Years **10-12**
Curriculum Guide 2025

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 be confident citizens.

Our school values

Excellence, Integrity, Respect, Creativity, Community.

Contents

Sandringham COLLEGE

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 mark 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 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

In 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 Academic Pathway or VCE Vocational Major Pathway, 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 and Training)

The Vocational Education and Training (VET) pathway compliments the VCE and suits many students. It offers the opportunity to develop complementary skills that may transfer to either the classroom or future workplace.

VET can be taken on site or off site, is compulsory for Vocational Major students, and contributes to the ATAR for VCE students.

We aim to challenge and inspire you in your learning. We 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.

Sandringham COLLEGE

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 and Training in the VCE) or VCE-Vocational Major 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 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

At Holloway Road each student is supported by a dedicated Year Level Leader.

The role of the Year Level Leader is to actively engage with students as they complete their final, important years of secondary education. Year Level Leaders also provide guidance and support for parents and carers, ensuring that they are well informed about their child's progress, successes and areas for growth.

In conjunction with our Wellbeing and Careers Teams, we aim to guide students not only through Years 10 to 12, but also to prepare them for the life-long learning that will follow.

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:

• A leadership executive committee

• The Student Representative Council (SRC)

• 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 Pathways Coordinator 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 and sports activities
- Bayside Youth Arts Expo
- Debaters Association of Victoria (D.A.V) debating competition
- Space Camp
- Languages Study Tours

Sandringham COLLEGE

Beyond the classroom (cont.)

Assessment and Reporting

Within the Year 10-12 program, students will participate in a range of Assessed Learning Tasks (ALTs) and School Assessed Coursework and Tasks (SACs/SATs) for Year 12. For each subject students will receive feedback on a minimum of two tasks. These tasks will be graded using a rubric and will form the basis of the semester reports which will be made available via Compass.

If a student does not attain a minimum standard in demonstrating the required skills and knowledge, 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 and Education Perfect are online tutoring programs that teachers use to enhance teaching and learning at Year 11 and 12 and they have proven to be effective in improving student learning.

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

Study hall

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

College Libraries

Students can access the Library website via Compass 24/7. Library operating hours:

8am to 4.30pm Monday to Thursday
8am to 3.30pm Friday

The library aims to

- Foster a life-long love of reading for pleasure

- Provide a wide range of resources to serve the needs of students and staff

- Be integral to the teaching and learning program

- Provide a welcoming and safe space for students and staff

Online Resources

Sandringham College Library subscribes to newspapers, databases, encyclopedias, eBooks and audiobooks, and links to the State Library. This gives our students access to numerous academic resources that will support their learning and research efforts. Library staff create Topic Guides designed to supplement specific units of study. All these resources can be easily accessed through the Sandringham College Library website.

Borrowing

Library staff believe that the right book can change a student's life. That is why we have curated an inclusive collection that reflects our diverse student body and helps them see themselves and their world. Our collection of high-quality books empowers students to become curious, critical, and active learners. Students have access to a wide range of books and literature, designed to encourage a love of reading, and to enrich their learning experience inside and outside the classroom.

Lunchtime and Clubs

Library staff offer a comprehensive program of lunchtime activities to keep students engaged and entertained. We have a device-free policy during lunchtime to encourage socialising, and we offer a makerspace area where students can take part in craft and freestyle art activities. In addition, we have board and card games, specialist clubs including book club, anime/manga, zine and chess, and a quiet reading area for those who prefer a peaceful lunchtime.

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.

Sandringham COLLEGE
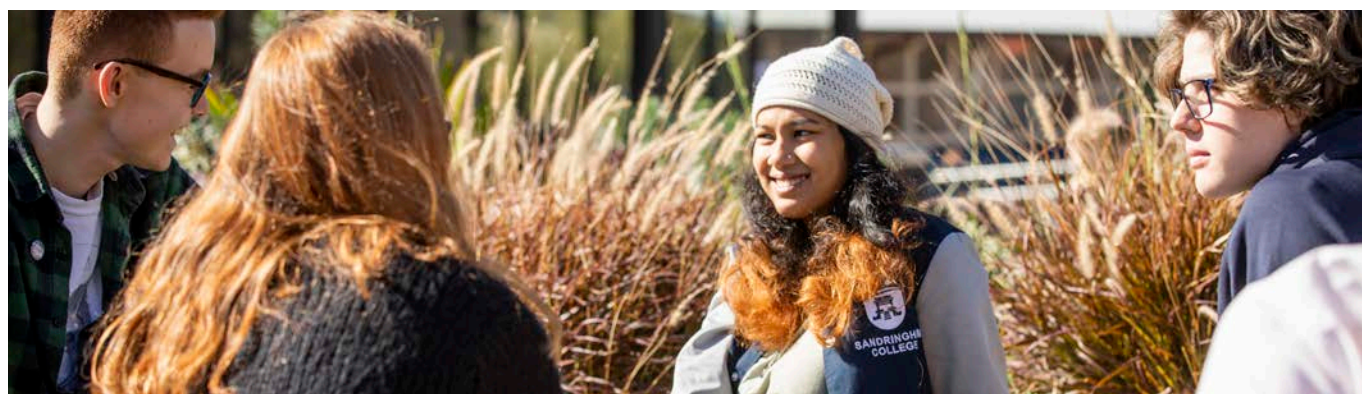
BYOD program

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

Students are expected to attend school each day with a fully charged laptop device. Laptops are used in class by teachers to complement learning. They are also used by students at home to complete homework, prepare for and complete some 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 ONLY. Chromebooks and iPads are not supported.

- Weight: aim for under 1.5kg

- CPU: Intel Celeron N4100 or better (Intel i5 or equivalent Preferred)

- Screen size: 11 inches

- RAM 4 GB (8 GB preferred)

- Storage capacity: 128GB (Solid State Drive)

- Six hour battery life

- Windows Operating System. Windows 11 Home (Minimum), Windows 11 Education (preferrable). Definitely NOT Windows 11 SE.

- Wireless: dual-band (2.5GHz / 5GHz)

- Up-to-date security software – free from eduSTAR catalogue (ESET for macOS / SCEP for Windows)

- Latest Microsoft Office – free from eduSTAR catalogue for Windows and MAC

- Accessories: Protective case / cover, headphones, security lock / cable

- Insurance – 3 year accidental damage (strongly recommended) and theft (check if your home insurance contents policy will cover this).

The College recommend students use a PC, which is the most compatible with the college ICT infrastructure and the Department's software.

Every student is licensed for Microsoft Office 365, Adobe Creative Cloud and Antivirus software. There is no need to purchase any software products.

Recommended devices can be viewed via the following BYOD website:

• JB HiFi portal: https://jbeducation.com.au/byod)

Good: Lenovo ThinkPad 11e (5th Gen). A robust touchscreen 2-in-1 device at a great price.

Better: Lenovo ThinkPad 11e Yoga (6th Gen) or a Microsoft Surface Pro – both touchscreen 2-in-1 devices or a Macbook.

While there is no obligation to purchase through the JB HiFi Portal, be aware these devices can be serviced on-site by a JB HiFi Technician. This is not necessarily true for 'retail' purchased devices (even from a JB HiFi store).

Sandringham COLLEGE

School Wide Positive Behaviours (SWPB)

School Wide Positive Behaviours Framework is a three-tiered systems approach to establishing the social culture, behavioural expectations and support structures needed for all students to achieve both social and academic success. It is based on focusing on the benefits of positive behaviours, rather than the consequences of poor behaviour.

The main components of SWPB are:

- To set clear behavioural expectations

- The teaching of critical interpersonal skills, providing positive reinforcement for meeting and exceeding performance criteria

- The continuous collection and analysis of data for monitoring strategies, interventions, and student performance and behaviour

- The involvement of all stakeholders in decision-making processes and discipline practices

- Reducing and eliminating reactive, punitive and exclusionary strategies in favour of proactive, preventive, and skill-building orientation.

Teachers and students are explicitly taught what these expectations look like and that they are the key to success. Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. They are necessary skills for success in life. Expected behaviours should be modelled in every classroom, embedded in all school activities and demonstrated in the community. Students are rewarded for positive behaviour.

Tertiary Prevention
Specialised, individualised systems for students with high risk behaviour

5%

Secondary Prevention
Specialised group systems for students with "at risk" behaviour

15%

Primary Prevention
School and classroom wide systems for all students, staff and settings

80% of students

Sandringham COLLEGE

School Wide Positive Behaviour Classroom Matrix

POLITE PREPARED PRODUCTIVE				
STUDENT RESPONSIBILITY				TEACHER RESPONSIBILITY
RESPECT FOR SELF	Arrive on time ready to learn	Strive for excellence	Use class time effectively and actively listen	Ask for help when needed and use a growth mindset	Be on time, ready to teach Set the goal Communicate calmly and effectively Engage and be responsive to student needs Foster a safe and supportive learning environment Give timely and constructive feedback Recognise effort and success Demonstrate school and DET Values
RESPECT FOR OTHERS	Be kind	Support and encourage others' right to learn	Accept individual differences	Help others when needed	
RESPECT FOR THE ENVIRONMENT	Take care of school resources, equipment and use internet for learning	Be mindful of language and tone	Respect privacy and property	Leave the classroom clean and tidy	

Respectful Classrooms

READY TO LEARN — Student is demonstrating the school values and following the SWPB matrix expectations

1. REFOCUS — Refocus the behaviour by reminding the student of the expectations and College Values

2. RELOCATE — Relocate by moving the student to another space within the learning setting

3. RESET — Student is moved outside the learning setting to reset their behaviour. (no more than 5 minutes)

4. REMOVE — Student is removed to the Year Level Leader, Head of Sub School or Campus Principal's office

5. RESTORE — Restorative conversation with the teacher is arranged and student returns to learning
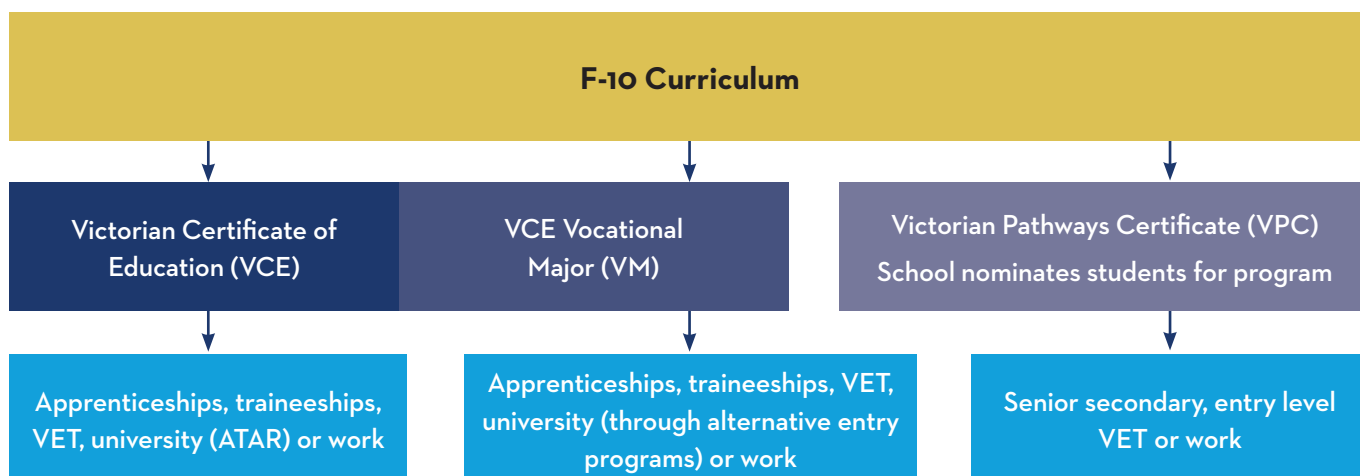
Sandringham COLLEGE

Course options

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE, and to employment.

In 2023, Victoria implemented a new integrated senior secondary certificate that unified the two existing senior secondary certificates, the VCE (Victorian Certificate of Education) and the Victorian Certificate of Applied Learning (VCAL), into a single framework. Sandringham College offers both pathways to students.

- 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 **VCE Vocational Major** 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 VM. VET courses may form part of the VCE, and VM students are required to undertake one VET course.

The Victorian Pathways Certificate

The Victorian Pathways Certificate (VPC) is an alternative Year 11 and 12 certificate designed to meet the needs of students who require a more individualised and flexible program for their last two years of secondary schooling.

The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons. Students gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course or employment.

The VPC is not a senior secondary qualification, however, students can use it as a pathway into the VCE, VCE VM, or VET certificates.

Enrolment options

F-10 Curriculum		
Victorian Certificate of Education (VCE)	VCE Vocational Major (VM)	Victorian Pathways Certificate (VPC) School nominates students for program
Apprenticeships, traineeships, VET, university (ATAR) or work	Apprenticeships, traineeships, VET, university (through alternative entry programs) or work	Senior secondary, entry level VET or work

Sandringham COLLEGE

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 11.

Entry requirements

Students applying to undertake the VCE and VCE - Vocational Major 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 subjects

- 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 VCE - Vocational Major 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 VCE - Vocational Major 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 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.

Sandringham COLLEGE

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 Subject	VCE or VET* Subject

Unit 2

VCE Subject	VCE Subject	VCE Subject	VCE 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 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

A list of VCE Studies

Sandringham COLLEGE

VCE English

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

- English and 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

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Unit 1

In this study students will contemplate the ways a text can present and reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives. Students are encouraged to share their experience and understanding of the world, and make connections with key ideas, concerns and tensions presented in a text. They also explore the cultural, social and historical values embedded in the text, and can compare these values with their own.

In the second area of study students will engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. .

Unit 2

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text.

Through discussions about representations in a text, students examine the ways readers understand a text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

In the second area of study students consider the way arguments are developed and delivered in many forms of media. Through the study of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

Unit 3

In the first area of study, students critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.

In the second area of study, students will demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4

In the first area of study, students will analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

In the second area of study, students will analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

Sandringham **COLLEGE**

English as an Additional Language

From 2023 English and English as an Additional Language (EAL) follow one curriculum with adjustments made to assessment to support EAL learners.

There are no prerequisites for entry to Units 1 and 2 however, it is recommended that prior to enrolment in this study, EAL students have demonstrated achievement at C3 or above on the Victorian Curriculum F–10: EAL.

To apply for EAL status, each student is required to submit an *Application for Enrolment in English as an Additional Language* Units 3 and 4 form to the school.

The study of English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Unit 3

In the first area of study, students will listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

In the second area of study, students will demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.

Unit 4

In this first area of study, students will discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

In the second area of study, students will analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a 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 the English language and how it is used in society. Based on the study of sociolinguistics, English Language aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively. It integrates a systematic exploration of the nature of English with development of key thinking skills as students explore, analyse and comment on a diverse range of English texts.

Unit 1

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the ways 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 and conventions. The relationship between speech and writing as the dominant language modes 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 focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language – phonetics and phonology, morphology, lexicology, syntax, discourse, and pragmatics and semantics. Students also consider how attitudes to language change can vary markedly.

In addition to developing an understanding of how English has been transformed, they consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students investigate how contact between English and other languages has led to the development of geographical and ethnic varieties but has also hastened the decline of the languages of indigenous peoples. They consider the cultural repercussions of the spread of English.

Sandringham COLLEGE

Unit 3

In this unit students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students examine the features of formal and informal language in both spoken and written language 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 role played by the functions of language when conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text and explore how texts present message and meaning.

Students learn that language choices are always influenced by the function, register and tenor, and the situational and cultural contexts in which they occur. They learn that the situational elements of a language exchange, such as the field, language mode, setting and text type, influence language choice, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select language features and how this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Unit 4

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and, as such, has a central role in the complex construct of a national identity. However, the use of language varieties can play important roles in constructing users' social and cultural identities. Students examine texts to explore the ways different identities are imposed, negotiated and conveyed.

Students explore how our sense of identity evolves in response to situations and experiences, and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance...

Sandringham COLLEGE

Literature

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate in the cultural conversations that take place around them.

By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices.

Unit 1

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

In the second area of study students explore texts from a selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Unit 2

In this area of study students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

In the second area of study students will identify the language and the representations in texts that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Unit 3

In this area of study students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

In the second area of study students will develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set.

Students consider their own views and values as readers and they will explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding.

Unit 4

In the first area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. Students reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

In the second area of study, students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

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 role of accounting in 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, and recognising 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.

Sandringham COLLEGE

Art Making and Exhibiting

Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques, and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated using visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice and encourages them to broaden and develop their own ideas and thinking around their own art making.

A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in art making and exhibiting.

Unit 1

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Unit 2

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

Unit 3

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study

Unit 4

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

Sandringham COLLEGE

Biology

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

VCE Biology provides for continuing study pathways within the discipline and can lead 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 human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Unit 1

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems.

Unit 2

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations

that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Unit 3

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

Unit 4

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics.

A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken. The design, analysis and findings of the investigation are presented in a scientific poster format.

Sandringham COLLEGE

Business Management

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. They develop the 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 trasnfroming a business. Students consider the importance of reviewing key performance indicators to determine the 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.

Sandringham COLLEGE

Chemistry

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

Unit 1

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured.

They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3.

Unit 2

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry based claims of others.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

Unit 3

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent.

Unit 4

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Sandringham COLLEGE

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 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 – Analysis, Design, Development, Evaluation. Students focus on how data can be used to create information products within software tools such as databases and spreadsheets and the use of programming languages to develop working software solutions.

In Area of Study 1 students respond to a teacher-provided analysis of requirements and designs to identify and manipulate data in order to produce a database solution. In Area of Study 2 students use a programming language to create a working software solution.

Software tools – students will use software from the following list in this unit:

- A software tool to manipulate data – (EXCEL, ACCESS)
- A software tool for planning a project – (PROJECT, VISIO)
- A programming language – (VISUAL BASIC).

Unit 2

In this unit students focus on developing innovative software solutions for problems, 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. 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 language. (VISUAL BASIC)
- A graphic tool to represent a network. (VISIO, ADOBE CS)
- Software Development — programming / coding.

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.

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).

Sandringham COLLEGE

Dance

In VCE Dance students create and perform their own dance works as well as study the dance works of others through performance and analysis.

Dance involves students as performers, choreographers and audience. Through the study of dance, students undertake regular dance training to develop their physical skills and technique. Students also develop and refine their choreographic skills by exploring movement to create solos and collaborative dance pieces. They study ways other choreographers have created expressive dance works and analyse how dance styles, traditions, and works can influence dance practice, the arts and society.

Unit 3

In Unit 3 students choreograph and perform a solo dance work that allows them to execute a diverse range of physical skills and demonstrate their dance technique. They continue regular and systematic dance training and learn and perform a group dance work. Students analyse their solo and the group dance, focusing on the creation and performance of each of these dance pieces. Students analyse two dance works from the 21st century to explore how choreographers arrange and manipulate movements, phrases and section of the dance to convey intended meaning.

Unit 4

In Unit 4 students choreograph and perform a solo dance work that conveys an intention through a cohesive structure. They focus on communicating the meaning of the piece through the development of their artistry and accurate execution of movements. Students analyse the development and realisation of the solo across the processes of choreographing, rehearsing, preparing to perform and performing the dance work. Students analyse a group dance work from the 20th century, focusing on ways in which the intention is expressed through the manipulation of movement. They analyse the effect of multiple dancers and how this creates group structure and spatial relationships in a performance.

Food Studies

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.

Sandringham COLLEGE

Health and Human Development

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They 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 compromise it. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.

VCE Health and Human Development is designed to build health literacy. As individuals and as citizens, students develop their ability to navigate and analyse health information, to critically recognise and carry out supportive action, and to evaluate healthcare initiatives and interventions. They take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE 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 health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations.

Unit 2

Students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as 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.

Unit 3

Students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians

Unit 4

Students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Sandringham COLLEGE

History

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 issues, helping them develop as individuals and global citizens.

Unit 1

Unit 1 begins with an analysis of the causes of World War One, in particular, militarism, alliances, imperialism, and nationalism. Students then examine the consequences of World War 1, focusing on the Treaty of Versailles, the rise of secularism, the development of dominant ideologies (such as communism and facism) of the period, all of which contributed to the start of World War 2. Students learn how these events affected both old and newly emerging nations, and importantly, the impact they had on people's lives. Cultural expressions of this period, such as in film, fashion, music, art, theatre, and literature are explored and considered in relation to technological, political, and economic changes, particularly in Germany, the USSR and the Ottoman Empire/Turkey.

Unit 2

Unit 2 explores the nature and impact of the ideological conflict that emerged out of the Second World War 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. Students will explore the social and political movements of South Africa during the Apartheid period, and the Northern Ireland conflict. Students will evaluate the extent to which change and continuity occurred.

Units 3 and 4

In Units 3 and 4, students investigate the significant historical causes and consequences of political revolution. In Unit 3, students look at the Russian Empire at the end of the 19th Century and investigate the factors that led to the Russian Revolution of 1917. Students then examine the consequences of this revolution, including Russia ending its involvement in World War 1, the Russian Civil War that followed this, and the eventual establishment of the Soviet Union. In Unit 4 students examine the Chinese Revolution, developing an understanding of the establishment of the Chinese Republic in 1912 and the eventual Communist victory in the Civil War that ended in 1949 with the creation of the Peoples Republic of China. Students then examine the consequences of this revolution, including China's involvement in the Korean War, the Great Leap Forward and the Cultural Revolution.

Languages – Chinese as first language (not running in 2025)

(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 and 2

In Units 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 and 4

In Units 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

Sandringham COLLEGE

Languages – Chinese Language, Society and Culture (not running in 2025)

This subject allows students who have already studied Chinese in Years 7-10 to further their Chinese language skills to a VCE level. Students will also study, in English, the social structure, traditions, cultural practices and diverse Chinese-speaking communities. They develop skills to critically analyse aspects of culture and communities.

Through studying Chinese Languages, Society and Culture students will further develop and deepen the communication skills (speaking, listening, reading and writing) and grammatical knowledge acquired in Years 7 – 10 and also attain greater awareness and understanding of

Chinese culture.

Unit 1

In this unit students focus on important aspects of life in modern China. They explore the tradition of filial piety and examine and explore the impact of generational change in families. Students analyse the schooling system to consider and reflect on cultural values in China. They participate in discussions and analyse research about family and education in China. Students interact with other learners of the language and share information related to aspects of their personal world and life in Chinese-speaking communities. Students develop their reading and comprehension skills in Chinese and produce texts. They also exchange information using appropriate vocabulary and expressions.

Unit 2

This unit focuses on the importance of myths, legends and Chinese art. Aspects of Chinese culture are explored through Chinese mythology as reflected through contemporary culture. Students undertake research related to, for example, mythology, legends and art. This unit also focuses on developing the students' capacity to interact in spoken Chinese. Students develop their language skills by initiating, maintaining and closing an exchange. Tourism, geographical features and regional differences in China are considered. Students are given opportunities to write appropriately for context and situation.

Unit 3

In this unit, students investigate and examine significant and influential schools of thought throughout Chinese history and their impact on contemporary culture in China. Students explore and discuss in English the significance of Chinese philosophy and concepts related to contemporary Chinese culture and Chinese-speaking communities. Students present information on leisure in China using appropriate intonation, tones and stress with the appropriate vocabulary and expressions. Students produce simple texts using their knowledge to infer meaning from linguistic and contextual features of various sources.

Unit 4

This unit focuses on an exploration of contemporary Chinese social values through aspects of change in China as well as through China's role in the global economy. Students investigate technological, social and political change in China. They reflect upon their own and others' cultural values and further develop the capacity to interact with other speakers of the language. Information is also accessed through a range of spoken texts on the world of work and there is an emphasis on conveying meaning accurately in spoken Chinese. Students also further develop their writing skills for future employment.

*Classes run through Distance Education if insufficient numbers.

Languages – French

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 family and friends, health and wellbeing, and tourism. In studying these topics, students will develop the ability to establish and maintain an informal, personal, spoken interaction; interpret information from two texts on the same subtopic presented in French, respond in writing in French and in English; and present information, concepts and ideas in writing on a selected subtopic and for a specific audience and purpose.

Unit 2

In Unit 2, topics include education, the media and the Internet, and Francophone festivals. 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; and explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

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. These skills will be developed through studying the topics of future plans and aspirations, volunteering and immigration.

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. These skills will be developed through studying the topics of the environment, Impressionism and the French speaking communities.

*Classes run through Distance Education if insufficient numbers.

Sandringham COLLEGE

Legal Studies

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems.

Unit 1

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Unit 2

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Unit 3

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics 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 investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it 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 changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Sandringham COLLEGE

Mathematics

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 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 and 2

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units.

The areas of study for Units 1 and 2 of General Mathematics are data analysis, probability and statistics; algebra, number and structure; functions, relations and graphs; discrete mathematics; and space and measurement.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and networks and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology.

They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Units 3 and 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs.

They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.
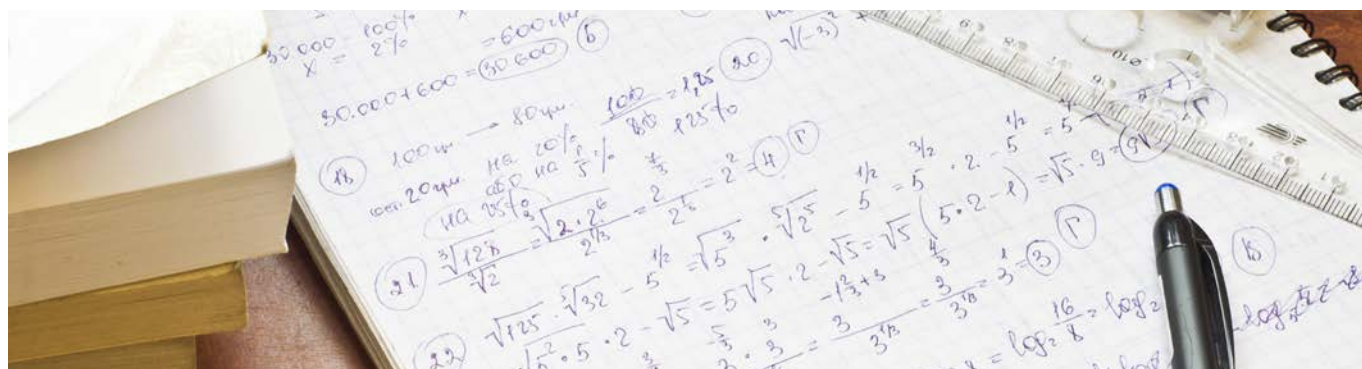
Mathematical Methods

Units 1 and 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 & 2 is the study of simple algebraic functions, and the areas of study are functions, relations and graphs; algebra, number and structure; calculus; and data analysis, probability and statistics.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation and anti-differentiation, with and without the use of technology.

They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Units 3 and 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 by hand skills. Mathematical Methods units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics units 3 and 4 and / or General Mathematics units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study functions, relations and graphs; and algebra, number and structure; applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the calculus area of study.

For Unit 4, a corresponding selection of content would typically consist of remaining content from functions, relations and graphs; algebra, number and structure; and calculus areas of study, and the study of random variables, discrete and continuous probability distributions; and the distribution of sample proportions from the data analysis, probability and statistics area of study. For Unit 4, the content from the calculus area of study includes the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.

Specialist Mathematics

Units 1 and 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof.

This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

The areas of study for Specialist Mathematics Units 1 and 2 are algebra, number and structure; data analysis, probability and statistics; discrete mathematics; functions, relations and graphs; and space and measurement.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology.

They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Units 3 and 4

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed

Sandringham COLLEGE

knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

For Unit 3 a selection of content would typically include content from the discrete mathematics; functions, relations and graphs; algebra, number and structure; space and measurement; and calculus areas of study.

In Unit 4 the corresponding selection of content would typically consist of the remaining content from the discrete mathematics; calculus; and space and measurement areas of study and the content from the data analysis, probability and statistics area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology.

They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Media

VCE Media supports students to develop and refine their planning and analytical skills, and their critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge.

Students gain knowledge and skills in planning and expression that are valuable for participation in, and contribution to, contemporary society.

Unit 1

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

Unit 2

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3

In this unit, students explore stories that circulate in society through a close analysis of a media narrative.

Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Through the study of a media narrative, students explore specific codes and narrative conventions, they investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

Unit 4

In this unit students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production.

Students 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.

Sandringham COLLEGE

Music

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers.

Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice.

Unit 1: Organisation of music

In this unit students explore and develop their understanding of how music is organised. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Unit 2: Effect in Music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. They create their own music, they reflect this exploration and understanding.

Unit 3 and 4: Music Contemporary Performance

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance. Students prepare a program for assessment in a live performance

Students enrolling in the senior music electives should enrol in the school instrumental program on a chosen instrument

* 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 and Environmental Studies

VCE Outdoor and Environmental Studies develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. 'Outdoor environments' encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices.

The study enables students to make critically informed comments on outdoor environmental issues, including asking questions about environmental sustainability and human connections to Country, both past and present. Students are able to understand the importance of change to environmental health from human or natural influences.

In this study, both passive and active outdoor experiences provide essential means for students to develop experiential knowledge of outdoor environments. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects.

Unit 1

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical 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. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Unit 4

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

It is College policy that OES students elect VCE OES 1 and 2 in Year 10 and VCE OES 3 and 4 in Year 11 to minimise time away on camps in Year 12.

Sandringham COLLEGE

Philosophy

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

What is the nature of reality? How can we acquire certain knowledge? Unit 1 Philosophy focuses on existence, knowledge and reasoning, looking at the nature of reality and the acquisition on knowledge. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems.

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? Should nature be given rights? 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 consider the extent to which our ability to live a good life is affected by scientific advancements such as human enhancement, artificial intelligence, virtual reality and social media.

Sandringham COLLEGE

Physical Education

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

Through physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of participation and performance in physical activity, sport and exercise.

Integrating theoretical understanding and practice is central to the study of VCE Physical Education. Theoretical knowledge and skills are developed and utilised in and through practical activities, which can be opportunistic, structured or investigative experiences. Practical activities challenge students to reflect on and share their participatory perspectives, while emphasising the educational value of human movement to develop theoretical understanding.

Unit 1

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

Unit 2

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

Unit 3

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise.

Unit 4

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program.

Sandringham COLLEGE

Physics

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, materials science, neuroscience, remote sensing, renewable energy generation, sports science and transport and vehicle safety.

Unit 1

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

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 Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology

and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

Unit 3

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Sandringham COLLEGE

Psychology

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors.

Students who study VCE Psychology can consider a range of careers and roles. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Other options include roles in aged, family and child services; case managers; communications specialists; counsellors; community health and welfare roles; health services support roles; human resource specialists; managers; marketing and market research roles.

Unit 1

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour.

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3.

Unit 2

In this unit students 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 individuals and groups, recognising that different cultural groups have different experiences and values.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave

in specific ways. 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.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

Unit 3

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. Including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia.

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is presented in a scientific poster format.

Sandringham COLLEGE

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

Explores 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

Investigates 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

Explores 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

Examines 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.

Theatre Studies

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 excerpts or full scripts, students develop knowledge and skills about the 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

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours.

Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online.

Unit 1

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time.

Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief. This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

Unit 2

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future.

Unit 3

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.

Unit 4

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Sandringham COLLEGE

VCE Vocational Major and Victorian Pathways Certificate

VCE – Vocational Major

This is a two-year vocational and applied learning program that will replace Senior and Intermediate VCAL and offer a program that enables successful transitions into apprenticeships, traineeships, further education and training, or directly into employment.

VPC – Victorian Pathways Certificate

This is designed to support students to transition either to the VCE Vocational Major or to entry level VET or employment. The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education. The VPC has been developed to be flexible, without a mandated period in which a student must complete the certificate. This allows students to complete it in a timeframe that suits their capability.

VPC is not a Senior School (Year 12) Certificate but will be recognised as a level 1 qualification under the Australian Qualifications Framework

AQF Level 1 – Certificate I

The purpose of the Certificate I qualification type is to qualify individuals with basic functional knowledge and skills to undertake work, further learning and community involvement.

Certificate I qualifications are located at level 1 of the Australian Qualifications Framework.

Certificate I qualifications must be designed and accredited to enable graduates to demonstrate the learning outcomes expressed as knowledge, skills and the application of knowledge and skills specified in the level 1 criteria and the Certificate I descriptor

Assessment of VCE Vocational Major studies

Unlike other VCE studies, there are no external assessments of VCE VM Unit 3-4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3-4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

General Achievement Test

All students studying at least one Unit 3 and 4 VCE subject (including a VCE VM Unit 3 and 4 subject) or a scored VCE VET subject are expected to sit all or a section of the General Achievement Test (GAT).

The GAT is a General Achievement Test that measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against a new standard, introduced in 2022.

The new standard will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

Sandringham COLLEGE

An Introduction

THE VCE-VM is Applied Learning Based.

Applied learning incorporates the teaching of skills and knowledge in the context of 'real life' experiences, where students discover how to apply what they have learnt by doing, experiencing, reflecting and relating acquired skills to the real world.

The VCE-VM program at Sandringham College

YEAR 11 VCE-VM Timetable consists of:

- 2 Units of VCE VM Literacy or VCE English units
- 2 Units of VCE VM Numeracy or VCE Mathematics units
- 2 Units of VCE VM Work Related Skills units
- 2 Units of VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours) to be completed by the conclusion of Year 12.

VPC - Year 11 and 12 Program

The VPC will not be suitable for all students and is offered to students on an individual basis. Students complete at least 12 units, including:

- 4 Units of VCE VM Literacy
- 4 Units of VCE VM Numeracy
- 2 Units of VCE VM Work Related Skills units
- 2 Units of VCE VM Personal Development Skills units
- Students can also include VET, VCE subjects and structured workplace learning.

Year 12 Timetable Consists of:

- Literacy (Unit 3 & 4)
- Numeracy (Unit 3 & 4)
- WRS - Work Related Skills (Unit 3 & 4)
- PDS - Personal Development Skills (Unit 3 & 4)
- SWL – Structured Work Placement 90 hours x 2
- Students are to find and organise their own Friday work placements by the end of Term 1
- VET: Industry Specific Skills (Unit 3 & 4) - Please see VET booklet for the large variety of course selections

VCE Vocational Major (VM) Requirements in 2024

Students complete the VCE and the requirements for the VCE-VM including:

- 16 units
- Three Literacy or VCE English units (including a Unit 3 and 4 sequence) - the same requirements as VCE.
- Three other unit 3 and 4 sequences in total
- Two Numeracy or VCE Mathematics units
- Two Work Related Skills units
- Two Personal Development Skills
- 180 nominal hours of VET at Certificate II level or above

Students can also include other VCE subjects and structured workplace learning.

For more information about the VCE Vocational Major, please see www.vic.gov.au/vce-and-vce-vocational-major

For more information about the Victorian Pathways Certificate please see www.vic.gov.au/victorian-pathways-certificate

Sandringham COLLEGE

LITERACY

Literacy Unit 1

Area of Study 1: Literacy for personal use

In this area of study, students develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F-10: English, Victorian Pathways Certificate: Literacy and EAL Pathway C (Level 3).

This area of study focuses on the structures and features of a range of texts and content – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives including First Nations peoples and multi-cultural perspectives and should include film, TV, online videos, song, poetry, biographies, digital content and other texts of interest to the cohort. Through discussions and class activities students develop their understanding of the structures and features of these text types and their content and examine how these are influenced by purpose, context, audience and culture.

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information. In their study of visual and film texts, students examine how purpose, language and structure influence the audience of a text.

Area of Study 2: Understanding and creating digital texts

In this area of study, students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital platforms, including webpages for vocational and workplace settings, apps, podcasts as well as social media.

They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Students read, view and interact with different digital platforms and applications and participate in learning activities to develop their capacity to explore and discuss digital media. They identify the ways a visitor will encounter and experience digital platforms, considering their purpose and the social, cultural, vocational and workplace values associated with it. They also explore text through the prism of their own experience, knowledge, values and interests.

As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

Literacy Unit 2

Area of Study 1: Understanding issues and voices

In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students will practise note-taking and responding to short-answer questions as well as formulating their own oral and written opinions.

Area of Study 2: Responding to opinions

In this area of study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

Sandringham COLLEGE

Literacy Unit 3

Area of Study 1: Accessing and understanding informational, organisational and procedural texts

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

As a part of this exploration of texts and content, students will participate and engage in activities that equip them to access, understand and discuss these text types.

Area of Study 2: Creating and responding to organisational, informational or procedural texts

This area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating their understanding of how these texts inform and shape the organisations they interact with.

Literacy Unit 4

Area of Study 1: Understanding and engaging with literacy for advocacy

This area of study requires students to investigate, analyse and create content for the advocacy of self or a product in a vocational or recreational setting. Students research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure. Students consider what elements are important for creating a "brand" (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. As part of this Area of Study, students compare and contrast the ways the same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them. Students read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

Area of Study 2: Speaking to advise or to advocate

In this area of study, students use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this Area of Study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below: Literacy for civic participation or Literacy for everyday contexts.

NUMERACY

Numeracy Units 1 and 2

In Units 1 and 2 students develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, community, national and global environments and contexts and an awareness and use of appropriate technologies. These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of Study

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes. There are eight areas of study:

• Area of study 1: Number

• Area of study 2: Data

• Area of study 3: Dimension and direction

• Area of study 4: Shape

• Area of study 5: Quantity and measures

• Area of study 6: Relationships

• Area of study 7: Uncertainty
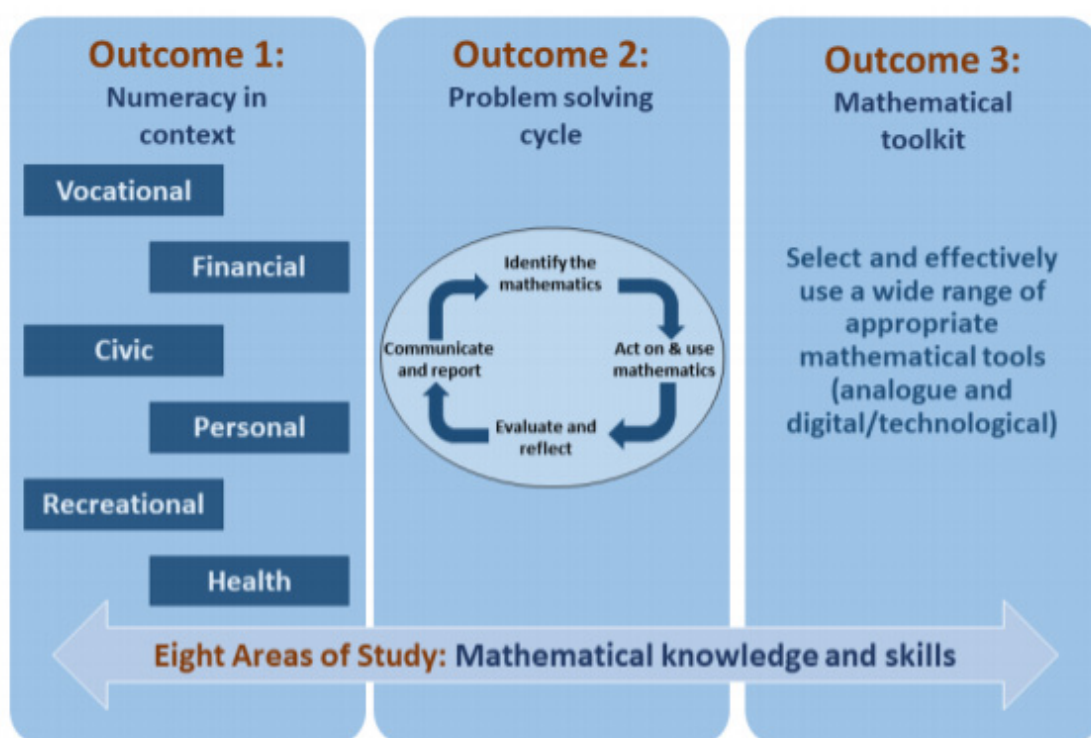
• Area of study 8: Systematics

Numeracy Units 3 and 4

In Units 3 and 4 students further develop and enhance their numeracy practices to make sense of their personal, public, and vocational lives. Students extend their mathematical skills with consideration of local, community, national and global contexts and an awareness and use of appropriate technologies. Units 3 and 4 provide students with a broad range of mathematical knowledge, skills, and understanding to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Areas of Study

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes. There are eight areas of study:

• Area of study 1: Number

• Area of study 2: Data

• Area of study 3: Dimension and direction

• Area of study 4: Shape

• Area of study 5: Quantity and measures

• Area of study 6: Relationships

• Area of study 7: Uncertainty

• Area of study 8: Systematics

Outcome 1: Numeracy in context — Vocational, Financial, Civic, Personal, Recreational, Health

Outcome 2: Problem solving cycle — Identify the mathematics, Act on & use mathematics, Evaluate and reflect, Communicate and report

Outcome 3: Mathematical toolkit — Select and effectively use a wide range of appropriate mathematical tools (analogue and digital/technological)

Eight Areas of Study: Mathematical knowledge and skills

PERSONAL DEVELOPMENT SKILLS

PDS UNIT 1 Healthy Individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and their health and wellbeing. Students use these findings to enhance their understanding of community cohesion, community engagement and how their sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and will begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals. Students investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore their own identity and the role of community. Students examine relationships between technologies and health and wellbeing and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

Area of Study 1: Personal identity and emotional intelligence

In this area of study, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

Area of Study 2: Community health and wellbeing

This area of study explores the health and wellbeing of individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. Students investigate activities and support services that aim to improve individual and group wellbeing within their community. Students explore the requirements for undertaking activities or voluntary work within the community. Students understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

Area of Study 3: Promoting a healthy life

This area of study investigates key advancements in technology and the impact of technology on individuals and society. Students explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

PDS UNIT 2 Connecting with Community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and/or global level. Students look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They investigate the barriers and enablers to problem solving within the community. The unit then focuses on various forms of community engagement. Students seek to understand different perspectives on issues that affect their community. They reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They plan, implement and evaluate an active response to an individual's need for community support.

Area of Study 1: What is community?

This area of study explores the concept of community at a local, national and/or global level. Students understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups and also consider the role of citizenship. Students investigate community participation and recognize that there are a range of ways to participate in community life.

Area of Study 2: Community cohesion

This area of study examines issues affecting local, national and/or global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students explore the enablers and barriers to problem solving and strategies to foster community cohesion.

Area of Study 3: Engaging and supporting community

This area of study considers the concept of community engagement and recognises the benefits and challenges of community engagement to address a range of issues. Students investigate the key features of effective community engagement to address issues and implement initiatives.

Sandringham COLLEGE

PDS UNIT 3 Leadership and Teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate their own contribution as well as the overall effectiveness of their team.

Area of Study 1: Social awareness and interpersonal skills

This unit considers the concept of social awareness and interpersonal skills in different settings and contexts, along with strategies to demonstrate social awareness and apply interpersonal skills when using digital technologies. There is a focus on qualities of leadership, and how these qualities can be applied to the achievement of goals within personal and community contexts. Students examine characteristics of effective leaders, and various contexts and styles of leadership. They investigate a range of leadership styles and other influences that affect the behaviour of leaders. Implicit to this unit is that leadership need not be privileged or rare, students also reflect on how leadership qualities can be applied in a range of contexts. They explore key characteristics of effective teamwork, and design and implement individual or group activities focused on achieving specific goals. This unit focuses on the leadership and collaboration of teams, particularly within the context of collaborative problem-solving. Students reflect on how to lead and contribute to teams, and on the development of particular leadership and teamwork skills. They participate in a collaborative problem-solving activity, evaluating their own contribution as well as the overall effectiveness of the team.

Area of Study 2: Effective leadership

This area of study investigates the concept of leadership and the qualities of effective, ethical leaders. Students look at contexts in which people become leaders, a range of leadership styles, ethics and expectations of leaders in a democratic society. Students consider how leaders foster innovation and creativity to solve problems and achieve goals.

Area of Study 3: Effective teamwork

This area of study examines leadership and collaboration within teams. Students demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on their own contribution and leadership potential as they participate in a team or group activity. They evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.

PDS UNIT 4 Community Project

This unit focuses on student participation in an extended project relating to a community issue.

Students identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of their selected issue can be improved. Students will engage in a process of planning, implementing and evaluating their response to their selected community issue. They conduct research, analyse their findings and make decisions on how they will present their work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present their project appropriate to their audience of peers or community members and evaluate the effectiveness of their response.

Area of Study 1: Planning a community project

This area of study is an introduction to an extended community project that addresses an environmental, cultural, economic or social issue. Students conduct research to identify a range of relevant issues in their community and justify the selection of a chosen focus for their project. They seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of their chosen issue in their community.

Area of Study 2: Implementing a community project

This area of study involves the implementation of a detailed plan for the selected community project and considers the key elements and key considerations when implementing a plan of action through to completion. Students consider possible health and safety and ethical risks of their project, document evidence and make decisions on how their findings will be organised, analysed and presented.

Area of Study 3: Evaluating a community project

This area of study covers the evaluation of the outcomes of the completed community project. Students become familiar with strategies to effectively communicate reflections and findings and engage with audiences. Students will determine a suitable audience for their findings, identify and practice appropriate presentation skills, and make decisions about how their community project will be evaluated.

Sandringham COLLEGE

WORK RELATED SKILLS

WRS UNIT 1 Careers and Learning for the Future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry level pathways, emerging industries, growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills and capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Area of Study 1: Future careers

This area of study evaluates information relating to employment by considering the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. Students will develop research skills and collate evidence and artefacts relating to their future employment prospects.

Area of Study 2: Presentation of career and education goals

This area of study enables students to consolidate their knowledge and understanding of future careers and their personal aspirations, skills, capabilities and attributes. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

WRS UNIT 2 Workplace Skills and Capabilities

As the nature of work changes over time, so do the skills, capabilities and attributes needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills, capabilities and attributes that are valued in a chosen pathway. In this unit, students consider the distinction between essential employability skills, specialist and technical work skills, personal capabilities and personal attributes, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills, capabilities and attributes and promote them through writing resumes, cover letters and interview preparation.

Area of Study 1: Skills and capabilities for employment and further education

This area of study considers the changing nature of work and the impact this has on future career pathways. In this outcome, students distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They are able to recognise how personal capabilities and attributes contribute to future success and demonstrate their own skills, capabilities and attributes through artefacts and evidence.

Area of Study 2: Transferable skills and capabilities

This area of study recognises the relationship between transferable skills and employability. Students will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.

Sandringham COLLEGE

WRS UNIT 3 Industrial Relations, Workplace Environment and Practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

1. wellbeing, culture and the employee-employer relationship;

2. workplace relations; and

3. communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. Students will investigate key areas relating to workplaces relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Area of Study 1: Workplace wellbeing and personal accountability

This area of study introduces students to the features and characteristics of a healthy, collaborative and harmonious workplace. Students examine the concept of culture and consider the characteristics of work/life balance. They analyse the interconnection between employee and employer expectations and understand the importance of diversity and inclusion in the workplace. Students apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.

Area of Study 2: Workplace responsibilities and rights

This area of study gives an overview of workplace relations, including the National Employment Standards and methods of determining pay and conditions. Students consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students examine processes to address and resolve workplace disputes.

Area of Study 3: Communication and collaboration

In this area of study, students learn to apply effective and efficient workplace communication strategies. Students consider their role and the role of teams in the workplace. Students also investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and communication.

WRS UNIT 4 Portfolio Preparation and Presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers.

In this unit, students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Area of Study 1: Portfolio development

This area of study outlines the purpose of a portfolio and considers the intended audiences and uses of portfolios in different contexts. Students will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will prepare a portfolio proposal and plan the development of their portfolio.

Area of Study 2: Portfolio presentation

This area of study provides students with the opportunity to apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills, knowledge and attributes, including visual appeal, varied and appropriate content. Students will evaluate their portfolio using a range of mechanisms including self-assessment, feedback and comparison with curriculum based criteria.

Sandringham COLLEGE

Vocational Education and Training (VET)

What Is Vocational Education?

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 recognised VET qualification.

Previously, 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 & VM credits, as well as VET qualifications. Each VET program takes the place of one VCE or VM subject.

VCE VET programs are fully recognised within the units 1 to 4 structure of the VCE and contribute towards satisfactory completion of VCE and VM. VCE VET units have equal status with other VCE studies. All VET subjects contribute to the ATAR. Either through a scored assessment (*) the same as all other VCE units or as a fifth or sixth subject.

For further information

https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx

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

VET offers students the opportunity to:

- Combine general and vocational studies
- Explore career options and pathways without leaving school
- 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 VM.
- Focus on their passion
- Maximise job opportunities
- Complement and contribute to VCE or VM
- Build skill sets
- Network with and exposure to industry professionals
- Gain employability skills

Sandringham College delivers VET subjects on campus dependant on numbers. Most programs are delivered off-campus at local TAFEs (Holmesglen, Chisholm, Kangan, etc). Some 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. Unscored (Block Credited) VCE VET programs contribute to the ATAR with a 10% increment the same as a 5th or 6th subject.

VET Enrolments

Most VET 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.

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.

VET Application Form: To apply for a VCE VET study, students must complete both the subject selection process and the VET application form. If you would like more information or to discuss these studies in more detail, please speak to the Careers Advisor:
Deb Hanlen, Senior Careers Advisor
ph: 8599 0595 email: Debra.Hanlen@education.vic.gov.au

All enquiries regarding enrolment please contact the VET Coordinator:
Moira Philp, VET Coordinator
ph: 8599 0528 email: Moira.Philp@education.vic.gov.au

Sandringham COLLEGE

VET programs

(based on student interest in 2024)

Program	Certificate	RTO
VET Animal Care	ACM20121 Cert II in Animal Care	Box Hill - City
VET Automotive	AUR20720 Cert II in Automotive Vocational Preparationm (Mechanical or Auto Body)	Chisholm – Frankston Kangan – Docklands
VET Beauty	SHB30121 Cert III in Beauty Services	Holmesglen - Moorabbin
VET Building	22614VIC Cert II in Building and Construction Pre-Apprenticeship	Chisholm – Frankston Holmesglen – Chadstone
VET Community Services	CHC CHC22015 Cert II in Community Services	Box Hill - Box Hill/City Hallam SC - Hallam
VET Cookery	SIT20421 Cert II in Cookery	Holmesglen - Moorabbin William Angliss - City
VET Creative & Digital Media	CUA31020 Cert III in Screen & Media	Box Hill - City Chisholm - Frankston
VET Dance*	CUA30120 Cert III in Dance	Sandringham College - Sandringham
VET Design Fundamentals	CUA30720 Cert III in Design Fundamentals (Design or Visual)	Box Hill - City
VET Early Childhood	CHC30121 Cert III in Early Childhood Education and Care	Holmesglen – Moorabbin
VET Electro Technology	UEE22020 Cert II in Electrotechnology	Holmesglen – Moorabbin Chisholm – Frankston
VET Engineering*	22632VIC Cert II in Engineering Studies	Holmesglen – Moorabbin
VET Events	SIT30522 Cert III in Events	Holmesglen – Moorabbin
VET Fashion	MST20722 Cert II in Apparel, Fashion and Textiles	Holmesglen – Chadstone Kangan - Richmond
VET Health	HLT33015 Certificate III in Allied Health Assistance	Holmesglen - Moorabbin
VET Horticulture	AHC20416 Cert II in Horticulture	Holmesglen – Glen Waverley
VET Hospitality*	SIT20322 Cert II in Hospitality	Holmesglen – Moorabbin William Angliss - City
VET Information Technology*	ICT30120 Certificate III in Information Technology	Holmesglen - Moorabbin
VET Laboratory Skills*	MSL30122 Cert III in Laboratory Skills	Holmesglen – Moorabbin
VET Music*	CUA30920 Cert III in Music (Performance or Sound Production)	Collarts - Collingwood Mordialloc College - Mordialloc
VET Plumbing	22569VIC Cert II in Plumbing Pre-Apprenticeship	Chisholm – Frankston
VET Small Business	22480VIC Certificate II in Small Business (Operations/Innovation)	Holmesglen - Glen Waverley
VET Sport and Recreation*	SIS30122 Cert III in Sport Aquatics and Recreation	Holmesglen – Moorabbin
VET Visual Arts	CUA31120 Cert III in Visual Arts	Chisholm – Frankston Hallam Secondary College - Hallam

* VET programs offering a scored assessment.

Sandringham COLLEGE

Animal Care (VET)

Delivered off campus

Qualification

ACM20121 Certificate II in Animal Care

Description

Provides students with the an introduction to the animal care and management industry. Students will learn to assist in animal care and follow workplace health and safety procedures. Recommended for those who take a keen interest in the welfare and well-being of animals.

Career opportunities

Completion of the VCE VET Animal Care program provides pathways into further studies in the Animal Care industry. Employment opportunities include entry-level employment in animal rescue centres, pet retail shops, welfare organisations and veterinary clinics.

For further information

https://www.boxhill.edu.au/courses/certificate-ii-in-animal-care-ac200-vetis/

Automotive (VET)

Delivered off campus

Qualification

AUR20720 Certificate II in Automotive Vocational Preparation

Description

Provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the automotive or automotive-related industries.

Mechanical stream provides general knowledge and practical workshop skills in motor mechanics, auto electrical, parts interpreting, light engines and engine reconditioning.

Auto Body stream provides general knowledge and practical workshop skills in spray painting, panel beating and body building.

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.

For further information

https://www.kangan.edu.au/for-schools/vetdss/2023-vetdss-programs

https://www.chisholm.edu.au/courses/vet-in-schools/certificate-ii/automotive-vocational-preparation--mechanical-vet-delivered-to-secondary-students

Sandringham COLLEGE

Beauty Services (VET)

Delivered off campus

Qualification

SHB30121 Certificate III in Beauty Services

Description

Provides the hands on 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.

Career opportunities

The Beauty certificate leads to a range of careers such as beauty therapist, department store consultant and waxing and nail technician.

For further information

https://holmesglen.edu.au/Courses/Sport-Fitness-and-Wellbeing/Natural-Therapies/Certificate-III-in-Beauty-Services-VET-Delivered-to-Secondary-Schools/

Building and Construction (VET)

Delivered off campus

Qualification

22614VIC Certificate II in Building and Construction Pre-apprenticeship

Description

Provide students 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 course opens up employment opportunities in the building construction and building design industries by providing the skills and knowledge you need for the carpentry and building trades.

During the course you will gain experience in using hand and power tools, and learn a wide range of carpentry skills, including how to install windows and doors, wall framing, interior fixing and roofing.

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 and carpentry – framework / formwork / finishing. As a qualified tradesperson, potential occupations may include carpenter or joiner.

For further information

https://www.holmesglen.edu.au/explore-courses/building-and-construction/carpentry-and-joinery/vocational-education/certificate-ii-in-building-and-construction-pre-apprenticeship-carpentry-vet-delivered-to-secondary-school-students

https://www.chisholm.edu.au/career-fields/vet-in-schools

Sandringham COLLEGE

Community Services (VET)

Delivered off campus

Qualification

CHC22015 Certificate II in Community Services

Description

The course is designed to introduce students to the theories and practices necessary to enhance their future studies and employment prospects in the community services sector. Entry level skills will be developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients.

Career opportunities

Certificate II in Community Services can provide pathways into work or further study in community services. With additional training and experience, future employment opportunities may include a community health worker, counsellor, out of hours carer, school support worker and case manager.

For further information

https://www.chisholm.edu.au/courses/vet-in-schools/certificate-ii/community-services--vetis

Cookery (VET)

Delivered off campus

Qualification

SIT20421 Certificate II in Cookery

Description

The Certificate II in Cookery equips students with foundation skills to work in kitchen operations in a variety of settings including restaurants, hotels, catering operations, aged care facilities and hospitals.

In the first year, students study units from both hospitality and cookery before focusing on cookery in the second year. As the course progresses, students develop higher levels of organizational, cookery, and restaurant skills, while also acquiring time management abilities.

Career opportunities

The course prepares students for immediate employment and/or further study or apprenticeships in the Hospitality industry. .

For further information

https://www.holmesglen.edu.au/explore-courses/hospitality-tourism-and-events/cookery/vocational-education/certificate-ii-in-cookery-vet-delivered-to-secondary-schools

https://www.angliss.edu.au/courses/foods/cookery/certificate-ii-in-cookery/

Dance (VET)

Delivered on campus

Qualification

CUA20120 Certificate II in Dance

Description

Certificate II in Dance is suitable for students who are interested in pursuing a career in the dance industry. Throughout the course, students participate in regular technique classes and dance conditioning classes in their selected dance styles. Students work with industry guest choreographers and mentors to learn and rehearse dance works to be performed at the college dance showcases. Students also learn, rehearse and perform solos from industry experts of their dance styles as preparation for an external examination and as practice for the live performance industry. Students study nutrition, anatomy, physiology and safe dance practices. 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 experience in dance and should be enrolled in dance classes outside of school.

Career Opportunities

Completing a Certificate II in Dance provides a pathway to higher level Certificate and Diploma courses which are offered at recognised full time dance establishments, as well as employment opportunities in the Performing Arts Industry. Potential pathways may include carers in the performing arts industry or health and wellbeing sector. Occupations relevant to this course and the dance industry include, choreographer, performer, dance teacher, arts administrator, dance specialist, dance company director, dance studio owner, performing arts advocate, or dance festival employee or producer.

Design Fundamentals (VET)

Delivered off campus

Qualification

CUA30720 Certificate III in Design Fundamentals

Description

Students will learn how to use Adobe software including: Photoshop, Illustrator and InDesign and the drawing materials and techniques incorporated within these program. Throughout the course, students will create illustrations, both manually and digitally, explore layout and typography, learn digital DSLR photography and how to apply colour in a variety of contexts and develop a folio of design and how to present the folio in professional settings.

Career Opportunities

This entry level qualification provides the skills and knowledge to apply for employment as a junior at a graphic design, marketing or media business. Or into further study in design with credit into a Certificate IV pathway program.

For further information

https://www.boxhill.edu.au/courses/certificate-iii-in-design-fundamentals-ca32v-vetis/

Early Childhood (VET)

Qualification

CHC30121 Certificate III in Early Childhood Education and Care

Description

The course gives students the understanding to plan and implement appropriate care and educational experiences for young children. Students will acquire the necessary skills and knowledge to work effectively as a professional team member in an early childhood service Students will have access to a variety of learning experiences, including a simulated Early Learning Centre environment and work placements.

Career Opportunities

Completion of the VCE VET in Early Childhood Education and Care provides pathways to further education and may lead to employment opportunities such as: early childhood educator, family day carer, nanny, out-of-school hours care assistant.

For further information

https://holmesglen.edu.au/Courses/English-Education-and-Teacher-Training/Early-Childhood-Education/Certificate-III-in-Early-Childhood-Education-and-Care-VET-Delivered-to_Secondary-Students/

Electro Technology (VET)

Delivered off campus

Qualification

UEE22020 Certificate II in Electrotechnology

Description

UEE22020Certificate 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. This is a pre-vocational electrical program, designed to provide an introduction to the electrical/electronics industries in areas such as air-conditioning, electrical, refrigeration, or instrumentation.

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 electrician, electrical fitter, electrical engineering technician, air conditioning and refrigeration mechanic viewable energy systems installer.

For further information

https://www.chisholm.edu.au/courses/vet-in-schools/certificate-ii/electrotechnology-career-start-vet-delivered-to-secondary-students

https://www.holmesglen.edu.au/explore-courses/building-and-construction/electrical/vocational-education/certificate-ii-in-electrotechnology-career-start-vet-delivered-to-secondary-students

Sandringham COLLEGE

Engineering (VET)

Delivered off campus

Qualification

22632VIC Certificate II in Engineering Studies

Description

Certificate II in Engineering Studies aims to provide students with basic factual, technical and procedural knowledge 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.

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 maker, automotive/truck body building, shipbuilder mechanical technician, draftsperson or mechanical fitter.

For further information

https://www.holmesglen.edu.au/explore-courses/building-and-construction/engineering-and-fabrication/vocational-education/certificate-ii-in-engineering-studies-fabrication-vet-delivered-to-secondary-students

Events (VET)

Delivered off campus

Qualification

SIT30522 Certificate III in Events

Description

Certificate III in Events provides entry-level training for the events industry. Students will learn how to communicate event ideas, gather information, plan and organise activities, work in teams and solve problems. Students will develop and promote a special themed event, put an event proposal together and organise an end of year event. This will further develop skills in meeting management, team building, client liaison and coordinating events.

Career opportunities

Certificate III in Events can lead to an entry level position in event management, wedding planning, international event coordination and festival or sporting coordination, as well as further study in this area. Events are diverse in nature and this qualification provides a pathway to work in event operations in a range of industries including the tourism and travel, hospitality, sport, cultural and community sectors.

For further information

https://www.holmesglen.edu.au/explore-courses/hospitality-tourism-and-events/events/vocational-education/certificate-iii-in-events-vet-delivered-to-secondary-school-students

Sandringham COLLEGE

Fashion (VET)

Delivered off campus

Qualification

MST20722 Certificate II in Apparel, Fashion and Textiles

Description

The Certificate II in Apparel, Fashion and Textiles designed to develop foundational knowledge and skills to understand the design process, from concept to production, in a fashion industry context. The course provides an introductory overview of fashion design, which may lead to employment opportunities producing fashion products where a basic understanding of design skills is required.

Career opportunities

Certificate II Apparel, Fashion and Textile provides a gateway into the fashion industry and a range of different areas. These can include fashion design, pattern making and drafting, production, marketing or styling. This course can also lead to further study in specific areas of the fashion, and merchandising industries, as well as giving you the skills to run your own business.

For further information

https://www.holmesglen.edu.au/explore-courses/arts-and-design/fashion/vocational-education/certificate-ii-in-applied-fashion-design-and-technology-vet-delivered-to-secondary-school-students

https://www.kangan.edu.au/course-guides

Health (VET)

Delivered off campus

Qualification

HLT33115 Certificate III in Health Services Assistance
HLT33015 Certificate III in Allied Health Assistance

Description

Students will gain training in basic medical terminology, anatomy and physiology, infection control and communication in the health industry, patient transport, taking clinical measurements and first aid. Students will be exposed to a variety of learning environments, including classroom, allied health laboratory, community apartment and a simulated hospital environment. Prospective students will be required to complete a literacy and numeracy assessment and answer some course-specific questions. This will help determine the prospective student's suitability to the course.
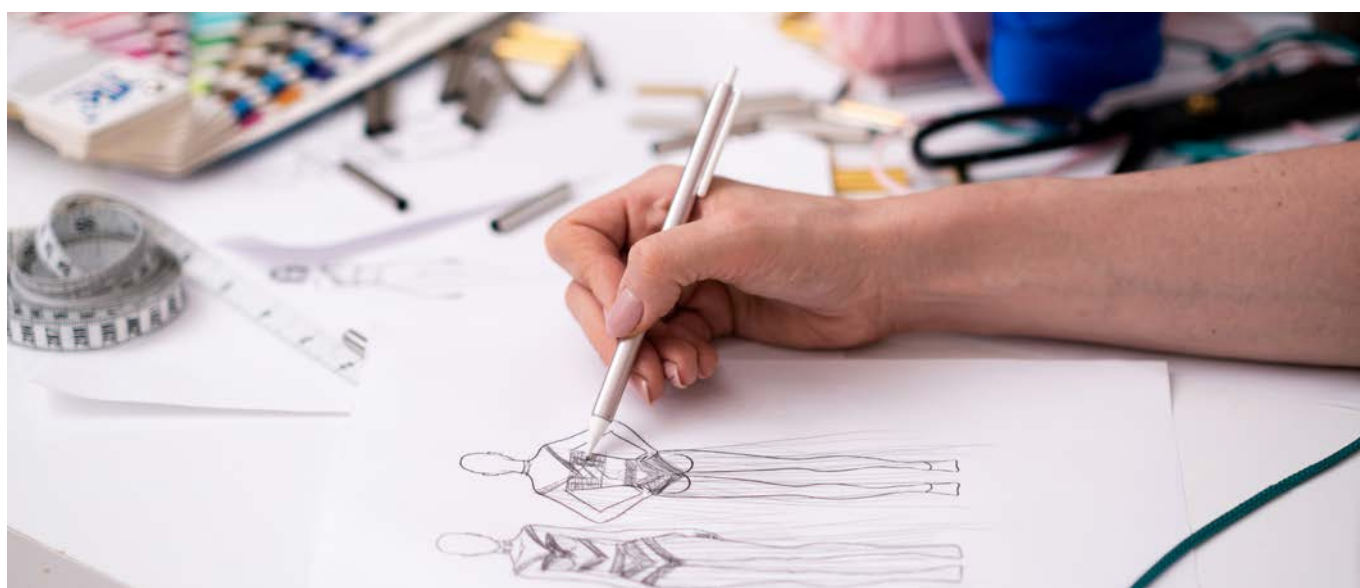
Career opportunities

Completion of the VCE VET Allied Health program provides a pathway for students into roles involving the rehabilitation of clients in health settings. Provide assistance to allied health professionals and other health professionals with the care of clients.

For further information

https://holmesglen.edu.au/Courses/Community-and-Health-Sciences/Allied-Health/Certificate-III-in-Allied-Health-Assistance-VET-Delivered-to-Secondary-Students/

https://www.chisholm.edu.au/courses/vet-in-schools/certificate-iii/health-services-assistance--vetis

Sandringham COLLEGE

Horticulture (VET)

Delivered off campus

Qualification

AHC20416 Certificate II in Horticulture

Description

Certificate II in Horticulture offers students a chance to acquire a wide range of horticulture skills. Students will learn how to build retaining walls, lay paving, maintain gardens, test soils, drive a tractor, use a ride-on mower and identify pests and diseases in plants. Students will be prepared to work outdoors in a variety of roles.

Career Opportunities

Completion of the VET Certificate II in Horticulture may lead to employment opportunities such as horticulture worker, horticulture assistant or an apprenticeship.

For further information

https://www.holmesglen.edu.au/explore-courses/horticulture-and-environment/horticulture/vocational-education/certificate-ii-in-horticulture-vet-delivered-to-secondary-school-students

Hospitality (VET)

Delivered off campus

Qualification

SIT20322 Certificate II in Hospitality

Description

This qualification provides detailed training in a range of hospitality operational skills including basic food and beverage service, as well as accommodation service skills. Includes units such as: prepare / serve espresso coffee, non-alcoholic beverages, food and beverage service, advice on food, and functional transactions.

Students learn in various practical settings developing core skills including espresso coffee, food and beverage service, hotel porterage and housekeeping service.

Career opportunities

Completion of Certificate II in Hospitality may provide employment opportunities in a variety of roles such as food and beverage attendant, bar attendant, front office, kitchen hand, porter or barista. With additional training and experience, future employment opportunities may include restaurant manager, kitchen management or hotel management.

For further information

https://www.holmesglen.edu.au/explore-courses/hospitality-tourism-and-events/hospitality/vocational-education/certificate-ii-in-hospitality-vet-delivered-to-secondary-school-students

https://www.angliss.edu.au/courses/hospitality/hospitality/certificate-ii-in-hospitality/

Information Technology

Delivered off campus

Qualification

ICT30120 Certificate III in Information Technology

22588VIC Cert III in Enabling Technologies

Description

Certificate III in Information Technology provides students with a solid understanding of game design principles and IT help desk support. The program is designed to support information activities in the workplace and to achieve a degree of self-sufficiency as an advanced ICT user.

Certificate III in Enabling Technologies prepares students for careers in emerging ICT roles. The program offers two elective streams: cybersecurity and hardware technician. The course will develop skills in areas such as threat detection, building security awareness, hardware installation and repair.

Career opportunities

Completing this certificate course provides a pathway to higher level Certificate and Diploma courses. Completing this certificate course provides a pathway to higher level Certificate and Diploma courses. With job prospects in asset creation, game art, game animation, game testing, and IT technical support.

For further information

https://www.holmesglen.edu.au/explore-courses/computing-and-it/game-design-and-development/vocational-education/certificate-iii-in-information-technology-vet-delivered-to-secondary-students

https://www.holmesglen.edu.au/explore-courses/computing-and-it/information-systems/vocational-education/certificate-iii-in-enabling-technologies

Sandringham COLLEGE

Laboratory Skills (VET)

Delivered off campus

Qualification

MSL30122 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, recording data and using laboratory computing programs. This course is suitable if you have an interest in biological testing, biotechnology, chemical testing, environmental monitoring, food testing, and pathology testing. Applicants will be required to complete a literacy and numeracy assessment and answer some course-specific, questions. This will help determine their suitability to the course.

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.

For further information

https://www.holmesglen.edu.au/explore-courses/nursing-community-and-health-sciences/pathology-and-laboratory-testing/vocational-education/certificate-iii-in-laboratory-skills-vet-delivered-to-secondary-students

Music Industry (VET)

Delivered off campus

Qualification

CUA30920 Certificate III in Music Industry

Description

Music Performance Specialisation provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. This includes making a music demo, composing simple songs or musical pieces, and preparing for performances. Continued study in this area allows students to develop improvisation skills, apply knowledge of genre to music making and performing music as part of a group or as a soloist.

Sound Production Specialisation introduces students to the music industry and the principles of sound engineering. The includes incorporating technology into music making, developing basic audio skills and knowledge, assisting with sound recordings, performing basic sound editing, mixing sound, preparing audio assets, and making a music demo.

Career opportunities

Completing the Certificate III in Music Industry provides a gateway into the music industry in a range of different areas. These can include, Musician, Music Technician, Singer, Stage Producer, Producer, Stage Manager, Session Musician, Performer, Songwriter, Band member, Arranger, Promoter.

For further information

https://www.collarts.edu.au/vetdss

Sandringham COLLEGE

Screen and Media (VET)

Delivered off campus

Qualification

CUA31020 Certificate III in Screen and Media

Description

The course provides students with introduction to foundation skills in art, design, media and digital media. Students develop basic skills to capture photographic images, edit video and sound and create 3D digital models. Plus explore digital animation and interactivity.

Career opportunities

A pathway to a career in film and media or as a skilled operator in the photography, film, television, radio, or digital media industries.

For further information

https://www.boxhill.edu.au/courses/certificate-iii-in-screen-and-media-ca312-vetis/

https://www.chisholm.edu.au/courses/vet-in-schools/certificate-iii/screen-and-media--vetis

Small Business (VET)

Delivered off campus

Qualification

22629VIC Certificate II in Small Business Operations and Innovation

Description

This course helps students gain essential skills to run a small business effectively across a range of industries. Covering marketing, financial assistance, and innovative strategies, it explores different aspects of small business operations and entrepreneurship, empowering learners for success.

Career opportunities

Completion of the course provides a pathway to entry-level job roles in industry, further education in vocational business courses and a pathway to self-employment for graduates who start their own business

For further information

https://www.holmesglen.edu.au/explore-courses/business-and-finance/business-administration/vocational-education/certificate-ii-in-small-business-operations-and-innovation-vet-delivered-to-secondary-school-students

Sandringham COLLEGE

Sport and Recreation (VET)

Delivered off campus

Qualification

SIS30122 Certificate III in Sport, Aquatics and Recreation

Description

Certificate III in Sport, Aquatics and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in community recreation. Leadership, organisational and specialist activity skills will be developed with an emphasis on sporting skills and sports industry knowledge. Through a variety of sports and simulated activities students develop a basic level of skills and knowledge in sport coaching, programming and administration.

Career opportunities

Completion of Certificate III in Sport, Aquatics and Recreation may provide pathways into the community recreation industry. Potential job roles may include recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer.

For further information

https://www.holmesglen.edu.au/explore-courses/sport-fitness-and-wellbeing/sport/vocational-education/certificate-iii-in-sport-and-recreation-vet-delivered-to-secondary-school-students

Year 10 program

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

At Year 10, students undertake 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-requisites).

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 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.
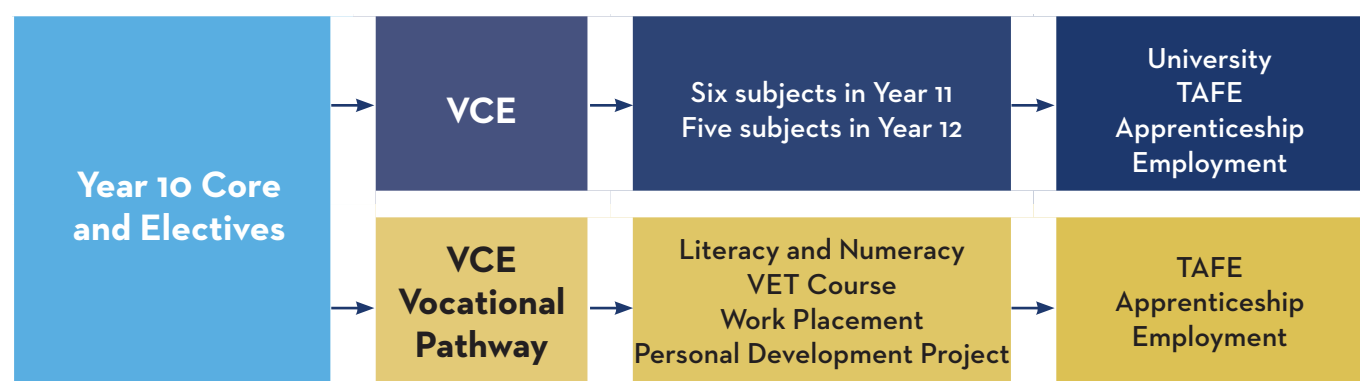
The Victorian Curriculum

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.

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.

Pathway Options

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

Sandringham COLLEGE

General pathway – leads to VCE or VCE - Vocational Major in Year 11

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

* Students take one semester of HPE and one semester of science. These subjects may run in either semester.

Languages pathway – leads to VCE in Year 11

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

* Teachers have made recommendations for students to study Foundation English and Maths. Please speak to Year Level Leader for advice.

VM Pathway – planning on Vocational Major in Year 11 and 12

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

Sandringham COLLEGE

VCE studies in Year 10

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

Popular VCE and VET subjects for Year 10 are:

- Biology
- Business Management Units 1 and 2
- Applied Computing Units 1 and 2
- Health and Human Development Units 1 and 2
- Legal Studies Units 1 and 2
- Outdoor and Environmental Studies Units 1 and 2 (Unit 1/2 can only be taken in Year 10 and Unit 3/4 in Year 11)
- Physical Education Units 1 and 2
- Psychology Units 1 and 2
- VET Dance

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 made for a student with excellent academic results and/or those 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.

SEAL students are not required to study core science if undertaking VCE Psychology or Biology.

Sandringham COLLEGE

A list of Year 10 studies

Sandringham COLLEGE

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 a range of imaginative, informative and persuasive forms of texts.

Extension English (Elective)

The English Extension elective for Year 10 students is a challenging and novel course that aims to expand their understanding and knowledge of the English language by analyzing and engaging with different texts. It is intended for students who are interested in language use in contemporary society, have a fundamental understanding of grammatical rules, and are eager to explore the sociolinguistic aspects that underpin everyday communication.

During the course, students will delve into a range of topics, including "An introduction to the subsystems of language," "An introduction to linguistic innovation in electronic communication and social media," and "An introduction to attitudes towards language use in contemporary society." They will be given opportunities to investigate, research and discuss the nature and functions of memes, text messaging, and emojis, as well as how linguistic innovation occurs on social media platforms. Additionally, they will examine societal attitudes towards language use, including perceptions of language decline, discriminatory language, and freedom of speech.

In the second part of the unit, students will develop a deeper understanding of the historical, social, and cultural influences that shape language and texts. They will also enhance their ability to explore literature by studying different literary forms and features, engaging with language, and refining their insight into the choices made by authors.

This elective is highly recommended for students who are considering taking the VCE Unit 1 English Language or English Literature course.

Extension English runs for one semester.

Pre-requisite
In order to be considered for Extension English students must be in Year 9 SEAL or have an average of 70% or above in Mainstream English at Year 9.

Foundation English

The Foundation English course aims to provide students with an understanding of the Victorian Curriculum, with a specific focus on developing core skills that are essential for further study in the VCE Vocational Major, Victorian Pathways Certificate and the workplace.

Each unit of the course integrates speaking, listening, reading, viewing, and writing to enhance students' knowledge of the structures and functions of both written and oral language.

Throughout the course, students will evaluate how different text structures can be used by authors to convey their messages, explain various perspectives, attitudes and viewpoints through logical arguments, and develop their unique style by experimenting with language features, text structures, and images.

By consolidating essential literacy skills and fostering an appreciation for learning, this course will help students to think critically and improve their communication skills in practical and engaging ways.

Year 9 teachers will recommend which students should select English courses based on their abilities and interests.

Sandringham COLLEGE

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.

Mathematics

Mathematics

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

The use of Computer Algebra System (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 students in the Foundation Pathway) and is a course requirement 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 in order of conceptual understandings are:

• Pathway 1 – Extension Mathematics (Specialist and Methods preparation). Recommended for students considering Specialist and Methods in VCE. Students must be in the SEAL program or achieving an average of 85% in Mainstream Mathematics at Year 9.

• Pathway 2 – Methods preparation. Recommended for students who are at level. This is Year 10 maths at the Victorian standard.

• Pathway 3 – General preparation. Recommended for students considering General Maths in VCE or VCE-VM or discontinuing maths in Year 11. This is for students who are below level and are not ready for Year 10 maths at the Victorian Standard.

• Pathway 4 – Foundation pathway . Recommended for students considering VCE-VM or discontinuing maths in Year 11. This is for students who are well below level and would benefit from re-learning previously taught skills.

All students will undertake a pathways assessment in order to suggest an appropriate mathematics pathways.

If a situation arises where a student feels they are in the wrong pathway, changing pathways may be possible at the end of Semester 1 but will only be considered in a small number of cases.   Moving to a less advanced pathway will depend on timetabling, though if moving to a more advanced pathway, student's readiness for the mathematical demands will also need to be considered.

Core subjects (cont.)

Science

At Sandringham College students are required to undertake at least one science subject in Year 10. Students may choose to take VCE Biology or Psychology early and/or to undertake a Year 10 science option. Each Year 10 unit of science runs for a semester and students who are passionate about science are encouraged to take more than one science elective.

Science electives for 2025:

- Discover Science – Recommended for students who want to explore science further. Following this elective, students can choose to undertake a Unit 1&2 science subject in Year 11 or to discontinue their study of science. Discover Science will explore core topics in biology, chemistry, and physics, including genetics and evolution, trends in the periodic table and chemical reactions, as well as analysing motion and forces. This elective will emphasize science in context, and the development of investigation, reporting and problem-solving skills.

- Discover Astronomy and Astrophysics – Recommended for students with an interest in astronomy and physics and for those wishing to continue into VCE Physics. Students should be receiving an average ALT score of 65% or above in Year 9 Science. Throughout this elective, students will deepen their comprehension of various aspects of the universe, ranging from the Big Bang theory to contemporary space exploration. Integrated within the astronomy topics are fundamental concepts of physics, such as thermodynamics, electromagnetic radiation, and gravity. Additionally, students will develop mathematical modelling skills essential for success in the physical sciences.

- Discover Biology – Recommended for students considering taking VCE Biology . May be taken concurrently with VCE Biology Units 1&2 for students who wish to strengthen their knowledge. Students should be receiving an average ALT score of 65% or above in Year 9 Science. Students will examine many core pillars of the biological sciences, exploring organisms at the molecular, cellular, physiological, evolutionary and ecosystems levels, and will develop key scientific skills through hands-on wet laboratory investigations. In this elective, marine biology will provide the context through which the biological

sciences are explored, covering the weird and wonderful species of the ocean, their evolutionary journey, classification, interactions with each other and various marine habitats.

- Discover Chemistry – recommended for students considering taking VCE Chemistry. Students should be receiving an average ALT score of 65% or above in Year 9 Science. This subject will encompass fundamental concepts and skills related to chemical properties, bonding, and reactions. Additionally, students will explore how chemical reactions lead to the production of various useful substances, including fuels and metals. Students will also consider the impact of human activities such as mining and burning fossil fuels on the atmosphere and wider climate.

- Discover Physiology and Psychology – recommended for students considering taking VCE Psychology and may benefit students taking VCE Physical Education. May be undertaken concurrently with VCE Psychology Units 1&2 or VCE Physical education Units 1&2. Students will explore the anatomy and physiology of the human nervous system. Subsequently, they will examine its connections to several areas of psychology that seek to understand perception, motivation, sleep and mental disorders. Students will start to utilise key science skills as they apply to VCE Psychology, as well as consider the ethical implications of psychological experiments.

Core subjects (cont.)

Health and Physical Education

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

Core Physical Education

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

Year 10 Extension Physical Education & Health

This course is an introductory course for VCE Physical Education that aims to equip students with the knowledge and skills needed for Units 1 and 2.

Through interactive and engaging practical and theoretical sessions, students will learn about how the body functions and improves to sustain exercise, as well as develop skills to analyse performance.

The curriculum will focus on body systems, such as the musculoskeletal, cardiovascular, and respiratory systems, as well as energy systems, fitness and training, performance enhancement, and biomechanics. Additionally, students will have the opportunity to participate in varied and frequent lab-based games that will extend and consolidate the theory-based curriculum. These games may include team sports, minor games, gym activities, and fitness exercises.

The course will provide students with a strong foundation in Sports Science and prepare them for further study in VCE Physical Education. Students will not only gain knowledge but also develop practical skills that can be applied in a range of physical activities.

Pre-requisite: In order to undertake this elective students must be enrolled in sports academy, SEAL class or have maintained an average of 70% or above on assessment learning tasks in Mainstream Year 9 Health and Physical Education.

Sandringham COLLEGE

Electives – The Arts (Visual)

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

In Year 10 photography students will consolidate their understanding of digital photography using DSLR cameras.

Students use inquiry-based learning to develop a folio of photographic works for exhibition. The focus on photography investigates studio lighting and creative photography.

Students also explore digital editing, including Adobe Photoshop and Lightroom. Students will explore virtual and physical exhibition spaces to inform their own virtual exhibition. Students learn how themes and ideas are communicated through the works of photographers from a variety of times and cultures.

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 artwork 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 Art and Exhibiting.

Visual Communication and Design

In this unit students learn how visual communication is used across various fields of practice to design messages, objects, environments and interactive experiences. Students will become familiar with the concept of the 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/ furniture design, packaging design, architecture, set design, video game design, user experience (UX), web design, advertising/ branding, information design, jewellery and fashion design. These subjects give students the skills to support art, folio and idea development in many VCE and VET subjects including: Art Making and Exhibiting and Visual Communication and Design subjects.

Sandringham COLLEGE

Electivies – The Arts (Performing)

Theatre Styles

In Year 10 Theatre Styles, students explore a range of theatrical styles; interpreting and presenting work through acting, direction and design to an audience. They engage in practical workshops with a focus on collaborative learning.

Students improvise with the elements of drama and narrative structure, developing ideas and exploring subtext, to shape devised and scripted theatre.

Students apply expressive skills to create characters, with clear dramatic intention. They engage in research and design, making deliberate artistic choices.

Students analyse the elements of drama and performance styles, evaluating meaning and aesthetic effect in theatre.

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

Music: Composition and Performance

In Year 10, music students draw on previous and new experiences in listening, analysis, composition, and performance.

Within this Songwriting unit, students work in small groups to write their own song. They focus on developing their understanding of form, compositional skills, their ability to read and write sheet music while working effectively with their peers in small ensembles. In the Like a Version unit, Students develop analysis and listening skills that allow them to compose and perform in a wide variety of musical genres..

Electives – English

Extension English

The Extension English elective for Year 10 students is a challenging and innovative course that aims to expand their understanding and knowledge of the English language by discussing, analysing and engaging with different texts. It is intended for students who are interested in language use in contemporary society, have a fundamental understanding of grammatical rules, and are eager to explore the sociolinguistic aspects that underpin everyday communication.

During the course, students will delve into a range of topics, including "An introduction to the subsystems of language," "An introduction to linguistic innovation in electronic communication and social media," and "An introduction to attitudes towards language use in contemporary society." They will be given opportunities to investigate, research and discuss the nature and functions of memes, text messaging, and emojis, as well as how linguistic innovation occurs on social media platforms. Additionally, they will examine societal attitudes towards language use, including perceptions of language decline, discriminatory language, and freedom of speech.

In the second part of the unit, students will develop a deeper understanding of the historical, social, and cultural influences that shape language and texts. They will also enhance their ability to explore literature by studying different literary forms and features, engaging with language, and refining their insight into the choices made by authors.

This elective is highly recommended for students who are considering taking the VCE Unit 1 English Language or English Literature course.

Extension English runs for one semester.

Pre-requisite
In order to be considered for Extension English students must be in Year 9 SEAL or have an average of 75% or above in Mainstream English at Year 9.

Sandringham COLLEGE

Electives – Humanities

Criminal and Constitutional Law

The legal system attempts to balance the need for enforceable laws, whilst protecting the community and upholding the civil liberties of individuals.

The purpose of this subject is to introduce students to the purpose and first principles of different types of Australian law.

The 'Criminal Law' unit's topics include: crime as a legal category the process of a criminal trial, the law of criminal evidence, the sentencing process and the nature of criminal appeals.

Constitutional Law is also looked at with students learning about: the composition and functions of an Australian parliament, the federal division of powers, the standard separation of powers, Australia's way of doing elections and the rule of law.

Assessment will be conducted through one test of criminal law, and one assignment researching the work of one Australian parliament.

Financial Literacy and Economic Foundations

The purpose of this subject is to engage students in their understanding of basic economic concepts. They learn economic theories such scarcity, opportunity costs and sustainable economic growth. Students explore topics such as how to reduce, recycle, and reuse our limited resources.

In Financial Literacy, students develop skills and knowledge on how to manage their own finances, find employment, investigate various types of savings and investment opportunities (ASX Share market), buying a car and how to prepare their own personal financial budget.

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 the 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.

Sandringham COLLEGE

Electives – Humanities

Fight the Power

Fight the Power: A history of resistance movements in Australia and around the world.

This course offers an in-depth examination of three pivotal periods in modern history: the Cold War, resistance movements and the War on Terror. Students will explore the political, social and cultural dynamics that shaped these periods and their lasting impact on global affairs.

The course surveys the political landscape post World War II and the development of the Cold War's geopolitical tensions. Students will have a particular focus of the proxy wars in Vietnam and its influence on Australia. It then examines how this conflict influenced the transformative social movements of the 1960s, including Civil Rights, in both Australia and the United Stated, analysing their strategies, leaders, and achievements amidst opposition and government challenges.

Finally, the course delves into the contemporary era of the War on Terror post-9/11, assessing motivations, U.S. interventions in Afghanistan and Iraq, the impact on civil liberties, and the rise of non-state actors like al-Qaeda and ISIS, while also considering the role of technology and media in shaping public perceptions, and the challenges of combating extremism in the digital age.

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. Students also have the opportunity to engage with the ancient Chinese philosophy of Taoism, and gain an understanding of the importance it places on creating balance and harmony in one's own life.

Sandringham COLLEGE

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 the topics of sports and healthy lifestyles, future plans, the world of work, the environment and past historical events. 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, postcards 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 practise their French skills in a French-speaking country.

Chinese – as a second language

The study of Year 10 Chinese allows students to consolidate the vocabulary learnt in Year 7, 8, and 9, as well as continuing to develop the four language skills of listening, speaking, reading and writing. It also aims to further students' understanding and appreciation of the Chinese language and culture. During this year of study, students will explore a range of topics including their connection to others, healthy lifestyle, global citizenship and the Internet online community. Students will also access Chinese culture through various activities and excursions.

Students' grammar skills and awareness of various text types, as well as speaking skills, are highly emphasised in the Year 10 Chinese program. Cultural studies will be used to expand students' vocabulary. Completion of Year 10 Chinese prepares students for subsequent studies at the VCE level. Students could either choose to focus more on learning of culture through VCE Chinese Language, Culture, and Society; or continue their Chinese language learning journey through VCE Chinese as a Second Language at senior year levels.

This subject will run subject to sufficient numbers of 15 or more students. Students will be supported to take the subject through the Victorian School of Languages if not enough students choose the subject.

Sandringham COLLEGE

Electives – Technology

Applied Computing - Software Solutions for Business and Life

In this unit students will learn how to use Microsoft Access and Microsoft Excel to solve real, everyday problems. Students follow a specific problem-solving methodology – they ANALYSE a problem, DESIGN a solution, DEVELOP the Solution and EVALUATE its success. Through the course work, they learn and develop essential skills using the software tools that have particular relevance to running a business, but also to everyday use for individuals.

This unit leads into VCE Units 1 and 2 Applied Computing and core areas of learning include:

- Analysing problems and designing software solutions
- Creating Excel Spreadsheet solutions
- Creating Access Database solutions
- Evaluating the success or failure of the solution.

Applied Computing – Algorithmics and Software Development

In this unit students will learn how to solve problems with a logical, algorithmic approach.

Students will be introduced to a programming language and will design and create working modules.

Students will analyse algorithms that use brute force compared to elegance.

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.

This unit leads into VCE Unit 1 and 2 Applied Computing and Unit 3 and 4 Software Development and VCE Unit 3 and 4 Algorithmics (HESS – Higher Education Scored Study)

Areas of learning include:

- Algorithmic problem solving
- Programming – algorithms / coding
- Digital / computational logic
- Algorithms – brute force vs elegance.

Sandringham COLLEGE

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 which is offered at Year 11.

Design and Technologies – Food – Global Cuisine

Global Cuisines explores the development of food cultures around the world. When looking at cuisines from other cultures there is a strong emphasis on nutrition and healthy eating. 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 which is offered at Year 11.

Sandringham COLLEGE

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 VM.

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 VM, 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.

VCE - Vocational Major
The VCE Vocational Major is a 2-year vocational and applied learning program that will enable transitions into apprenticeships, traineeships, further education and training and university (via non-ATAR pathways).

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 VM.

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

Source: www.vcaa.vic.edu.au

Sandringham COLLEGE

Sandringham College

7 - 9 Campus
356 Bluff Rd, Sandringham, VIC 3191

10 - 12 Campus
11 Holloway Rd, Sandringham, VIC 3191

Enquiries and admissions (03) 8599 0500
or visit sandringhamsc.vic.edu.au

© 2023