE studies in Year 10

Suitable students in Year 10 will be offered the opportunity to include VCE studies at Unit 1 and 2 level in their program.

Popular VCE subjects for Year 10 are:

- Psychology units 1 and 2
- Outdoor and Environmental Studies units 1 and 2
- Dance units 1 and 2
- Business Management units 1 and 2
- Physical Education units 1 and 2
- Health and Human Development units 1 and 2
- Computing units 1 and 2
- Legal Studies units 1 and 2.

Other subjects may be available to students, depending on their interest and abilities. The full range of subjects can be found in the VCE section of this handbook.

Please note: there are some VCE subjects that cannot be taken early as they require substantial background knowledge and sequential learning – mathematics, chemistry, physics, languages.

Students in the program will be officially registered with the Victorian Curriculum and Assessment Authority and will be taught and assessed according to the criteria for that study. Any units satisfactorily completed will count towards the students VCE (Victorian Certificate of Education).

This arrangement provides an opportunity for participating students to become familiar with VCE study and assessment procedures. Students should also enjoy the extra stimulation and challenge of coping with Year 11 material.

All students are invited to express an interest in this program. However, inclusion in the program will be subject to consultation between teaching staff, students and parents. A key consideration will be to ensure that the balance of a student's Year 10 program is not compromised by the demands of VCE units.

Guidelines for Year 10 students who wish to undertake VCE / VET units

Accelerated VCE by accessing unit 1 and 2 studies in Year 10 can be beneficial for some students. It can provide an opportunity to:

- Maximise learning experiences
- Excel in an area of interest

A year 10 student wishing to undertake a unit 1 and 2 subject should be able to demonstrate:

- Strong work habits
- Consistently high ALT results (75%+)
- Maturity
- A high attendance rate.

The college policy is that a student only attempt one (1) unit 1 and 2 subject in Year 10 unless there are exceptional circumstances. Exceptions to this might be that the student is doing a VET study for example, or in the SEAL program.

The Accelerated VCE application should be supported by a recommendation from the junior sub school leader / student manager / classroom teacher. A student's Year 9 Naplan and OnDemand data will also be referenced. In some cases it may be advised the student wait a year to gain skills and knowledge, work habits and maturity before attempting VCE units.

Please note:

- Studying a VCE unit 1 and 2 study in Year 10 does not automatically qualify students to progress into unit 3 and 4 in Year 11.
- Entry into VCE unit 1 and 2 studies can be subject to school-based performance criteria (see above).
- Year 11 students are given priority in unit 1 and 2 studies over Year 10 students if there is an issue with class sizes.

School based VET

At Sandringham College, students can choose an industry-based VET program which complements their Victorian Curriculum or Foundation VCAL studies.

VCE VET programs allow students to include nationally accredited vocational studies within their Senior Secondary Certificate. In the past, students would have to leave school before undertaking entry level training with a TAFE or Private Provider. Now students have the opportunity to undertake training that provides VCE & VCAL credits, as well as VET or Further Education (FE) qualifications, while still at school. Each VET program takes the place of one VCE or VCAL subject. This allows successful students to graduate with both their VCE or VCAL and a VET (Certificate of Statement of Attainment).

Year 10 students are encouraged to participate in onsite rather than offsite VET courses as a number are delivered at Sandringham College under the auspice of an external Registered Training Organisation (RTO).

VET offers students the opportunity to:

- Combine general and vocational studies
- Realistically explore career options and pathways without leaving school
- Undertake learning in the workplace and / or develop skills that will equip them for the workplace
- Undertake applied learning in an adult learning environment
- Gain a nationally recognised qualification or credit towards a qualification that also contributes to satisfactory completion of VCE or VCAL.

Program	Certificate	RTO
Dance VCE VET	CUA20113 Cert II in Dance	Ausdance
Information Technology (Games Creation) VCE VET / Block Credit	ICT30115 Certificate III in Information, Digital Media and Technology (Game Creation) (Partial completion)	Chisholm
Music VCE VET	CUA30915 – Certificate III in Music Industry	COSAMP
Media / Screen – VCE VET / Block Credit	CUA31015 Cert III in Screen & Media	Chisholm
Sport and Recreation VCE VET	SIS30115 Certificate III in Sport and Recreation	IVET Institute

Foundation VCAL

The VCAL gives students practical work related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

Students who do the VCAL are likely to be interested in going onto training at a Technical and Further Education (TAFE) institute, starting an apprenticeship, or getting a job after completing school. However, if students start VCAL and then decide the VCE is the right option then the course is structured to allow for a pathway back into the VCE.

The Year 10 Foundation VCAL program at Sandringham College will comprise of the following subjects; VCE Foundation English, VCE Foundation Mathematics, Work Related Skills, Personal Development Skills, Year 10 Physical Education, and six elective subjects of student choice.

There is an expectation that students will complete an industry placement in lieu of Semester 2 exams. Successful completion of work placement is a requirement for the VCAL certificate. Students will have the opportunity to develop their industry specific skills through the placement.

To enter the Sandringham College Year 10 VCAL program, students will be required to undertake an interview in which they will need to demonstrate that they are interested in applied learning, are willing to further develop problem solving skills and work effectively in teams. Students will be required to bring to the interview supporting material (eg portfolio, letters from referees, work, photos, certificates) to supplement their application, and to complete the required pro-forma.

VCAL Year 10 provides an exciting pathway for industry focused students. Industry training allows for students to experience different vocations and have the opportunity to find the pathway that suits them.

Students will choose Foundation VCAL if they are an applied learner, like working in teams and are interested in community focused projects.

The levels offered in VCAL are; Foundation (equivalent Year 10), Intermediate, Senior and Advanced Senior for extension.

Completed VET units form part of the VCAL certificate and students will demonstrate knowledge and skills that employers value, for example industry awareness, use of tools required in the industry, and occupational health and safety. The VCAL certificate will show prospective employers that a young person is keen to work in their industry.

A list of Year 10 studies

Core Subjects

Electives

Core subjects

Students study Mathematics and English for a whole year and 1 unit of core Science and 1 elected unit of Physical Education for a semester each.

English

English

Students will study English in accordance with the Victorian Curriculum.

All units of work will be aligned closely with the VCE curriculum and students will begin completing their major assessment pieces under test conditions.

Each unit will integrate speaking, listening, reading, viewing and writing to enhance knowledge about the structures and functions of written and oral language. Students will evaluate how text structures can be used in innovative ways by different authors, they will explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. Students will develop their own style by experimenting with language features, stylist devices, text structures and images.

This work will help to foster an appreciation of literature and encourage students to think critically and communicate effectively.

English as an Additional Language

The study of English as an Additional Language focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. The study contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators.

Mathematics

Mathematics

The Year 10 mathematics course is designed to ensure that students develop numeracy skills for everyday life, acquire specialist knowledge in mathematics, and are able to apply mathematical concepts and processes to solve problems. The study of mathematics at Year 10 is compulsory for all students.

The use of CAS calculators is introduced with students using the Casio Classpad II to assist with application problems. This is compulsory in Year 10 mathematics (except for VCAL) and will be used in VCE mathematics in Years 11 and 12.

Students are supported to follow their own passions in mathematics and may select one of the four pathways. The four Year 10 mathematics pathways for 2020 in order of conceptual understandings are:

- Pathway 1 – Specialist and Methods preparation (Recommended for students considering Specialist and Methods in VCE)
- Pathway 2 – Methods preparation (Recommended for students considering Methods in VCE)
- Pathway 3 – General preparation (Recommended for students considering General in VCE)
- Pathway 4 – VCAL preparation (Recommended for students commencing VCAL only).

All students will be counselled to support them to select the correct mathematics pathways based on their VCE aspirations, their personal interests and school based data sets.

Core subjects (cont.)

Students study Mathematics and English for a whole year and 1 unit of core Science and 1 elected unit of Health and Physical Education for a semester each.

Science

Core Science

Core Science is compulsory for all students for one semester.

Core Science covers concepts from physics, biology and chemistry as appropriate to Year 10. The focus is on science in context and the development of research, reporting and problem-solving skills.

Science education contributes to developing scientifically and technologically literate citizens who will be able to make informed decisions about their lifestyle, their environment and the kind of society in which they wish to live. The program will enable students to see the connections between science and people, note the relevance of science and technology to past achievements and current and future development and develop awareness of the impact of science and technology on society, the individual and the environment.

The program enables students to:

- Develop knowledge and skills centered around the key areas of science – biology, chemistry and physics
- Apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world
- Develop and use the skills of scientific investigation, reasoning and analysis to generate and refine knowledge
- Question their surroundings and develop scientific attitudes such as flexibility, curiosity, respect for evidence, and critical reflection
- Communicate scientific understanding in appropriate scientific language to a range of audiences.

Core subjects (cont.)

Students study Mathematics and English for a whole year and 1 unit of core Science and 1 elected unit of Health and Physical Education for a semester each.

Health and Physical Education

Students must select at least one unit of Health and Physical Education.

Go Girls

A unit targeted at girls' involvement in sports, fitness and health. The curriculum is designed to inspire, engage and unite female participation through physical activity. Students will participate in a range of sports that might include some or all of the following: netball, AFL, soccer, softball, gymnastics, dance, cheerleading, yoga, KX Pilates, Zumba or F45.

Students will also be engaged in a rich and informative curriculum program that will discuss topics such as the importance of physically active lifestyles, women in sport, healthy living, sexual health, nutrition, and mental health. Students will learn in a supportive environment that will challenge, engage and involve them in skill building and broadening their understanding of the importance of physical activity in women's health.

Recreation and Active Lifestyles

This elective is designed to involve and excite students in a range of recreation activities that are on offer in the community promoting an active lifestyle. Recreation activities encourage lifelong participation in physical activity and social health. Students will be able to access a wide range of activities such as; golf, ten pin bowling, beach volleyball, trampolining, croquet, lawn bowls, archery, fencing, self defence, golf and roller skating.

Students will also participate in lessons that focus on the importance of nutrition, game sense, skill acquisition, injury prevention and rehabilitation, mental health and drug education.

Coaching and Refereeing Team Sports

Students will be united and motivated to participate in physical activity through a variety of team-based major games. They will undertake many different roles and responsibilities to ensure success in a team environment. Students will be involved in lessons that focus on coaching, how to teach, how to train specific sports and the art of refereeing. The sports that may be used for the practical component of this course include, soccer, football, touch, football, lacrosse or indoor hockey.

Students' practical skill development will be enhanced and supported by investigating the theory of sports coaching, SEPEP, sports injury, team training, peer coaching, participating in Level 0 coaching/umpiring courses and developing a good understanding of coaching and umpiring.

Sports Science

Sports Science is an introduction to VCE Physical Education. It is designed to prepare students with the knowledge and skills required for units 1 and 2 through fun and engaging practical and theoretical sessions. Students will learn how the body functions and improves to sustain exercise, how new skills are learnt and how to analyse performance. They will be engaged in curriculum that focuses on body systems (musculoskeletal, cardiovascular and respiratory systems), energy systems, fitness and training, performance enhancement and biomechanics.

There will also be the opportunity to participate in varied and frequent lab based games to extend and consolidate the theory-based curriculum. These may include team games and minor games, gym and fitness activities.

Electives – The Arts (Visual)

Digital Art

Digital Art will blend creative elements of technology and art. Students will develop creative skills in using professional software such as Photoshop, as well as others, to create digital artworks. They will gain a greater understanding of the importance of good design and learn how to use art elements and principles to achieve aesthetic qualities to appeal to a specific target audience.

They will develop skills in the design process for developing creative solutions for real world problems, a life skill used in many VCE and VET studies, and beyond.

The Future: These subjects give students the skills to support art, folio and idea development in many VCE and VET subjects including: Studio Art, Art, Product Design and Technology and Visual Communication and Design subjects.

Media

In this unit students will be studying how films are made, the history of the film industry, re-producing a scene from a professionally produced film and making their own short film. They will learn how to operate video production equipment, edit on Premier Pro and work effectively as part of a film crew.

Areas of learning include:

- Effective video production techniques
- Use of relevant software
- Working productively as part of a film crew
- Appealing to a specific audience
- Film analysis techniques
- Concerns about media influence.

Photography

This unit focuses on both black and white analogue photography and digital photography. Students will take photos and develop skills in controlling the camera and in composition to create engaging photographs. They will also have the opportunity to develop black and white films and prints in a wet process darkroom as well as edit and produce digital images using Photoshop. Students will investigate the work and practices of photographers and have the opportunity to experiment with some of these techniques in their own work. This unit will build on the skills and techniques covered at the Year 9 level as well as cater for those who have no photographic experience. It will enhance the student's knowledge, interest and ability, providing a sound foundation for VCE Studio Arts.

Studio Art

Students will develop their expressive capacity by expanding their skills, techniques and processes using a range of materials in a visual diary as well as creating final presentations. The unit explores a range of starting points for art work including observation, imagination and visual reference. The work of historical and contemporary artists, will be researched as part of the creative process in which students work towards developing an individual style. The emphasis will be on practical studio work. It will be valuable preparation for VCE Studio Art.

Visual Communication and Design

In this unit students develop their design / drawing skills by exploring graphic design, industrial design and/or environmental design. Students will become familiar with the concept of the design brief and the design process. They explore the language of visual literacy and develop skills in two and three dimensional drawing, design and communicating information. They use the elements and principles of design and incorporate the use of ICT in the research and production of their folios.

Areas covered may include product design, packaging design, the built environment, the drawing systems, information design and drawing skills development.

Electives – The Arts (Performing)

Drama – Devising Theatre

In Year 10 Drama – Devising Theatre, students develop a range of skills and processes relating to the creation of original drama works. Students explore Theatrical Styles and develop performances based on these styles. Students will explore play-making and writing techniques to develop their performances. Students will work with a range of stagecraft elements including set design, costume design, lighting design, acting and directing in the presentation of their original drama works.

The course offers students the opportunity to develop and learn a range of performance skills and develop works that are multidisciplined that may include and are not limited to: music, dance, mask and puppetry.

Through the course students will develop a range of transferable skills including:

- Organisation
- Collaboration
- Resilience
- Leadership
- Public speaking.

This class will require some after-school rehearsals and will culminate with an evening showcase of some of the work created in the class in the College Theatre.

In addition to the production of the play, students will also view and analyse a professional theatre production to develop critical analytical skills.

This is an ideal course for students who are considering studying Theatre Studies at the VCE level.

Theatre Production

Theatre Production (Interpreting scripts)

In Year 10 Theatre Production, students work collaboratively to produce a play for an audience. Students will be introduced to, and develop, concepts for a production. These include:

Acting, directing, set design, costume design, make up and hair design, sound and lighting design.

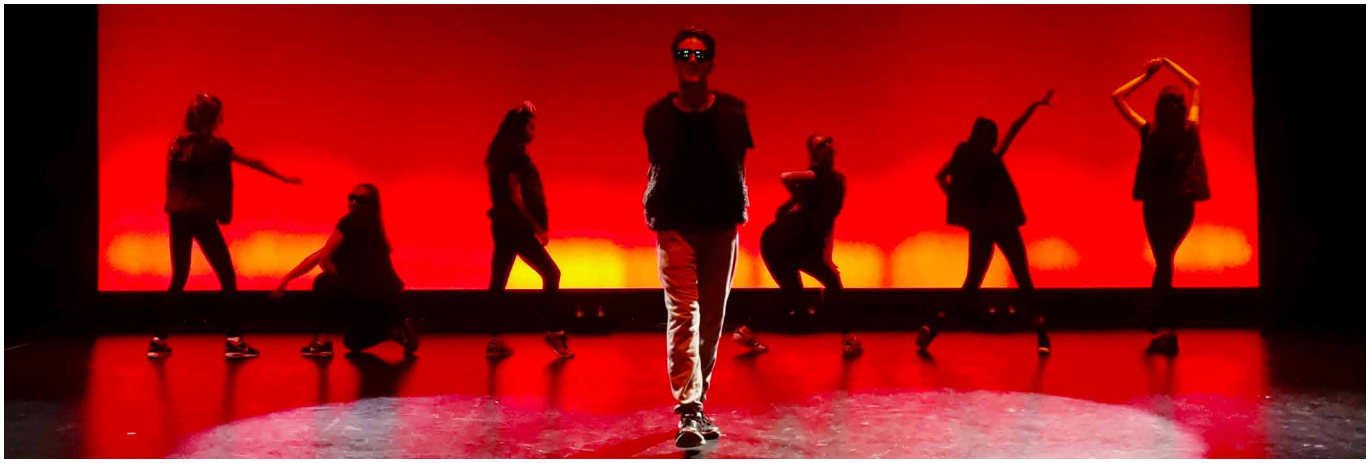
They will learn about theatrical styles and processes and employ these in their chosen production role. As well as the subject specific work, there are many transferable skills students develop by producing a play:

- Communication
- Team-work
- Organisation
- Resilience
- Public speaking
- Learning by exhibition.

Students engage in practical activities and learn theoretical concepts. This class will culminate in an evening performance of a chosen play in the College Theatre.

In addition to the production of the play, students will also view and analyse a professional theatre production to develop critical analytical skills.

This is an ideal course for students who are considering studying Theatre Studies at the VCE level.



Electives – The Arts (Performing)

Dance

In this subject students explore dance as a means of expression and communication while developing confidence, critical and creative thinking and self-esteem. The students develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. They choreograph, learn, rehearse and perform and appreciate as they engage with dance practice and practitioners in their own and others' cultures and communities. Students use the elements of dance to explore choreography and performance and to practice choreographic, technical and expressive skills. Students respond to their own and others' dances using movement and other forms of communication to critically and analytically respond.

In Year 10 Students:

- Improvise to find new movement possibilities and explore personal style by combining elements of dance
- Manipulate combinations of movement to explore creative possibilities to communicate choreographic intent
- Practice and refine technical skills to develop proficiency in genre and style-specific techniques
- Structure dances using movement motifs, choreographic devices and form
- Learn, rehearse and perform dances using genre and style-specific techniques and expressive skills to communicate a choreographer's intent
- Evaluate their own choreography and performance, and that of others to inform and refine future work
- Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making.

Dance Academy

Sandringham College Dance Academy is a selective entry pre-professional dance training program for talented students. The Sandringham College Dance Academy aims to support, develop and nurture dedicated dance students. who are hardworking, self-aware, confident and creative.

Students in Years 7 – 10 will be able to participate in the specialised dance training program that includes classical ballet, contemporary, jazz and strength & conditioning classes. Students are taught by teachers and ex-professional dancers who have the expertise, knowledge and skills to train highly skilled, technically proficient, artistic and versatile dancers as they prepare for a career within the creative arts industry.

Dance Academy is run during school hours, as well occasional after school classes and accommodates the academic schedules of our students. The Dance Academy program is designed to lead into VCE Dance and VCE / VET Dance subjects.

Dance program aims:

- To provide a high quality academic program and specialised dance training for talented dance students
- To offer a high quality physical conditioning program to help develop strong, healthy and efficient dancers within a safe and supportive environment
- To provide the highest possible training delivered by industry professionals and to give students every opportunity to establish a career within the creative arts industry
- To provide counselling, support and consultation to students with regards to their training, physical and mental health, academic success, career pathways and time and stress management
- To provide students with a wide range of opportunities.

Music

Students who undertake music will be studying a range of topics that not only develop their music skills in performance, composition, theory and analysis, but also link closely to VCE Music Performance, styles and composition and VET Technical Production.

Each term students focus on performance skills as a soloist or member of a group. Through this practical unit, students link research tasks and composition activities to help develop their performance program. Each term will result in a performance for a live audience as well as a demo recording. Theory and aural skills will be developed in chord and interval recognition, rhythmic and melodic dictation, scales and critical listening skills.

Term 1: Solo performance focus will result in a live performance for the class at the Music Performance Showcase. Continued development of theory and aural skills in weekly lessons. Composition tasks will be built on certain song structures and completed on various composition software.

Term 2: Group performance focus will result in a live performance at the Sandringham College Senior Campus performance night as well as a recording. Continued development of theory and aural skills in weekly lessons. Composition tasks will be built on certain song structures and arrangements and will be included as one of the group pieces.

It is highly recommended that students undertake regular instrumental tuition on their chosen component whilst enrolled in Year 10 Music. This is necessary in order for students to receive the appropriate specialised instruction for their particular instrument / voice and to learn sufficiently challenging repertoire for performance. Alternatively, lessons can be sought out-side of Sandringham College, as long as teachers are familiar with the nature of such school programs and are willing to cater for students' individual needs.

Electives – English

Creative Writing

This course will focus on the craft of the writing process, including drafting, editing and publishing. It aims to challenge students' writing skills across a variety of mediums and contexts. Students will be given the opportunity to familiarise themselves and experiment with a wide range of contemporary literature and styles, and acquire a practical understanding of how literature works. They will practice and further develop their critical reading skills and gain feedback on their own writing in a supportive workshop environment.

The creative writing course will explore various genres including:

- Prose / short fiction
- Poetry
- Screen / script writing
- Creative non-fiction.

The Creative Writing course will support student skill development and VCE studies. The key skills students engage with in creative writing are integral in both the VCE Literature and VCE English study designs

As part of the course requirements students will be asked to prepare a portfolio of original texts and create a text for submission to a publisher or competition.

Literature

This course is designed to ignite individual interest and passion for a world of literature beyond traditional offerings.

The Literature course will explore a range of genres including:

- Gothic literature
- Existentialist literature
- Dystopian literature.

Students will explore various genres including prose / short fiction, poetry, screen / script writing and creative non–fiction. The course aims to familiarise students with a wide range of contemporary literature, to allow students to acquire a practical understanding of how literature works by developing their critical reading skills and to develop craft skills necessary for students to generate, revise and edit their own work. Students will be encouraged to experiment with a variety of styles and genres and will be given the opportunity to gain feedback on their own writing in a supportive workshop environment.

Literature is a firm foundation for VCE English units, including English, English Literature and English Language.

Electives – Humanities

Know Your Rights – Crime and Contracts

The legal system attempts to enforce the law while balancing and protecting the community with upholding the civil liberties of individuals. The main focus of this elective will be young people and the law and will cover elements of criminal law, the Australian political system and contract law.

Students will investigate their rights when moving around the community and dealing with the police: do you have to answer questions; can your bag be searched; when do you have to provide fingerprints or a DNA sample and can you be asked to move on from an area? Students will conduct a practical look at the CSI process.

Topics that might be explored include:

- What happens at the crime scene
- Crime scene photos
- Tyre and shoe impressions
- DNA samples
- Identifying witnesses
- Chain of custody.

Young people cannot enter the workforce and interact in the marketplace without a basic understanding of contract law. In the future they may sign an employment contract, take out a loan, sign a mobile phone agreement or take out insurance. Students will look at the elements of a contract and when a contract is binding and when is it void.

Contemporary issues such as changing the parole system, lenient sentencing, the rights of victims, decriminalising marijuana will be discussed and analysed through cases such as Jill Meagher and the Lindt café siege.

Electives – Humanities

You in the Marketplace

The purpose of this subject is to engage students in the marketplace as informed consumers, employees and business owners. This is for students wishing to begin to explore the broad commerce stream with emphasis on business and economics.

This subject investigates a range of commercial issues on an individual, local and international scale while developing their own economic and financial literacy skills.

Topics that might be explored include:

- Consumerism and business concepts like marketing, advertising, budgeting, tax, international trade and public relations
- Markets such as fashion, housing, AFL players, the share market and local community markets
- How the interaction of buyers and sellers influences prices and business decisions around resource allocation
- Multiple perspectives in business and how trends and other factors are constantly driving change in the business landscape
- The nature of innovation and how businesses manage financial risks and rewards, and seek to create and maintain a competitive advantage in Australian economy and global markets
- Corporate social responsibility and the intended and unintended effects of economic and business decisions and the potential consequences of alternate actions.

Do you want to learn how not to be ripped off while shopping or simply managing your money? This elective is a starting point for future business leaders, lawyers, financial consultants or political heavyweights.

War and Terrorism

This unit explores the links between war and terrorism, starting with World War 2 and concluding with the current War on Terrorism. Students will begin this study investigating the causes and significant events of World War 2, including of the rise of Hitler's Nazism and Japanese expansionism, the Holocaust and the experience of Australian troops serving in this conflict. This unit then explores the consequences of the Second World War, with a focus on the Australia / USA alliance, creation of the United Nations, the new state of Israel and the displacement of the Palestinian people. These events help students to understand the background to the current War on Terrorism. Students will investigate the causes of terrorism, the role of terrorist organisations like Al Qaeda and ISIS, and discuss whether it is possible to win a war on terrorism.

Philosophy

This unit aims to give students an introduction to, and understanding of, some of the most useful and interesting areas in the oldest of all disciplines, philosophy. It begins with an enquiry into what philosophy is, which is a philosophical question in itself. Starting with a literal translation of philosophy as 'the love of wisdom' students are encouraged to explore what wisdom is, and what it is to be wise. We then explore how people can think more clearly and spot common mistakes in thinking. Students in Year 10 Philosophy are then invited to use their newly acquired philosophical skills to enquire into various philosophical topics of interest, such as how we can live a good life and how we can live and love more wisely.

To finish this introduction to philosophy, students then enquire into the Indian philosophical tradition, including Hinduism with its focus on how yoga can transform a person's consciousness. This is followed by an exploration into Buddhist philosophy, where students will learn about fundamental aspects of the Buddhist pathway to enlightenment, such as the Four Noble Truths and Eightfold path, and gain an understanding of the importance of meditation within this tradition.

Electives – Languages

French

The study of French at Year 10 allows students to consolidate the vocabulary and skills learnt in Years 7, 8 and 9, as well as furthering their understanding of the French language and culture. Completing two semesters of French at Year 10 prepares students for subsequent studies at the VCE level.

In developing the four language skills of reading, writing, speaking and listening, students will study French speaking countries and travel, describe personalities and physical characteristics, signs of the zodiac, hobbies and interests, school and daily routines. Whilst studying these topics students will use present, past and future tenses and other grammatical structures as well as enriching and expanding their knowledge of vocabulary. Students will develop the ability to read and write various text types in French including journal entries, letters, emails, post cards and film reviews.

Students access French culture through a variety of activities and excursions including attendance at the annual Melbourne French Film Festival, visiting a French restaurant or tasting authentic French cuisine, reading French magazines, accessing authentic French materials in print and online, listening to French music and watching French movies or TV shows. Every two years an overseas French Study Tour is held in Noumea where students have the opportunity to practice their French skills in a French speaking country.

Indonesian

Indonesian language studies at Year 10 allow students to continue to develop the four language skills of listening, speaking, reading and writing. It also aims to increase the students' awareness and appreciation of cultural, geographical and historical aspects of Indonesian speaking communities. Skills and knowledge are developed through various classroom activities using a range of multimedia.

Students develop their vocabulary and language skills around various topics which may include personal interests and relationships, health and the environment, sports and leisure activities, food, shopping, eating out, future hopes and aspirations, travel and public transport, work and careers. Students respond to personal, descriptive, informative and imaginative texts. Students also develop their grammar skills.

Chinese first language

Chinese first language is offered as a VCE subject (units 1 and 2) to students for whom Chinese is their primary language. Students in Year 10 may undertake unit 1 and 2 as a part of their Year 10 program.

Electives – Science

Chemistry and Physics

This unit has an emphasis on practical applications. Expanding on the knowledge gained in earlier years, students take a closer look at chemical reactions. Given reactants, they are challenged to predict and test the products formed. In Physics, students enter the Victorian Model Solar Car Challenge. Working in teams, students build their solar car, fine tuning it's circuits and gears for ultimate performance. This unit is highly recommended for those students wishing to undertake VCE studies in Chemistry or Physics.

Medical Science

This elective will look at the history of medicine from ancient cultures until present day. The role of infectious diseases in health and development and how they compare with non-infectious disease will also be explored. Students will get the opportunity to experiment with micro-organisms and carry out a series of anatomical dissections.

This elective will look at the anatomy and physiology of the human body. The body's response to infectious disease and the role of the immune system will be explored as well as the pathology, diagnosis and treatment of disease including recent advancements in medicine. This elective will prepare students for concepts taught in VCE Biology and is a must for any student who is contemplating a career in the Health Sciences.

Marine Science

Students explore the local marine environment and compare and contrast it to other Australian and global systems. These systems include wind, tides and currents. Students will also investigate threats to marine life such as the Great Pacific Garbage Patch, nurdles, bioaccumulation and the impact of global warming. We will delve into some of the amazing symbiotic relationships in the ocean and some extreme, beautiful and unexpected habitats and organisms. Students will experience laboratory activities related to marine life.

Astronomy and Space Sciences

A crystal-clear, pitch-black, starry night is astonishing. The sight of thousands of stars, the Milky Way arching across the sky. Unknown galaxies, other solar systems and earth like planets allows the imagination to run wild... and this Science laboratory is accessible to everyone.

This course will look at how theories are developed to explain celestial phenomena and our current scientific understanding of the night sky. Astronomer Bart Bok once said, 'all the good stuff is in the southern hemisphere!' Weather permitting, hands-on opportunity to view and explore our southern sky will be part of the course.

The course will be divided into three main topics:

- My earth
- My solar system
- My universe and beyond.

Electives – Technology

Computer Science Methods – Algorithmics (Semester 1)

In this unit students will study fundamental computer science principles. Students will learn how to solve real life problems with an algorithmic, computational approach. Students will be introduced to a variety of programming systems and languages and will design and create working modules. Students will apply computational methods to programming robots. Students will analyse algorithms that use brute force compared to elegance.

This unit leads into VCE unit 3 and 4 Software Development and VCE unit 3 and 4 Algorithmics (HESS – Higher Education Scored Study) – first Year University level with credits for Monash and Melbourne first year courses.

Areas of learning include:

- Algorithmic problem solving
- Programming – algorithms / coding
- Digital / computational logic
- Robotics and engineering
- Artificial intelligence and machine learning
- Algorithms – brute force Vs elegance.

Computer Science Methods – Software Development (Semester 2)

This elective is a logical continuation from Computer Science Methods – Algorithmics with an emphasis on elements of systems analysis and programming. In this unit students will apply fundamental computer science principles to creating working modules. Students will use programming languages and will design and create working modules. Students will use debugging strategies to identify logic errors in proposed algorithmic solutions. Students will learn how to represent solutions with specific tools including the Unified Modelling Language. Students will be introduced to elements of systems analysis.

This unit leads into VCE unit 3 and 4 Software Development and VCE unit 3 and 4 Algorithmics (HESS – Higher Education Scored Study) – first Year University level with credits for Monash and Melbourne first year courses.

Areas of learning include:

- Programming languages
- Programming – algorithms / coding
- Control structures / data structures
- Module / app creation
- Unified Modelling Language.

Electives – Technology

Food Technology – Fab Food

Fab Food provides students with an understanding of nutrition and dietary related problems enabling them to make informed food choices. Throughout the semester students will be involved in exploring, designing, preparing, cooking and evaluating various foods. Students will learn about and implement new food processing techniques and develop confidence in selecting and using appropriate tools and equipment. They will work independently and collaboratively to develop skills in cooking to produce quality food products and participate in a range of food related learning experiences.

This unit will prepare students for VCE Food Studies or VET Hospitality which is offered at Year 11.

Topics that might be explored include:

- Safety and hygiene
- Designing with food
- Meal planning
- Grains and cereals
- Fruit and vegetables
- Dairy and dairy products
- Meat – red meat, poultry and fish
- Cooking with herbs and spices
- Cake making unit
- Cooking with pastry.

Food Technology – Food Around the World

Food Around the World explores the cuisine from other cultures as well as providing students with an understanding of nutrition. Throughout the semester students will be involved in exploring, designing, preparing, cooking and evaluating various foods from around the globe. They will work independently and collaboratively to develop skills in cooking to produce quality food products and participate in a range of food related learning experiences including class banquets.

This unit will prepare students for VCE Food Studies or VET Hospitality which is offered at Year 11.

Course outline:

- Safety and hygiene
- Designing with food
- Food presentation
- European vacation – Greek, Italian, Spanish, French Cuisine
- Orient express – Thai, Chinese, Japanese, Indian and Indonesian cuisine
- Out of Africa – West African, Moroccan cuisine
- Food of the Americas – Mexican, Canadian, Cajun, South American cuisine
- Multi-cultural banquets
- Special occasions celebrated around the world.

Product Design – Wood

Product Design – Wood is a hands-on, practical subject that involves building and constructing projects made of wood; learning how to use a variety of tools not previously used at the middle school level; how to read, design and draw plans to build your own project or modify an existing one; and to work with a variety of different wood materials including reclaimable timbers.

Students will be offered three projects, from which they choose one to re-design, modify and change to their own personal requirements. Students also have the opportunity to design and construct individual products.

As part of the design process for their individual projects, students will be involved in investigating and researching the product to be constructed. They will get to create construction plans, select the materials and both plan and implement all aspects of the designing and creation of the final product.

Glossary

Australian Tertiary Admissions Rank (ATAR) – previously known as ENTER
The overall ranking on a scale of 0 – 99.95 that you receive, based on your study scores. The ATAR is used by universities and TAFE institutes to select students for their courses.

Australian School Based Apprenticeships
Refers to part time apprenticeships undertaken while completing VCE or VCAL.

Certificates II and III
Level of VET program undertaken

General Achievement Test (GAT)
A test completed by all students undertaking a unit 3, 4 sequence. The results are used by the VCAA as part of the assessment process.

Outcomes
What you are expected to know and be able to do, by the time you finished a VCE unit.

Registered Training Organisation (RTO)
An institution that has been approved to deliver specific training programs.

Satisfactory Completion
This means that you have achieved the outcomes for the unit. You get an 'S' for satisfactory completion of a unit. If you do not satisfactorily complete a unit you will get an 'N'.

Semester
One half of the academic year. Most units last for one semester.

Sequence
The order in which you do your VCE units, for example a unit 3 and 4 sequence.

Statement of Attainment
A record of recognised learning which may contribute towards a qualification in the VET sector.

Statement of Results
A set of documents which formally state the results you achieved in the VCE and / or VCAL, and whether you have graduated.

Studies
The subjects available in the VCE.

Study Design
The description of the content of a study, and how students' work is to be assessed, published by the VCAA.

Study Score
A score with a maximum of 50 which shows how you performed in a VCE study, relative to all other students doing that study. It is calculated using the scores achieved in each of the three graded assessments for the study.

Units (VCAL)
Accredited units in Literacy, Numeracy, Personal Development and Work Related Skills that contribute as one credit towards the VCAL.

Units (VCE)
The name given to a semesters study in the VCE. There are usually four units in a study, numbered one, two, three and four.

Victorian Curriculum and Assessment Authority (VCAA)
The Victorian State Government agency responsible for the management of the VCE and VCAL.

Vocational Education and Training (VET)
This refers to nationally recognised vocational certificates.

Source: www.vcaa.vic.edu.au

Sandringham College

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10 - 12 Campus

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