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Cover design: Lucy Wohnsdorf Year 12 Studio Arts Photography 2015
Students starting at Sandringham College Senior Campus to complete years 11 and 12 are entering some of the most important and rewarding years of their education.

Sandringham College Senior Campus is an environment in which young adults thrive!

Sandringham College provides students with a wide and exciting range of VCE, VCAL and VET units from which to choose. In fact, the range of subjects available to students at the College is equal to that provided by virtually any school throughout the state. This range of subjects allows each student to tailor a course that is appropriate for his or her needs and interests.

At Sandringham, the relationship between teachers and students is of the greatest importance. Students will develop a positive rapport with their teachers, allowing them to confidently approach their teachers and request extra assistance whenever required. The relationship that is established between staff and students at the Senior Campus is very special. It is something our students tell us constantly that they value and enjoy.

Senior students will encounter an atmosphere that is most conducive to learning. Sandringham is a college where excellence is encouraged and rewarded. Many of our students achieve excellent ATAR scores and each year students obtain a range of awards and recognitions of excellence including VCE Premier’s Awards, Vocational Prizes, VCAL Excellence Awards and selection into the VCAA Season of Excellence programs including Top Class, Top Arts, Top Designs and Top Acts.

The College offers a range of VCE units in:

- Business
- Humanities
- LOTE
- Performing Arts
- Physical & Outdoor Education / Sports Academy
- Science & Mathematics / Science Academy
- Technology
- Visual Arts

We also offer a full range of Vocational Education (VET) courses, and a very dynamic Victorian Certificate of Applied Learning (VCAL). With such a full range of offerings, choosing a course can become a complex and important task. It requires careful thought and discussion with a range of people.

In Years 11 and 12, students study subjects which will set them up for their future. In selecting their subjects, students need to take into account several questions. They include:

- Which subjects do I enjoy?
- Which subjects am I good at?
- Which subjects are prerequisites for the courses I am interested in for the future?
- Does my subject selection allow me to change my mind about what I want to do in the future?

In order to make the final selection, each student should read through the descriptions of all courses carefully and then discuss the various possibilities with parents, teachers, careers advisors, other students and anyone who can provide useful information. Above all, please take note of the fact that success on the Senior Campus is more likely to occur if you enjoy what you are doing. Make the most of these years and take part in as many activities as possible to enrich your time at the College.

I wish you well as you make your choices.

Allen McAuliffe
College Principal
Campus Aims and Ethos

The Sandringham Senior Campus is unique. We provide a curriculum of unmatched variety and breadth within a stimulating young adult learning environment. Senior Campus staff are senior 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 over 70 VCE options at each year level, together with a wide range of VET/VCE (Vocational Education & Training in the VCE) or VCAL courses. Our flexible timetable is designed to minimise frustrating clashes between your preferred studies.

At the Senior 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.

The Senior Campus embraces diversity and fosters tolerance. We are not narrow and excluding. 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 in the circumstances. This means that when you come to Sandringham you know you can be yourself and yet be accepted and affirmed by your peers and teachers. Indeed, at Sandringham we encourage you to express your individuality through studying what you really like, developing your special gifts and talents, and seeking fulfilment in your chosen pathway.

We are very proud of what our students have achieved at Sandringham College. 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. Campus VCE results are consistently higher than those achieved in schools with similar student populations.

At Sandringham College you will be treated as a young adult. Staff-student relations are friendly, informal and based on mutual respect, cooperation and a focus on the common goal - your learning. Our rules are based on core ethical values of personal responsibility for decision-making, and care for others and the environment.

Finally, we at Sandringham recognise that the years 15 - 19 are a busy and challenging period in your life. Accordingly our extensive student support and services program is designed to give you every opportunity.

Campus Structure

Senior Campus life revolves around five Programs, each of which offers subjects specifically designed to meet the needs of students within that program.

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

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

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

Year 12 students attend Program-specific orientation days early in the year and all Programs run various events for their students.

Further information about each of the Programs can be found on the pages specified below.

Arts - Performing Arts 43
Arts - Visual Arts 44
Business 45
Humanities 46
Humanities - Health PE 47
Science 48
Technology and Applied Learning 49

Makayla Bulte is a Year 12 Student Leader. She is a Sports Captain, leads the Student Representative Council and is a member of the Year 12 Formal Committee. Makayla actively participates in all college sports activities and has represented the college in many forums. She has embraced the leadership opportunities available to her.

Makalya has been at Sandringham College since Year 7, and moving to the Senior Campus for VCE was a natural progression. She was excited by the prospect of the young adult environment and the opportunity to take responsibility for her own learning. Makalya also appreciates the assistance she receives from her teachers. She enjoys all of her subjects as they provide different challenges, but she particularly likes Maths and Physical Education.

Next year Makayla will continue her studies. She is interested in nursing, teaching, forensic science, paramedics and the police force. She isn’t sure which one she will pursue but she does know that she wants to work with people and to ‘give’ to the community.
Student Leadership - Student Voice

Student Leadership - Student Voice is a prioritised initiative at Sandringham College. Through this initiative, 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.

Under the guidance of the Student Leadership Coordinator, our students are given a range of opportunities to acquire transferrable leadership skills, whilst simultaneously developing the confidence to identify and act upon student focused concerns. Involvement with The Principal’s Advising Committee provides opportunities for students to voice considered ideas, alternate views and pressing concerns of the wider student body. Student participation in School Council decision making allows students to better understand the processes that directly affect the student body.

Sport

Students may choose to participate, train and compete in the wide range of sports on offer at the senior campus. Regular interschool competitions run throughout the year, including the Kingston round robins, basketball tournaments and the Victorian School Championships. Our senior students are consistently successful in their respective sports. Individual state finalists in Golf, Swimming and Athletics, and teams such as the Boys’ Netball, Boys’ and Girls’ Basketball progressed through to the Southern Metropolitan Finals in recent years. Alternative sports such as Boys’ Netball, Girls’ Football (AFL) and Lawn Bowls are also available to students. Additionally, there are many opportunities for our senior students to coach sports teams and umpire at interschool competitions throughout the year in all age groups.

Other Features and Events

Year 12 Formal

The Year 12 Formal is one of the campus’ great traditions, and it is invariably successful because students play a leading role in its organisation.

Supportive Friends

Students themselves are often the first to notice when a fellow student is down. The Supportive Friends is a group of students and teachers who have been trained in identifying and providing support for students who may be going through a bad patch.

International Students

The college was one of the first state schools to accept international students and has catered for students from Europe, South America and many Asian countries. This program enhances an already rich campus environment.

Dress Code

Year 11 students on the Senior Campus are required to wear full College uniform. 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 modest, respectful and include a mature awareness of what is appropriate for the occasion. Failure to comply with the Dress Code will be dealt with in the same way as any other behavioral issue under our Respectful Classrooms practice. A detailed guide is available on our website.

Science and Sports Academies

The College offers students the opportunity to specialize in these two areas. More detail about these Academies may be found in the brochures at the end of this publication.

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 - Thursday and can also make individual appointments with the Careers Counsellor to discuss specific issues. The VET Coordinator can also be found in this area.

Graduation Night

This is a great occasion when staff, parents and students gather to celebrate the achievements of the graduates.

Library

The library is open before and after school and Study Club is held once a week from 3:30 - 5pm.

Annual Musical

Each year students from across the college join forces to produce the musical. Many talents are required and you do not have to be in Performing Arts. If you can organise, direct or promote, build or paint, apply make-up, sing, dance or act, or operate sound and lighting equipment, there could be a role for you.
Sandringham College offers two certificates - the **Victorian Certificate of Education** (VCE) and the **Victorian Certificate of Applied Learning** (VCAL) - as well as access to **Vocational Education and Training** (VET) courses.

- The **VCE** is a nationally recognised certificate awarded to students who satisfactorily complete Years 11 and 12 of secondary schooling. It provides pathways to further training or work and is the most commonly accepted way to gain entry to tertiary study.

- The **VCAL** focuses on applied learning and develops knowledge and skills that will prepare students for further training and employment.

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

### > VCE

- Six subjects in Year 11
- Five subjects in Year 12
- University
- TAFE
- Combination
- Deferral
- Employment

### > VCAL

- Literacy and Numeracy
- VET Course
- Work Placement
- Personal Development Project
- TAFE
- Employment
- Combination
Victorian Certificate of Education (VCE)

University-Based Enhancement Programs

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

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

An enhancement study does not contribute to the number of VCE units, yet students who complete a university study will have either 4, 5 or 5.5 added to their aggregate before the ATAR is calculated (depending on their result).

Thus, 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.

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 have to 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 8.

Entry Requirements

Students applying to undertake the VCE at Sandringham College will be expected to have successfully completed Year 10.

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.

Sadie Jones, Dux of 2014 with Principal, Allen McAuliffe.

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 institutions.

To qualify for an ATAR a student must:
- qualify for the VCE
- achieve study scores in four permissible Unit 3 and 4 VCE or VCE/VET studies, including one from the English group.

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 a Unit 3 and 4 subject must sit the General Achievement Test, held in June every year. It is a test of general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. Although it doesn’t count towards VCE results or affect the student’s ATAR, the VCAA uses GAT results to verify school assessments and exam results. For this reason students are encouraged to take a diligent approach to the completion of the GAT and the College will assist students to prepare appropriately.
## VCE Course Structure

### Year 1

**Units 1/2 - English Group Subjects**

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Literature</td>
</tr>
<tr>
<td>English Language</td>
</tr>
<tr>
<td>Foundation English</td>
</tr>
<tr>
<td>English as an Additional Language</td>
</tr>
</tbody>
</table>

#### Unit 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>VCE Subject</th>
<th>VCE Subject</th>
<th>VCE Subject</th>
<th>VCE or VET* Subject</th>
<th>VCE or VET* Subject</th>
</tr>
</thead>
</table>

#### Unit 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>VCE Subject</th>
<th>VCE Subject</th>
<th>VCE Subject</th>
<th>VCE or VET* Subject</th>
<th>VCE or VET* Subject</th>
</tr>
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### Year 2

**Units 3/4 - English Group Subjects**

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Literature</td>
</tr>
<tr>
<td>English Language</td>
</tr>
<tr>
<td>English as an Additional Language</td>
</tr>
</tbody>
</table>

#### Unit 3/4

<table>
<thead>
<tr>
<th>Subject</th>
<th>VCE Subject</th>
<th>VCE Subject</th>
<th>VCE or VET* Subject</th>
<th>VCE or VET* Subject</th>
</tr>
</thead>
</table>

*The 16 units may include an unlimited number of units of Vocational Education and Training, but Sandringham College recommends a maximum of two. To gain an ATAR you must complete a ‘scored’ VET subject if it is to be included in the primary four subjects. See page 10 for further clarification.

### VCE Requirements

- Successful completion of at least 16 units.
- The 16 units must include at least three units from the English group. Of those three units, no more than two units from Units 1 and 2 of the English group may be counted.
- The 16 units must include three pairs of units at the 3 and 4 level, other than an English group subject.
- To gain an Australian Tertiary Admissions Rank (ATAR) you must complete both Units 3 and 4 of an English group subject.

Check that your studies include the prerequisites for the range of tertiary/TAFE courses you are considering.
Jaimee Lee is a Year 12 Visual Arts student who has been at Sandringham College since Year 7. She decided to undertake her VCE at the Senior Campus because of the wide range of subjects available.

She is studying Studio Arts Photography, Visual Communication Design, VET Art, Psychology, English and Outdoor and Environmental Studies.

Jaimee enjoys the young adult environment of the Senior Campus. She says, “the teachers are encouraging and inspiring but do not spoon-feed us”. Students are given “responsibility and freedom to make their own decisions” and there is “mutual respect between teachers and students”.

She finds that the students at Sandringham College are friendly and welcoming and, combined with the passionate teachers, feels that it is an inspiring place to learn.

Jaimee hopes to study Communication Design at RMIT and pursue a career using her photographic and art skills.

A list of VCE Studies

Accounting
Agriculture & Horticulture
Algorithmics
Art
Biology
Business Management
Chemistry
Computing Unit (Units 1,2)
Computing - Informatics - Digital Solutions (Units 3, 4)
Computing - Software Development – Programming (Units 3, 4)
Dance
Drama
Economics
English
English Language
English as an Additional Language
Environmental Science
Food & Technology
Foundation English
Geography
Health & Human Development
History
Languages - French
Legal Studies
Literature
Mathematics
• General (Units 1,2)
• Methods (CAS)
• Specialist (Units 1 - 4)
• Foundation (Units 1,2)
• Further (Units 3,4)
Media (Units 1,2)
Media Journalism (Units 1,2)
Media Photography/Print (Units 3,4)
Media Video/Audio/Animation (Units 3,4)
Music Investigations (Units 3,4)
Music Performance
Music Styles
Outdoor & Environmental Studies

Philosophy
Politics
• Australian Politics (Units 3,4)
• Global Politics (Units 3,4)
• National & Global Citizen (Units 1,2)
Physical Education
Physics
Product Design & Technology
• Textiles
• Wood
Psychology
Sociology
Studio Arts
• Drawing
• Photography
• Video Production
Theatre Studies
Visual Communication Design
Vocational Education & Training (VET)

What Is Vocational Education?

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

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

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

VET offers students the opportunity to:

- combine general & vocational studies
- realistically explore career options & pathways without leaving school
- undertake learning in the workplace &/or develop skills that will equip them for the workplace
- undertake applied learning in an adult learning environment
- gain a nationally recognised qualification or credit towards a qualification that also contributes to satisfactory completion of VCE or VCAL

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

For further information:

VET Coordinator - Anna Irminger
Ph: 8599 0531
Email: irminger.anna.a@edumail.vic.gov.au
Sandringham College has developed a relationship with a number of accredited training providers which allows students to access courses and facilities at both Sandringham and other institutions in a range of vocational programs which have a variety of delivery modes.

VET Programs Delivered On Campus

<table>
<thead>
<tr>
<th>Program</th>
<th>Certificate</th>
<th>RTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting - Block Credit (one year)</td>
<td>CUA30211 Cert III in Community Dance, Theatre and Events</td>
<td>Swinburne</td>
</tr>
<tr>
<td>VET Building</td>
<td>22216VIC Cert II in Building and Construction</td>
<td>Chisholm</td>
</tr>
<tr>
<td>Dance * VCE VET (Sandy 7-10 Campus)</td>
<td>CUA20111 Cert II in Dance</td>
<td>Ausdance</td>
</tr>
<tr>
<td>Fashion Design VCE VET</td>
<td>LMT21707/LMT31407 Cert II/Cert III Applied Fashion Design (Partial completion)</td>
<td>Kangan</td>
</tr>
<tr>
<td>Hospitality* VCE VET (First Year)</td>
<td>SIT31013 Cert II in Catering Operations</td>
<td>Holmesglen</td>
</tr>
<tr>
<td>Information Technology (Games Creation)</td>
<td>ICA30111 Certificate III in Information, Digital Media and Technology (Partial completion)</td>
<td>Chisholm</td>
</tr>
<tr>
<td>Justice – Block Credit (one year)</td>
<td>22199VIC Cert IV in Justice (Partial Completion)</td>
<td>Holmesglen</td>
</tr>
<tr>
<td>Music * VCE VET</td>
<td>CUS09 Cert III in Technical Production</td>
<td>COSAMP</td>
</tr>
<tr>
<td>Media/ Screen – VCE VET/ Block Credit</td>
<td>CUF20107 – Cert II in Creative Industries (Media) CUF40107 Cert IV in Screen &amp; Media (Partial)</td>
<td>Chisholm</td>
</tr>
<tr>
<td>Sport and Recreation *VCE VET</td>
<td>SIS30513 Certificate III in Sport and Recreation</td>
<td>IVET Institute</td>
</tr>
</tbody>
</table>

Students must usually successfully complete first year before continuing (those with asterisks have scored assessment). Programs in italics provide block credit - usually at a 3/4 level.
VET Programs Delivered Off Campus

<table>
<thead>
<tr>
<th>Program</th>
<th>Certificate</th>
<th>RTO &amp; Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Allied Health Assistance</td>
<td>HLT32421 Cert III in Allied Health Assistance</td>
<td>Holmsglen Moorabbin</td>
</tr>
<tr>
<td>VET Animal Studies</td>
<td>ACM20110 Cert II in Animal Studies</td>
<td>Box Hill – Box Hill</td>
</tr>
<tr>
<td>VET Auto</td>
<td>22015VIC Cert II in Auto Tech Studies</td>
<td>Kangan - Docklands</td>
</tr>
<tr>
<td>VET Community Services</td>
<td>CHC20112 Cert II in Community Services</td>
<td>Holmsglen - Moorabbin</td>
</tr>
<tr>
<td>VET Electro technology</td>
<td>21887VIC Cert II Integrated Technologies</td>
<td>Holmsglen - Moorabbin</td>
</tr>
<tr>
<td>VET Engineering</td>
<td>AHC201010 Cert II in Engineering Studies</td>
<td>Holmsglen - Moorabbin</td>
</tr>
<tr>
<td>VET Equine</td>
<td>22246VIC Cert II Equine</td>
<td>Box Hill – Box Hill</td>
</tr>
<tr>
<td>VET Event Management</td>
<td>SIT30612 Cert III in Events</td>
<td>Holmsglen - Moorabbin</td>
</tr>
<tr>
<td>VET Furnishing</td>
<td>LMF2039 Cert II in Furnishing</td>
<td>Chisholm - Frankston</td>
</tr>
<tr>
<td>VET Hair/Beauty/Modelling</td>
<td>SIB30110 Cert III in Beauty Services</td>
<td>VU – King St, City</td>
</tr>
<tr>
<td></td>
<td>SIB20110 Cert II in Hairdressing</td>
<td>Kangan</td>
</tr>
<tr>
<td>VET Makeup</td>
<td>SIB30110 Cert II in Makeup Services</td>
<td>Victoria University</td>
</tr>
<tr>
<td>VET Horticulture</td>
<td>AHC20410 Cert II in Horticulture</td>
<td>Holmsglen - Waverly</td>
</tr>
<tr>
<td>VET Hospitality</td>
<td>SIT31013 Cert II in Catering Operations</td>
<td>Holmsglen - Moorabbin</td>
</tr>
<tr>
<td>VET IT</td>
<td>ICA30111Cert II/ III in Info Tech</td>
<td>Holmsglen - Moorabbin</td>
</tr>
<tr>
<td>VET Interior Design</td>
<td>LMF31908 Cert IV in Interior Decoration</td>
<td>Holmsglen - Chadstone</td>
</tr>
<tr>
<td>VET Interactive Digital Media</td>
<td>ICA30111Cert III in Media</td>
<td>Holmsglen - Moorabbin</td>
</tr>
<tr>
<td></td>
<td>(Multi Media)</td>
<td></td>
</tr>
<tr>
<td>VET Plumbing</td>
<td>22138VIC Cert II in Plumbing</td>
<td>Chisholm - Frankston</td>
</tr>
<tr>
<td>VET Retail</td>
<td>SIR20207 Cert II in Retail (1 year only)</td>
<td>Holmsglen - Family Life Cheltenham</td>
</tr>
<tr>
<td>VET Sport &amp; Rec</td>
<td>SIT30112 Cert II in Community Rec</td>
<td>Holmsglen - Moorabbin</td>
</tr>
<tr>
<td>VET Tourism</td>
<td>SIT30112 Cert III in Tourism</td>
<td>Holmsglen - Moorabbin</td>
</tr>
<tr>
<td>School Based Apprenticeships</td>
<td>Various</td>
<td>Various</td>
</tr>
</tbody>
</table>

Other VET programs may be arranged by individual students, in consultation with the VET Coordinator.

Please Note – Many VET programs (both on and off campus) are run over two years and students must successfully complete Year 1 before undertaking Year 2. Programs only run where there are sufficient numbers. Extra charges apply. Students must apply to the appropriate TAFE as well as the College for off campus courses. Applications are made through the home school or campus.
The VCAL has been designed to increase pathways for young people in Years 11 and 12 from secondary school to work and/or further education and training. It provides an applied learning context that encourages educational practices and methodologies reflecting adult learning and youth development principles.

The VCAL will provide a program of studies in the following four compulsory strands:
- Literacy and numeracy
- Work-related skills
- Industry-specific skills
- Personal development

The Victorian Certificate of Applied Learning can be accredited at three levels:
- VCAL - Foundation
- VCAL - Intermediate
- VCAL - Senior

**VCAL Course requirements**
- Successful completion of a minimum on 10 credits. 6 credits must be at the certificate level – foundation, intermediate or senior.
- One credit in each strand – Literacy, Numeracy, Work Related Skills, Industry Specific Skills, Personal Development.

**Entry Requirements**
It is an entry requirement that students must have a Year 10 pass. Students can enter at the appropriate level of VCAL to suit their learning needs.

The VCAL learning program is designed to include provision for a student’s prior learning and skills level, as this will guide his or her entry point into the framework at the appropriate level. Students can gain recognition of prior learning for attainment of accredited curriculum models, units or certificates that will count as credit towards the appropriate VCAL level.

**Time frame**
Students are able to continue working at a level across more than one year. The 1000 hours provides a standard full year course but the outcomes are not restricted to that year. Learners may require an extended period of time to complete a VCAL level. Students may also complete the qualification in a shorter timeframe and have the ability to work on units from more than one level in the same year.

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

**Accredited Curriculum Units**
A Victorian Certificate of Applied Learning can contain a combination of accredited curriculum components. Most of ours are selected from:
- VCAL units
- VCE units
- VET units

Dani Wearne started VCE but moved to VCAL in the middle of Year 11 when she realised she was an applied learner and has thrived in the VCAL program. She secured a part time apprenticeship with MSAC - Sport & Recreation which she loves. The tasks she performs at work include: life guarding the pool, hosting children’s parties and supervising the inflatable pool activities. Dani plans to work in the fitness industry when she leaves school and sees that the SBAT provides her with the perfect training and experience.

Her favourite VCAL project has been in Personal Development - Super Coach where students have worked with Sandringham East Primary School Grade 4 & 5 students - organising a Mini Olympics and Minor Games. Dani has also enjoyed the vertical classes in Personal Development which have given her an opportunity to work with the Year 11s.

Dani’s advice to Year 10 students is, “Think about your pathway and what type of learner you really are…. VCAL has been great for me because I have been able to start a traineeship, do lots of great projects and learn in a way that really suits me”.

Dani Wearne
VCAL Course Structure

Year 1 - Intermediate VCAL

Unit 1

| Literacy & Numeracy | Work-related Skills (WRS) | VET subject | Personal Development |

Unit 2

| Literacy & Numeracy | Work-related Skills | VET subject | Personal Development |

Year 2 - Senior VCAL

Units 3 & 4

| Literacy & Numeracy | WRS Part time job | VET subject | Personal Development |

This course aims to:

- Provide students with the knowledge, skills, attitudes and values which will enhance their employment prospects.
- Expose students to work in the industry providing an avenue for more informed choice of vocational and career paths
- Enable students to gain a nationally recognised credential.

Credits are available into apprenticeships and TAFE courses.

VCAL students are required to select one unit of Personal Development.

- Agriculture and Horticulture
- Boot Camp
- Building Projects
- My Melbourne

Make sure you fulfil VCAL requirements

- Completion of at least 10 units.
- Completion of Literacy and Personal Development units at Intermediate or Senior certificate level
- Completion of at least one unit from each VCAL strand

Self Portrait
by Hannah Potter 2014
Industry Specific Skills

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

Personal Development

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

Curriculum develops skills for organisation, planning, problem solving, communication, leadership and team work.

Students are required to select one unit of Personal Development.

- Agriculture and Horticulture
- Boot Camp
- Building Projects
- My Melbourne

A description of Personal Development Units may be found on the next page.

Work Related Skills

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

Work Related Skills, where possible, is integrated in projects across other strands. Students are expected to work one day a week (or equivalent) in part-time employment, a School Based Apprenticeship or work placement. Over the two year VCAL course students will have the opportunity to improve their employability by completing certificates such as Level II First Aid, Barista, Food Handling and Safe@Work.

Building Projects

Students work in teams to lead clients from Bayley House to produce a range of products to sell at local markets. The students utilise their carpentry and metal skills as well as teamwork, problem solving and leadership.

My Melbourne

Students negotiate community projects with their teacher depending on their interests. Projects might include SynFM, Fernhill Hostel - Adopt a Grandparent, EAL tutoring, coaching, jewellery making and canteen habitat.
VCE & VET Unit Summaries

Accounting 1,2

Unit 1 – Financial Management focuses on the accounting and financial management of a small business. Students 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 – Financial Operations focuses on accounting systems using the accrual approach recording and reporting which recognise credit transactions. These procedures will be linked to the appropriate accounting principles and qualitative characteristics that maintain the quality of financial information.

Accounting 3,4

Unit 3 – Financial Decision Making focuses 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. Students are required to apply information technology in preparing and recording information.

Unit 4 – Financial Issues investigates accounting issues associated with a small business. 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.

Acting (VET) - delivered on campus

Qualification: CLIA30211 Certificate III in Community Dance, Theatre and Events

VCE/VCAL credit: a Units 3 and 4 sequence (Block Credit).

Description: VET Acting allows students to explore the skills required to work as a professional actor. Students learn to plan a career in the Acting Industry, developing performance skills for screen acting (often working in conjunction with our VET Media & Screen students), voice skills, extended acting technique through scene & monologues, storytelling, work in a theatrical production and promotional skills.

Career Opportunities: Completion of these Certificate III Community Dance, Theatre and Events units provides a pathway for students into the industry. With additional training and experience, future employment opportunities may include Actor, Voice-Over Artist, Director, Comedian, Script Writer, Teacher, Theatre Manager.

Agriculture & Horticulture 1,2

This sequence of two units provides students with an introduction to the general principles of agriculture and horticulture. Throughout these units students investigate, manage and operate a business involving vegetable production. Students also broaden their knowledge of agriculture and horticulture by studying influences such as weather, soil, pests and diseases.

Agriculture & Horticulture 3,4

Unit 3 focuses on nursery management, particularly vegetable production, and the introduction of technology which is used to modify the environment and improve the efficiency of operations. In Unit 4 students explain and evaluate sustainable management practices as well as possible impact of climate change on the horticulture system.

Algorithmics 3.4

VCE Algorithmics provides a highly structured and theoretically well-founded framework for solving applied problems using computational methods. The focus is on algorithmic thinking: applying systematic methods for analysing applied problems and designing efficient algorithms. Algorithmics also covers deeper topics in computer science such as the possibility of artificial intelligence and prospects for new models of computation inspired by physical and biological systems.

This study will provide a conceptual framework for structured problem solving in STEM (Science, Technology, Engineering and Mathematics) and in other disciplines that involve formal reasoning. VCE Algorithmics (HESS) also provides the foundation for studying Computer Science and Software Engineering at tertiary level, and some universities may offer accelerated pathways to students who have successfully completed this study.

Students who successfully complete VCE Algorithmics (HESS) will be eligible for two units of first year credit towards the following degrees:

- Bachelor of Computer Science, Bachelor of Information Technology (Monash University)
- Bachelor of Science, Bachelor of Biomedicine (University of Melbourne)
Art Painting / Mixed Media 1,2

In Unit 1 students explore the techniques and processes of painting and mixed media. Skills in working from observation and imagination are encouraged in creating a range of personalised artworks that are developed through the use of a visual diary. In Unit 2 students develop a folio based on an individual theme. This encourages the students to pursue their own style and interests in the use of materials, techniques and processes. Throughout both units students investigate historical and contemporary artists to generate personal and culturally informed views about the meanings and messages of artworks.

Automotive (VET)

Qualification: 22015VIC Certificate II in Automotive Studies (prevocational)

VCE/VCAL credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: VCE VET Automotive provides students with the knowledge and skills to enhance their employment prospects in the automotive or automotive related industries. Depending on the electives chosen, the program includes industry research, applying safe working practices, using and maintaining measuring equipment, operating electrical testing equipment, electronics, vehicle body (panel beating, painting, trimming or body making), vehicle engine reconditioning and maintenance.

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, motorcycle mechanic.

Art Painting / Mixed Media 3,4

In Units 3 & 4 students are encouraged to further develop their skills and techniques in painting and mixed media through exploration of their own ideas and interests. A folio of experiments leads to the creation of a range of final artworks throughout the year. To support their studio work students study a range of approaches to interpreting art. They produce a written report in Unit 3 comparing a historical artist with a contemporary artist and in Unit 4 they discuss and debate an art issue.

Applied Fashion Design (VET) - delivered on campus

Qualification: LMT21707 Certificate II in Applied Fashion Design and Technology and selected units of competence from LMT31407 Certificate III in Applied Fashion Design and Technology

VCE/VCAL credit: Up to six units: four units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: VCE VET Applied Fashion Design and Technology provides students with basic design and development skills and knowledge to prepare them for work in the fashion industry. Students will be provided with the opportunity to acquire and develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches. Units 3 and 4 of the program include identifying fibres and fabrics, fabric performance and handling, garment repairs, alterations, basic patternmaking principles, preparing and marketing design concepts. This is a hands-on qualification that allows for some creative expression to develop and be displayed in the practical projects undertaken.

Career opportunities: Completion of Certificate II in Applied Fashion Design and Technology can provide students with the opportunity to be employed as a junior in the fashion industry. With additional training and experience, employment opportunities may include a clothing tradesperson, product tester/inspector, product dispatcher, garment cutter, pattern maker, designer or milliner.

Applied Fashion Design (VET)

Qualification: LMT21707 Certificate II in Applied Fashion Design and Technology and selected units of competence from LMT31407 Certificate III in Applied Fashion Design and Technology

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VCE & VET Unit Summaries

**Biology 1, 2**
These areas of study focus on the activities of cells and the relationship between features of organisms and how organisms meet their requirements for life. Students investigate the relationship between cell structures and the maintenance of life. Students will explore several bodily systems and investigate the role and function of the major human organs. Examination of patterns of similarities and differences in the structure and function of organisms are used in constructing taxonomic systems. Students will carry out dissections, excursions and practical investigations. Unit 2 focuses on ecosystems, adaptations of organisms and conditions present in habitats. Students will compare plants and animals, and the changes to ecosystems over time.

**Biology 3, 4**
This area of study investigates activities of cells at the molecular level. Students gain an understanding that DNA and proteins are key molecule life forms, and explore applications of molecular biology in medical diagnosis and design of new pharmaceuticals. Students will also investigate diseases and immunity. Molecular genetics is also covered, including practical investigations looking at DNA profiling and sequencing. Students examine the process of meiosis, and account for variations in offspring. The program includes work on inherited diseases and applied genetics in conjunction with the GTAC and their education centre.

**Building & Construction (VET) - delivered on campus**
Qualification: 22216VIC Certificate II in Building and Construction (Carpentry) Pre-apprenticeship (partial completion)

VCE/VCAL credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: Certificate II in Building and Construction provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry. The certificate provides partial completion of the pre-apprenticeship program in carpentry. Units in the pre-apprenticeship include safe handling of plant and power tools, quality principles for the building industry, calculations and workplace documents and plans.

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

**Business (VET)**
Qualification: BSB20112 Certificate II in Business with selected units from Certificate III in Business.

VCE/VCAL credit: Up to five units: three at Units 1 and 2, and a Units 3 and 4 sequence. Study Score available.

Description: VCE VET Business provides students with the knowledge and skills to work effectively in a business or office environment. Depending on the electives chosen, Units 1 and 2 include occupational health and safety, communicating in the workplace, organising work activities, producing word processed documents, using business technology and creating and using spreadsheets. Units 3 and 4 from Program 2 support scored assessment and incorporate units such as maintaining financial and business records, organising work priorities, organising workplace information, promoting innovation and design and producing business documents.

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

Bradley Perin is a Year 11 Business student. He chose Sandringham College Senior Campus for his VCE based on recommendations from past students. He had heard of the wide range of subjects on offer and the supportive environment.

This year, Bradley is studying Maths Methods, English Language, Visual Communication Design, Information Technology, Biology and Business Management. He really enjoys Visual Communication Design and Business Management. He says that the young adult environment and the relationships he has developed with his teachers have made the transition to VCE easy.

In the future, Bradley would like to be a property developer.
**VCE & VET Unit Summaries**

**Chemistry 1,2**
Unit 1 introduces students to the structure of the chemical world of which they are a part. They explore the development of atomic structure and the Periodic Table. By studying the characteristics of useful materials, such as metals, salts and plastics, students will gain an understanding of various chemical processes. Students are also introduced to many of the major qualitative and quantitative ideas such as formulas and mass calculations.

In Unit 2 attention is focused on a wide range of chemical reactions which occur in the biosphere with an emphasis on writing chemical equations. Students are also introduced to the principles of green chemistry. The second major focus of the unit is the study of the behaviour or gases and their effect on life in the environment.

**Chemistry 3,4**
In these units students investigate the techniques available to the analytical chemist, which are vital in the work of forensic science, food quality control and environmental monitoring. Students investigate how forensic analysis relies on the use of organic chemicals (including DNA) and the role of organic chemicals in the development of medicines. Other areas of study also include the factors that affect the rate and extent of a chemical reaction and the supply and use of different energy resources. Over the course students will use techniques such as gravimetric analysis, chromatography, volumetric analysis and calorimetry.

**Business Management 1,2**
Unit 1 focuses on the general business environment with a particular interest in small business management. The dynamics of planning, financing, managing and evaluating the success of small business are part of this focus. All students are required to operate a school-based short-term business as part of their assessment. Unit 2 focuses on the role of management in responding to change within and outside the organisation and the use of innovation as part of this response. Students investigate the communication and marketing processes as elements of the business operations of an organisation.

**Business Management 3,4**
Unit 3 focuses on the importance of large-scale business organisations to the Australian economy and examines the key elements of varying manufacturing and service organisations. Students investigate different management roles, styles and skills and apply them to coordinate manufacturing and service operations, plan for quality control and the impact of technology. Unit 4 focuses on the role of Human Resource practices with regards to the employment cycle, including the implantation of motivational theories for job design, wage negotiation and working conditions. Students also examine the role of management in leading their organisations through significant change issues.

**Community Services (VET)**

VCE/VCAL credit: Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: VCE VET Community Services provides students with the knowledge and skills to enhance their employment prospects in the community services sector. Students will learn about the community services sector and explore specific contexts of work. They will develop skills in communication, information provision and processing, administration support, networking and group support. Units 3 and 4 of the program include working effectively with young people and operating under a casework framework.

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

VCE 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-technologies based areas such as information architecture, web design, business analysis and project management.

Many students from all program areas include Computing in their selection of studies. Students intending to enter the field of Computing naturally take VCE Computing. Many students also recognise that being proficient with computer technology can be a practical benefit in many facets of life. Students hoping to be self-employed can benefit from gaining practical skills that will assist them to manage a business and often include Computing in their programs.

VCE Computing focuses on creating digital solutions that meet specific needs. The study focuses on the use of information systems (people, processes, data and digital systems – hardware, software, networks).

This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing creative digital solutions.

The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

Through a structured approach to problem solving, incorporating computational, design and systems thinking, students are equipped to orient themselves towards the future, with an awareness of the technical and societal implications of digital systems.

VCE Computing is underpinned by four key concepts:

- Creating digital solutions using a variety of software
- Using data and information
- Digital systems – software, hardware, networks
- Social conflict - interactions and impact

Structure
The study is made up of six units:
Unit 1: Computing
Unit 2: Computing
Unit 3: Computing - Informatics - digital solutions
Unit 4: Computing - Informatics - digital solutions
Unit 3: Computing - Software development - programming
Unit 4: Computing - Software development - programming

Note: students may elect to undertake one or both of the Units 3 and 4 sequences.

Information Technology is also offered as a VET subject:
Certificate III in Information, Digital Media and Technology (Games Creation).

Computing Units 1,2

Unit 1
Students create a digital solution that graphically presents the findings of an individual investigation project. Students focus on how data, information and networked digital systems can be used to meet current and future needs. Students learn about wireless and mobile networks, and security controls to protect stored and transmitted data. Students design their own network solution. Students learn how to create a website to present different viewpoints on a contemporary issue.

Software tools
Students are required to both study and use the following software tools in this unit.
A software tool to create a graphic solution – (ADOBE CS, PHOTOSHOP, PAINT.NET)
Web authoring software, visualising thinking tool/s, tool for planning a project – (ADOBE CS, DREAMWEAVER, PHOTOSHOP, PROJECT)
A graphic tool to represent a network solution (ADOBE CS, VISIO)

Unit 2
Students focus on developing software and programming solutions using computational, design and systems. Students develop their computational thinking skills when using a programming or scripting language to create algorithms and engage in the design and development of software solutions. Students develop a sound understanding of how a range of software tools can be used to create visualisations that are clear, usable and attractive. Students apply all stages of the problem-solving methodology to create a solution using database management software.

Software tools
Students are required to both study and use the following software tools in this unit.
A programming or scripting language that can support object-oriented programming. (VISUAL BASIC)
Data manipulation tool and visualisation tool. (EXCEL, ADOBE CS)
Database management software (ACCESS)
VCE & VET Unit Summaries

Computing - digital solutions - Informatics

Unit 3:
In Informatics Units 3 and 4 students focus on creating digital solutions with data, information and information systems – Software and Hardware. Students consider how data is acquired, managed, manipulated and interpreted to meet a range of needs. Students investigate the acquisition of data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Across Units 3 and 4, students complete a personal project. They frame a hypothesis and then select, acquire and organise data to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

Students are required to both study and use the following software tools in this unit:
- A relational database management system (RDBMS) – (ACCESS)
- Drawing or graphics software – (ADOBE CS, PHOTOSHOP, PAINT.NET)
- Appropriate tool for documenting project plans (PROJECT)
- Software tools to capture, store, prepare and manipulate data (EXCEL, ACCESS)

Unit 4:
In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students draw on the analysis and conclusion of their hypothesis determined in Unit 3, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

Students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information. Software tools
- Students are required to both study and use the following software tools in this unit:
- Software tools to manipulate data for creating a multimodal online solution – including text, sound, static and moving images. (ADOBE CS)
- Appropriate tool for documenting project plans (PROJECT)

Computing – Software development – programming

Unit 3:
In Software Development Units 3 and 4 students create purpose-designed solutions using a programming language. (VISUAL BASIC). Students develop a detailed understanding of the analysis, design and development stages and use the programming language to create working software modules. Students work on a personal project across Units 3 and 4 focussing on a need or opportunity, they plan and design a solution and develop computational, design and systems thinking skills.

Students are required to both study and use the following software tools 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 the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3 with emphasis on networking. Students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. Students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Students are required to both study and use the following software tools in this unit:
- An appropriate programming language (VISUAL BASIC)
- Appropriate tool for documenting project plans (PROJECT)
Dance (VET)

Qualification: CUA20111Certificate II in Dance

VCE/VCAL credit: Up to 4 units: two units at Units 1 and 2, and a Units 3 and 4 sequence. Study Score available

Description: Certificate II in Dance is suitable for students who are interested in pursuing a career in the dance industry.

Upon successful completion of the course, students will gain a Certificate II in Dance and a study score towards their ATAR. Throughout the two year course, students participate in regular technique classes (in a range of selected styles) and dance conditioning classes. Students work with industry guest choreographers and mentors, perform at our annual dance showcase and at a range of other gigs and performances throughout the year. Students study nutrition, anatomy and physiology. They learn to work with others and about about establishing a career in the creative arts industry. Students study and practice audition techniques, research dance history, and develop a professional dance CV.

Students who undertake this subject must have past experience in dance and should be enrolled in dance classes outside of school.

* Sandringham College also offer a dance conditioning program, three mornings a week, for students wishing to improve their physical condition.

Dance 1,2

In Unit 1, students explore the potential of the body as an instrument of expression. They participate in weekly technique classes and composition workshops and develop physical skills, explore body actions, and commence the process of developing a personal movement vocabulary. They also begin to develop skills in documenting and analysing movement creation processes. Students study anatomy and physiology, including care and maintenance of the body in dance. They develop, learn and perform dance works at our annual showcase and at a variety of other performances.

In Unit 2, students expand their personal movement vocabulary and choreographic skills through the study of form and the Elements of Movement. They apply their understanding of the expressive capacity of the elements of movement and form to the dance-making and performing processes. Students also research a range of dance traditions, styles and performance works, including ballet, tap, jazz, contemporary, hip hop and cultural dance. In this unit students choreograph and perform solo and group works and learn and perform dance works created by industry guest choreographers.

Dance 3,4

In Unit 3, students choreograph, rehearse and perform a solo dance work involving the execution of a diverse range of body actions and use of performance skills. Students also learn a group dance works created by industry guest choreographers and perform at our annual dance showcase and at other performances throughout the year. Students analyse the processes involved in dance-making, learning and rehearsing choreography and performance practices. Students further develop their understanding of choreographic skills through the analysis of a range of dance works created by world famous choreographers.

In Unit 4, students choreograph, rehearse and perform of a unified solo dance work. When rehearsing and performing this work students focus on expression and the accurate execution of choreographic variations of the elements of spatial organisation to demonstration artistry. Students document their choreographic, rehearsal and performance processes. Their understanding of choreographic skills is also developed and refined through an analysis of ways in which world renowned choreographers manipulate group structures and the elements of spatial organisation to communicate their expressive intentions.
## Drama 1,2

Drama 1,2 caters for both new and experienced Drama students and is designed primarily to foster the expressive skills of the students. Unit 1 focuses on script writing skills and character development. Unit 2 aims to further develop students’ expressive skills, and to foster their awareness of the critical stagecraft elements. Students will be required to use these skills and dramatic elements as a means of making personal statements and exploring issues through drama. The subject is taught in a collaborative workshop environment which encourages strong peer support and is conducive to high levels of achievement.

## Economics

VCE Economics helps students to be more informed citizens, consumers, workers, voters, producers, savers and investors in today’s world.

### Economics 1,2

Unit 1 explores how society organises itself to meet its needs and wants. Students will explore various markets, from small community markets to the stock market. They will investigate many issues facing the Australian economy, such as income distribution and ecological sustainability. Unit 2 focuses on the changing nature of Australia’s population and demographics, the labour market and other related factors which influence the level of economic prosperity in our country, the process of globalisation and its implications for Australia.

### Economics 3,4

Unit 3 explores Microeconomics and considers the factors that influence the buying decisions made by consumers in conjunction with the production and supply decisions made by businesses. As the unit progresses students undertake Macroeconomics and confront the issues facing our federal government. Students develop skills in analysing trends in key economic data for such economic goals as employment, economic growth, inflation, external trade, income distribution and general quality of life of all Australians. Unit 4 develops a detailed knowledge of how the federal government uses interest rates and budgetary policy tools to manage the economy effectively. Students discuss current and real economic issues such both nationally and globally.

## Engineering (VET)

Qualification: 22209VIC Certificate II in Engineering Studies VCE/VCAL credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence. Study Score available.

Description: Certificate II in Engineering Studies provides students with the practical skills and theoretical knowledge to undertake an apprenticeship in the engineering trades. Units 1 and 2 cover areas in basic machine processing, fabrication techniques, occupational health and safety principles, using power tools and using computers for engineering related work activities. Depending on the electives chosen, Units 3 and 4 cover areas such as producing basic engineering sketches and drawings, handling engineering materials, fabricating basic jewellery items and assembling and testing electronic engineering equipment and making it operational.

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

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Dana Rogers moved to Sandringham College in Year 9 because she had heard of the fantastic performing Arts Program. She was also attracted by the friendly atmosphere of the college and is “proud to be a student at the college”.

This year Dana is studying Drama, Studio Arts Drawing, Psychology, VET Acting and Literature. Last year she also studied Theatre Studies %. She really enjoys all of the performing arts subjects and looks forward to each of her classes.

Dana says that Sandringham College Senior Campus is a school that “encourages personal growth and expression.” She appreciates the fact the teachers treat students with respect and provide individual assistance when needed.

As a performing Arts Student Leader, Dana has represented the college in many formal forums, speaking to parents, teachers and local community members. She was a member of the 2015 Year 12 formal Committee and has participated in every College Musical Production during her time at the college. She has also participated in the singing group, Voices of Sandringham.

Dana aspires to be accepted by performing arts university, WAPPA to study musical theatre and begin her performing career.
**VCE & VET Unit Summaries**

**English subjects**

There is a group of English studies consisting of Foundation English; English/EAL; English Language; and Literature. The three units from the group of English studies that are required for satisfactory completion of the VCE may be selected from:

- Foundation English Units 1 and 2
- English/EAL Units 1 to 4
- English Language Units 1 to 4
- Literature Units 1 to 4

No more than two units of English/EAL Units 1 and 2 and Foundation English Units 1 and 2 may be counted towards the English requirement.

VTAC has advised that tertiary entrance requirements and ATAR calculations will be modified accordingly.

- For the calculation of a student’s ATAR, 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.
- The current policy of not allowing more than one of English and English (EAL) will continue.

Students who satisfactorily complete more than four units from the group of English studies may count the additional units towards gaining their VCE.

The English teachers strive to ensure that, within VCAA guidelines, the English courses are challenging yet relevant to the students’ intellectual, creative and vocational interests. In many cases students are able to link their English work with work in other studies eg, VET programs.

Able students are encouraged to participate in debating, public speaking and writing events. Several students have succeeded in having their work published in daily newspapers and other publications.

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**English/EAL 1,2**

English Units 1 and 2 are designed to foster students’ skill in using language, whether in speech or in writing, both for personal fulfilment, and in order to participate effectively in society. The course recognises that language is used for many different purposes and in a range of settings, and students are encouraged to explore many of these throughout the year. The critical language skills of writing, reading, thinking, speaking and listening are developed in an integrated way as students explore the course.

**Unit 1 Areas of Study:**
- * Reading and creating texts
- * Analysing and presenting argument

**Unit 2 Areas of Study:**
- * Reading and comparing texts
- * Analysing and presenting argument

Thus students become more confident and versatile both in receiving language (comprehension, analysis, interpretation, critical evaluation) and producing language (writing, speaking, developing a point of view, conveying meaning). The conduct of the course provides scope for both group and individual work in a collaborative language workshop environment.

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**Foundation English 1,2**

The Foundation English course is designed for students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English Units 1 - 4 and in other VCE studies. The course will draw on and strengthen the knowledge and skills students have already acquired. It will integrate speaking, listening, reading, viewing and writing across all areas of study. Because the classes are kept small more individual attention can be given to students who may require it. Foundation English is an excellent preparation for the Year 12 English course.

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**English Language 1 - 4**

This study is designed for accomplished English students who enjoy and are interested in words and their use. English Language aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively.

It integrates a systematic exploration of the nature of English with development of skills in description and analysis of a diverse range of English texts.

English Language shares with other English studies a general focus on language development through a variety of contexts in which language is used, but has a distinctive focus on the development of knowledge about language.

The study is made up of four units:

- **Unit 1:** Language and Communication
- **Unit 2:** Language and Change
- **Unit 3:** Language Variation and Social
- **Unit 4:** Language Variation and Identity
Environmental Science 1,2

Unit 1 focuses on the environment and its components; such as the hydrosphere, lithosphere, atmosphere, biosphere and the interactions within and between these ecological components. Changes within ecosystems, which may be short or long term, cyclic or random, natural or human induced will be examined.

Unit 2 investigates environmental indicators which may be physical, chemical, biological or socioeconomic, and their use in monitoring programs. Local aquatic systems such as streams, dams and marine ecosystems will provide the major focus for fieldwork and data collection. The use of environmental indicators by government agencies and industry will also be examined. Participation in a water monitoring program and an ongoing project with the Bayside Council involving indigenous plant propagation and bushland management, both on campus and in local reserves, are integral components of the study.

Environmental Science 3,4

Unit 3 focuses on two major ecological issues which provide challenges for the present and the future. Concepts of energy, its use by society and its impact on the functioning of the atmosphere and the "enhanced greenhouse effect" will be investigated. The issue of biodiversity and its significance in sustaining ecological integrity and human populations, threats to biodiversity and methods of managing and protecting biodiversity will be examined.

Unit 4 investigates pollution and its relationship to the health of humans and the environment. The application of environmental science to ecologically sustainable development and environmental management will be studied. Students will undertake a major project on pollution of local waterways and stormwater management.

Equine (VET)

Qualification: 22246VIC Certificate II in Equine Industry

VCE/VCAL credit: Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence. Study Score available.

Description: Certificate II in Equine Industry is an introductory course that prepares students for work in the equine industry. The qualification covers units such as working in an equine organisation, safe handling and daily care of horses and developing a career path in the equine industry. Elective units include horse riding and driving, preparing horses for competition, assisting in the conduct of an equine industry event, caring for mares and foals and providing advice on equine products. Units 3 and 4 incorporate units such as carrying out horse observation, responding to equine injury and disease, equine anatomy and physiology and determining nutritional requirements for horses.

Career opportunities: With additional training and experience, future employment opportunities may include animal attendant, stable or stud hand, groomer, horse breeder, harness/thoroughbred trainer, track rider.

Food & Technology 1,2

Unit 1 covers the physical and chemical properties of food and the way these and other factors affect food selection, preparation, processing, hygiene and safety. In Unit 2, students plan, safely and hygienically prepare and evaluate meals for a range of contexts. Students study different methods of preparation and processing, including latest technological developments, to optimise the sensory, physical and chemical properties of food.

Food & Technology 3,4

In Unit 3, students study food safety in Australia, food preparation and processing systems. They develop an understanding of key foods and their natural food component functions, as well as developing a design plan folio. Unit 4 covers the impact of technology, consumer demand and social pressure on food product development, including new and emerging foods. The students implement the design plan developed in Unit 3.
**Geography 1,2**

Unit 1: Hazards and Disasters
In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Students investigate how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism
In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

**Geography 3,4**

Unit 3: Changing the land
Students investigate geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world:
- deforestation
- desertification, and
- melting glaciers and ice sheets

Unit 4: Human population – trends and issues
In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

**Furnishing (VET)**

Qualification: LMF20309 Certificate II in Furniture Making and selected units of competence from Certificate III in Furniture Making

VCE/VCAL credit: Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence. Study Score available.

Description: VCE VET Furnishing covers a wide range of work areas within the furnishing industry. Students completing this program will have knowledge of timber and other furnishing materials and an ability to read plans while working on a range of projects. Units 1 and 2 include: Construct a Basic Timber Furnishing Product and prepare surfaces for Finishing and Communicate In the Workplace. Elective units include: Selecting and Applying Hardware, Applying Sheet Laminates by Hand and Applying Manufactured Board Conversion Techniques. Units 3 and 4 cover areas such as Assembling Furnishing Components, using Furniture Making hand and Power tools and Constructing Furniture using Leg and Rail method.

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

**Health and Human Development 1, 2**

Unit 1: Health and Development of Australia’s Youth
This unit focuses on the health and individual human development of Australia’s youth. Issues impacting this stage of the lifespan are investigated and factors influencing health, including the importance of nutrition are analysed.

Unit 2: Individual Human Development and Health Issues
This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. Biological, physical environment, behavioural and social determinants of health are investigated. Personal, community and government programs affecting health are analysed.

**Health and Human Development 3,4**

Unit 3: Australia’s Health
Using key health measures, this unit compares the health status of different population groups within Australia. Students analyse how the determinants of health contribute to variations in health status. Emphasis is placed on nutrition, the NHPAs and Health Promotion models.

Unit 4: Global Health and Human Development
In this unit students identify similarities and differences in health status between Australia and people living in developing countries. The role of international organisations such as the UN and Australia Aid in achieving sustainable human development, is explored.
History 1,2

Unit 1 begins with looking into the causes and consequences of World War 1. This is followed by a detailed investigation into the rise of Hitler’s Nazi party and the extent to which they changed German society. Cultural expressions (such as film, music, art etc.) from 1900 to 1945 are then explored, and considered in relation to the historical context of the period. Unit 2 focuses on the second half of the twentieth century; the Cold War, the Civil Rights Movement and a range of issues for the millennium.

History 3,4 - Revolutions

This course examines traditional French society at the close of the 18th Century and Russia at the beginning of the 20th Century. It is the study of the social tensions, ideological conflicts and economic problems which eroded confidence in the traditional government and caused the outbreak of revolution. The Revolutionary governments, leaders, crises and the nature of the new societies are explored to draw conclusions about whether the ideals and goals of revolutions such as liberty and equality are achieved, or whether the human cost outweighed the value of the outcome.

Horticulture (VET)

Qualification: AHC20410 Certificate II in Horticulture (Landscape)

VCE/VCAL credit: Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence.

Description: Certificate II in Horticulture develops the practical skills and knowledge for students to undertake a broad range of tasks in gardening, nursery work and landscaping; as well as the foundation skills and knowledge required by many horticultural industry sectors. Units 1 and 2 include occupational health and safety, observing environmental work practices, applying chemicals under supervision and additional units from the chosen stream. Units 3 and 4 incorporate general horticultural procedures, activities or contexts or sector specific training. Depending on the stream chosen, skills may include development and maintenance of plants and landscapes and using a range of horticultural equipment.

Career opportunities: The VCE VET Horticulture program provides pathways into a number of industry sectors that may include landscape gardening: construction and maintenance of domestic and commercial landscapes, design of gardens and commercial landscapes, rehabilitation and maintenance of urban bushland. With additional training and experience, future employment opportunities may include nursery worker, nursery assistant, grounds keeper, horticulturalist, horticultural tradesperson, gardener, and landscaper.

Hospitality (VET) – SIT31013 Certificate III in Catering Operations. First year delivered on campus.

Qualifications:
Year 1: SIT20213 Certificate II in Hospitality
Year 2: Program 1- SIT20312 Certificate II in Kitchen Operations
Year 2: Program 2- SIT30713 Certificate III in Hospitality

VCE/VCAL credit: Up to six units: two units at Units 1 and 2, and a Units 3 and 4 sequence for each program in second year (Kitchen Operations or Hospitality). Study Score available.

Certificate II in Hospitality is designed to provide students with the necessary training and skill development for the achievement of competence in food and beverage service and/or with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served. First year includes units covering safe food handling, service to customers, preparing simple dishes and providing responsible service of alcohol. In second year, students can continue with the ‘front of house’ units such as serve food & beverage and prepare & serve espresso coffee and /or undertake Kitchen Operations. In the Kitchen Operations units students cover areas such as preparing appetisers, salads, stocks, sauces, soups and other dishes.

Career opportunities: Completion of Certificate II in Hospitality may provide employment opportunities in a variety of roles such as food & beverage attendant, bar/bottle shop attendant, front office/receptionist, kitchen hand or barista. With additional training and experience, future employment opportunities may include restaurant manager, maître d’, chef, pastry chef, caterer and cook.
**Integrated Technologies (VET)** formerly Electro technology (VET)

Qualification: 22071VIC Certificate II in Integrated Technologies

VCE/VCAL credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence. Study Score available.

Description: VCE VET Integrated Technologies (formerly Electro technology) provides students with the skills and knowledge to enhance their entry-level employment prospects in apprenticeships and traineeships in a range of industries including automotive, building and construction, electrical, electronics, engineering, information technology and telecommunications. Compulsory units in the program include carry out a shared technology project and apply technologies and concepts to electro technology work activities. Elective units focus on computer systems, wireless communications, energy generation, robotics and embedded controllers and fibre optics. New electives in the revised program include telecommunications and security systems.

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

**Information Technology – (Games Creation VET) – delivered on campus**

Qualification: Partial completion of ICA30111 Certificate III in Information, Digital Media and Technology

VCE/VCAL credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence in Year 2.

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

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

**Interactive Digital Media (VET)**

Qualification: CUF30107 Certificate III in Media

VCE/VCAL credit: up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence. Study Score available.

Description: Units 1 and 2 include participating in occupational health and safety processes, developing and applying creative arts industry knowledge, working with others and applying critical thinking techniques. Units 3 and 4 incorporate areas in 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

Career opportunities: With additional training and experience potential employment opportunities may include interactive media author, production assistant, web designer, games designer, animator, special effects producer.
## VCE & VET Unit Summaries

### Justice (VET) – delivered on campus

**Qualification:** Partial completion of 217920VIC Cert IV in Justice  
**VCE/VCAL credit:** a Units 3 and 4 sequence (Block Credit).

**Description:** This course aims to provide students with vocational education and training pathways suitable for persons wishing to pursue a career within the community justice field. Units in the program include - work in a legal environment, apply investigative processes in a justice environment and introduction to the criminal justice system. This course can complement and enhance VCE Legal Studies.

**Career opportunities:** This program provides a springboard into a diverse range of related industries in community justice and paralegal professions. These units provide a pathway into further training and possible employment in areas such as policing, local government, courts, Corrections & Customs.

### Legal Studies 1,2

**Unit 1 – Criminal law and justice**  
Focuses on the importance of criminal law and the nature of criminal liability. This involves an examination of the role of the police in a criminal investigation and the rights of a suspect. It also explores the procedures in a criminal trial, the role of the court and the objectsives of criminal punishment. The unit concludes with a study of famous criminal trials such as that of Lindy Chamberlain.

**Unit 2 – Civil law and the law in focus**  
Involves a study of the enforcement of civil rights and a comparison with the criminal system of trial. The focus is on civil procedures and remedies, the role of civil juries and a comparison of court action with alternative methods of settling civil disputes. The unit concludes with a study of famous civil trials such as Donoghue v Stevenson – the snail in the bottle of ginger beer case.

### Legal Studies 3,4

**Unit 3 – Law making**  
Focuses on the role of parliament and the courts in determining laws, the processes by which laws are made and the strengths and weaknesses of law-making bodies. It also investigates the methods used to influence reform to the law, including the means by which individuals attempt to influence law reform.

**Unit 4 – Dispute resolution**  
Focuses on the ability of the legal system to effectively settle criminal and civil disputes that arise in society. This involves an evaluation of criminal and civil pre-trial and post-trial procedures, the operation of the jury and adversary systems and alternative methods of dispute resolution. The unit concludes with an investigation into recent or proposed changes to the legal system designed to enhance its effectiveness.

### Languages, French 1,2

Competency in a Languages is recognised as invaluable as Australia takes its place in the global workplace. Languages Units 1 and 2 seek to continue the development of communication skills (speaking, listening, reading, writing) acquired in Year 7-10, and to further enhance cultural awareness through contact with the Languages speaking communities here in Australia and overseas. Studies of different aspects of the language in use are undertaken in connection with topics selected from the prescribed themes and focus on the experience of different roles and activities in different settings.

### Languages, French 3,4

Languages Units 3 and 4 seek to develop the student’s communication skills to a sophisticated level, enabling them to take an active part in the activities of the Languages speaking communities here in Australia and overseas. Topics studied are selected from the prescribed themes and allow students to consolidate and expand their ability to use the Languages for business, for pleasure and for establishing and maintaining relationships.

### Literature 1,2

These units are designed to promote an enjoyment and appreciation of literature, both modern and traditional. The course includes a number of prescribed texts, including narrative fiction, poetry, drama and other forms but leaves scope for students’ own reading preferences. In their written responses students will be required to demonstrate familiarity with the text, to carry out analysis and interpretation and to develop a point of view.

### Literature 3,4

The aim of these units is to further develop students’ ability to read texts with enjoyment and discrimination. Students analyse the form and construction of literary works, and interpret the views and values embodied in them. The course stresses the importance of close reading, but students are encouraged to share and discuss their responses with others in the class. Students are required to review the prescribed texts and to develop a range of written responses.
VCE & VET Unit Summaries

Please note:
* General Mathematics 1,2 is highly recommended preparation for Further Mathematics 3,4.
* Specialist Mathematics 1, 2 is highly recommended preparation for Specialist Mathematics 3,4, when undertaken with Mathematical Methods 1,2.
* Mathematical Methods 1,2 is a prerequisite for Mathematical Methods 3,4, but can also lead to Further Mathematics 3,4.
* Foundation Mathematics is intended for students who are not planning to study mathematics beyond units 1, 2. They may progress to Further Mathematics 3,4 if additional study is undertaken.
* Specialist Mathematics can only be studied in conjunction with, or after the completion of, Mathematical Methods 3,4.

Foundation Mathematics 1,2
Foundation mathematics offers and opportunity for students to achieve new skills and confidence in using mathematics. The intention of the course is to provide for the continuing mathematical development of students entering V.C.E. who need mathematical skills to support their other V.C.E., studies. In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. These units will be especially useful for students undertaking VET studies. Foundation Mathematics does not prepare students for Unit 3&4 level studies in mathematics, without additional study being undertaken.

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

General Mathematics 1,2
This course is designed to meet the needs of students with diverse interests and abilities. The course provides an opportunity for students to achieve new skills and confidence in using mathematics. Thus, while students are given classroom instruction in key skills and techniques, the program also includes a significant component of modelling and problem-solving work that emphasises the uses and relevance of mathematics in real world situation. The appropriate use of technology to support and develop the teaching and learning of mathematics is a feature of the course. General mathematics prepares students for Further Mathematics 3, 4.

Further Mathematics 3,4
Students who have competed General Mathematics 1, 2, Mathematical Methods 1, 2 or both would benefit from these units. They provide general preparation for employment or further study, in particular, where data analysis is important. These units cover the topics of Data Analysis, Recursion and Financial Modelling, Networks and Decision Mathematics and Matrices. Appropriate technology is used extensively throughout the course to develop mathematical ideas and carry out analysis in problem solving and modelling activities. The development of skills with ready applications in the real world is also heavily emphasised.

Mathematical Methods (CAS) 1,2
This sequence of two units encompasses Functions, Algebra, Calculus, Probability and Statistics. Computer Algebra System technology is incorporated throughout the unit. Students are expected to be able to apply techniques and routines both with and without the use of technology. It is assumed that students have established some competence in the areas of algebra, graphs and probability. This course provides a foundation for the continued development of mathematical knowledge in Mathematical Methods 3, 4 and Specialist Mathematics 3, 4.

Mathematical Methods (CAS) 3,4
The topics in this sequence of two units are extensions of those covered in Mathematical Methods 1, 2. Computer Algebra System 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 in simple cases. Mathematical Methods 3, 4 may be taken alone or in conjunction with either Specialist Mathematics 3, 4 and/or Further Mathematics 3, 4. These units provide an appropriate background for further study in, for example, science, humanities, economics or medicine.

Mathematics - General Information
The majority of students include at least one mathematics study in their program. Mathematics is a prerequisite for many courses at tertiary and TAFE level. Students should check this when selecting their program. Mathematics is an important practical tool for understanding and managing the world around us. Accordingly, the Mathematics courses are designed to not only develop theoretical and conceptual skills, but also to relate to real-world situations. There is an emphasis on the effective use of technology within all maths courses. The Mathematics staff try to ensure that, where possible, students link their Mathematics work with work in other studies eg. VET programs. Students are encouraged to participate in extension activities, such as Mathematics contests.
VCE & VET Unit Summaries

Media 1,2

This sequence of two units aims to provide students with an understanding of how the mass media operate. In Unit 1, students learn how to analyse the construction of media representations and consider the implications of new technology. They develop practical skills in digital photography and print media. In Unit 2 the focus is on collaborative media productions. Students develop practical skills in video production through documentary and narrative forms. They also research different media organizations and consider the relevance of the media ownership debate.

Media 1,2 - Journalism

These units aim to provide students with basic journalism skills as well as a critical awareness of how the mass media operate. In Unit 1, students learn how to analyse the construction of media representations and consider the implications of new technology. They are also required to produce a number of articles demonstrating their competence in interviewing, researching and writing as well as developing their desktop publishing skills. In Unit 2 the focus is on collaborative media productions. Students develop practical skills in video reporting and editing. They also study issues such as media law and ownership. Students are expected to contribute to the production of a student magazine.

Media 3,4 - Journalism/Print

These units are designed to further develop the students’ critical awareness of how the mass media operates, as well as offering them the opportunity to develop their practical skills to an advanced level. Students will investigate the issue of media influence, learn to analyse feature films in detail and consider the ways in which the media reflect society’s values. In their practical work students will complete a major project for a specific audience working with Photoshop, In Design and other appropriate software to produce print publications.

Media 3,4 - Video/Audio/Animation

These units are designed to further develop the students’ critical awareness of how the mass media operates, as well as offering them the opportunity to develop their practical skills to an advanced level. Students will investigate the issue of media influence, learn to analyse feature films in detail and consider the ways in which the media reflect society’s values. In their practical work students will complete a major project for a specific audience, working in video, audio or animation.

Media 3,4 Photography

These units are designed to further develop the students’ critical awareness of how the mass media operates, as well as offering them the opportunity to develop their practical skills to an advanced level. Students will investigate the issue of media influence, learn to analyse feature films in detail and consider the ways in which the media reflect society’s values. In their practical work students will complete a major project for a specific audience, working in B&W or digital photography.
### Music Performance 1,2

This course focuses on the development of the student as a MUSICIAN (incl. Singing).

**Performance:**
Students will learn to prepare and present performances as both a soloist and as a member of a group and will perform prepared pieces both in front of the class, at lunchtime performances and at end of semester concerts. Students will also explore performance techniques and technical work on their instruments which will help their development as a musician. It is highly recommended that students undertaking this course also be enrolled in the Instrumental Music Program to facilitate their personal development on their chosen instrument (details for this are available at the music department website www.sandymusicdept.com).

**Theory:**
Students will develop their musicality and musicianship through the study of aural and written music: in particular Scales, Intervals, Chords, Chord Progressions, Rhythm and Melody. Students will also develop critical listening skills through analysis of various pieces of music from a wide variety of styles and learn how to apply and adapt the theoretical knowledge to make sense of music that we hear.

### Music Performance 3,4

This course focuses on the continued growth and development of the student as a MUSICIAN (incl. Singing).

**Performance:**
Students will choose to present their end of year exam recital as a SOLOIST or as a member of a GROUP. The student will then work to develop a recital program that meets criteria published by the VCAA each year. Students who elect to present as Soloists will need to choose a program from a Prescribed List of Works published by the VCAA and then prepare that program at an end of year Performance Examination. Students who elect to present as a member of a Group will need to choose 2 works from a Prescribed List of Works published by the VCAA, and then balance up their recital program with a “free” selection of works which covers a variety of different genres, for presentation at an end of year Performance Examination. Both Solo and Group students will explore performance techniques and technical work on their instruments which will help their development as a musician, and perform their prepared pieces both in front of the class, at lunchtime performances and at end of semester concerts. It is highly recommended that students undertaking this course be enrolled in the Instrumental Music Program to facilitate their personal development on their chosen instrument (details for this are available at the music department website www.sandymusicdept.com).

**Theory:**
Students will continue to develop their musicality and musicianship through the study of aural and written music: in particular Scales, Intervals, Chords, Chord Progressions, Rhythm and Melody. Students will also develop critical listening skills through analysis of various pieces of music from a wide variety of styles and learn how to apply and adapt the theoretical knowledge to make sense of music that we hear.

### Screen and Media (VET) - delivered on campus

**Qualification:** CUF20107 Certificate II in Creative Industries (Media) and CUF40107 Certificate IV in Screen and Media (partial)

**VCE/VCAL credit:** Two units at Units 1 and 2, and a Units 3 and 4 sequence (Block Credit).

**Description:** These courses provide students with the opportunity to work in a client-oriented production environment while developing the necessary skills and knowledge in video and studio production techniques, including use of cameras, sound production and digital editing equipment. The courses are designed to reflect the role of entry level personnel who work in film and television production. Units of competence in Units 1 and 2 include developing and applying creative arts industry knowledge, working effectively with others, assisting with a basic camera shoot, delivering a service to customers and performing basic vision and sound editing. Students will complete video production work for a non-profit organisation. Units of competence in Units 3 and 4 include working effectively in the screen and media industries, participating in OHS processes, shooting material for screen productions, collaborating in a creative process and coordinating film and media production services and resources. Students will work on short film production, presenting their work in a film festival at the end of the year.

**Career opportunities:** These units provide a pathway into further training and possible employment in the film and television production industries. Potential occupations may include editor, boom operator, camera operator, director, special effects designer or focus puller.
**VCE & VET Unit Summaries**

**Music Investigation 3,4**

There is NO Unit 1 & 2 version of this subject in the VCE – This is a YEAR 12 subject only.

This course focuses on the growth and development of the student as a MUSICIAN (incl. singing) however it differs to Music Performance as it focuses on a student researching and investigating an area of music that is of interest to them and then using this “FOCUS AREA” as the basis for all the work in both the units. The focus area can be ANYTHING of interest to the student.

**Portfolio:**
The student will compile a folio that explores and investigates their chosen focus area with the intention for the student to gain a strong and deep understanding of the area that they are investigating. They will research background contextual issues and historical events, compile a listening journal of related artists and songs, research instrument and performance techniques for their specific instrument, arrange and compose exercises, sketches and improvisations around these techniques, complete written and aural analysis of works within their area of focus, and then relate all this information back to their focus area.

**Performance:**
Students will take all the information and knowledge developed through the Portfolio and apply that to the development of a recital program which they will present at an End of Year Performance Examination as well as in front of the class, at lunchtime performances and at end of semester concerts. Their Performance Program, accompanied by a brief “Performance Focus Statement”, will demonstrate their investigation/focus area and paint a picture to the assessors of the area that they student investigated throughout the year. Students will have the opportunity to perform their program at a variety of performances.

**Music Styles & Composition 1,2**

This course focuses on students exploring different styles of music and then applying the elements discussed and covered in the exploration in their own compositions.

In Unit 1, students will study 3 specific styles of music (The Blues/Rock n Roll, African Music and Baroque Music) and will use these genres as the focus point to learn about how the various elements of music have been used to create musical compositions. They will learn to analyse music aurally (by ear) and visually (using a music score) and will then take this knowledge and create a small folio of compositional exercises in a genre of their choice which will help them to develop skills which will be utilised in a full scale compositional exercise in Unit 2.

Unit 2 looks at the use of music in multi-disciplinary works, specifically Animations, Film and on Stage. Students apply the elements of music and compositional tools that were developed in Unit 1 to create a short composition based around a film or animation of their own choosing.

In both units students expand their listening skills through exposure to a wide variety of musical genres. These “critical listening” tasks are designed to solidify their understanding of the elements of music that are used as the foundation compositional tools in music, as well as broadening their exposure to musical influences that can impact on their compositional processes.

**Music Styles & Composition 3,4**

This course focuses on students’ continued application of different styles and elements covered in the exploration in their own compositions.

In Unit 3 there is a strong focus on the concept of contrast in music and how that is used to create interesting and engaging pieces. We study two works that use contrast - 'Dark Side', by Tim Minchin and 'Earth Cry', by Peter Sculthorpe. Students then use these as influences in creating a small folio of compositional exercises. These 16 bar exercises will combine to create the first part of a collection of work to be sent to the VCAA as the major assessment for this subject.

In Unit 4 we shift our focus to exploring the use of Repetition and Variation in music and how they are used to create interesting and engaging pieces. We study two more works that use Repetition and Variation – ‘So What’, by Miles Davis and ‘Vessels’, by Philip Glass and use their compositional devices as influences, as well as the contrast study from Unit 3, to create a complete composition. Students are free to compose in any style they like, with the only conditions being that their composition is between 2 and 4 minutes long and that it uses the 3 compositional devices that we have explored during the year. This composition forms the second part of the collection of work to be sent into the VCAA as the major assessment for this subject.

In both units students expand their listening skills through exposure to a wide variety of musical genres. These “critical listening” tasks are designed to solidify their understanding of the elements of music which are used as the foundation compositional tools in music, as well as broadening their exposure to musical influences that can impact on their compositional processes.
VCE & VET Unit Summaries

Certificate III in Technical Production
1st & 2nd Year (delivered on campus)
Qualification: CUS30209 Certificate III in Technical Production

VCE/VCAL credit: Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence. Study Score available.

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

Students and parents are welcome to contact the RTO for confirmation of this program by phone or email. Phone: (03) 9592 4801 Email: enquiries@cosamp.com.au Website: cosamp.com.au.

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

1st Year
Students will explore Editing, Manipulating and Mixing Sound, following Occupational Health and Safety practices in the Music Industry, copyright, setting up and operating a basic Public Address system as well as fundamental theoretical concepts required for the operation of all associated equipment. Students will also complete “application” activities in 1 of the schools 5 recording studios as they learn how to capture live sound using the various industry grade equipment and recording studios.

2nd Year
Students will build on the knowledge and experience covered in the 1st year as they explore in greater depth 5 key areas. Students will spend time exploring extended use of Public Address systems and its associated equipment, and will apply this knowledge into the creation of a Portfolio and will also apply this knowledge through practical application by setting up and running various musical events throughout the year (a Work Performance Assessment), which together makes up half of the scored component of this course. Students will also expand their knowledge of recording live audio through a series of workshops and recording exercises in 1 of the schools 5 recording studios. Students will be required to complete a Product which is a Recording of at least 2 tracks that demonstrates the knowledge and skill that is developed through the class course work delivery. This creates one quarter of the scored component of the course, with the final component being the externally assessed end of year examination.

Certificate III in Music
1st & 2nd Year (delivered on campus)
Qualification: CUS30109 Certificate III in Music

VCE/VCAL credit: Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence. Study Score available.

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

Students and parents are welcome to contact the RTO for confirmation of this program by phone or email. Phone: (03) 9592 4801 Email: enquiries@cosamp.com.au Website: cosamp.com.au.

This 2 year course offers students the opportunity to expand their performance skills in the VET medium. As a parallel subject to VCE Music Performance, this VET course offers students the ability to develop their performance skills with a more Industry focus. Students will explore concepts including Copyright, Occupational Health and Safety procedures, Preparing for Performance, Improvisation Skills, Technical Skills in a Performance, Technology and Equipment associated with Performances, skills in Critical Listening and skills in finding gigs and performance opportunities in the wider community. Students will also look into song writing/arranging and will work as a member of ensemble to produce a recording of works they have either written, arranged or learnt in 1 of our schools 5 recording studios. This course will also include performance opportunities at a wide variety of settings including at lunchtimes, in assemblies and school events as well as at out end of semester concerts all with the purpose to prepare students for their end of year externally assessed performance assessments run by the VCAA

It is highly recommended that students undertaking this course be enrolled in the Instrumental Music Program to facilitate their personal development on their chosen instrument (details for this are available at the music department website www.sandymusicdept.com)

Please Note: These subjects are scored VET courses. There are 3 scored outcomes and an end of year exam in each subject which creates a study score which contributes to a student’s ATAR score like any other VCE subject.
# VCE & VET Unit Summaries

## Philosophy 1,2

The word “philosophy” means love of wisdom. The study introduces the critical methods of argument and analysis that have been developed by Philosophers in response to such central questions as: What is true? Do we have free will? Unit 1 introduces some of the main philosophical concepts of knowledge, the nature of existence and reasoning. 

Unit 2 explores a range of issues in applied philosophy, such as: What is good & bad? (ethics) What kind of society would be best? (political philosophy) What is art and beauty? (aesthetics)

## Philosophy 3,4

Units 3 & 4 Philosophy explores three of the most significant branches of philosophical enquiry: the mind/body debate, self and identity, and ethics. The first two of these branches are covered in Unit 3, which is called “Minds, Bodies and Persons”. Students consider basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students will compare the ideas put forward in specific philosophical texts and traditions (such as Buddhism) to their own views on these questions and to contemporary debates. Unit 4, titled "The Good Life", considers the crucial question in ethics of what it is for a human 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 well-lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

## Outdoor and Environmental Studies 1,2

Unit 1 examines the ways in which humans understand and relate to nature through experiences in outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. They investigate a range of contemporary uses and meanings of the term ‘nature’, and examine the characteristics of different outdoor environments within Victoria. Through investigations of specific outdoor environments, students analyse different ways of experiencing and knowing outdoor environments. Practical outdoor experiences provides students with the opportunity to observe and experience the environment safely, while providing a basis for analysis and reflection.

Unit 2 focuses on the characteristics of outdoor environments and different and human impacts. Students investigate the ecological, social and economic implications of human impact on outdoor environments. Students will examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. Outdoor experiences enable students to develop skills related to minimal impact travelling, and to experience the impact of technology on outdoor environments.

## Outdoor and Environmental Studies 3,4

Unit 3 focuses on the ecological, historical and social contexts of relationships between humans and the environment. Students explore how Australians have understood and interacted with outdoor environments over time from Indigenous cultural experiences to European settlement. Students investigate the impact of contemporary relationships between humans and the environment; the impact of technology, media, social discourses and commercialisation. Students engage in practical outdoor experiences that enable them to collect information, investigate and analyse human relationships with outdoor environments.

Unit 4 explores the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia and the importance of natural environments for individuals and society. They investigate current and potential impacts of damage to our environment. Students will also investigate sustainability to support the future needs of ecosystems, and the skills needed to be environmentally responsible. They will explore current conflicts of interest between people involved in using outdoor environments such as alpine grazing and marine sanctuaries.
Physical Education 1,2

In Unit 1 students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement. Students apply biomechanical principles to improve and refine movement. In Area of Study 3, there are two detailed studies: Technological advancements from a biomechanical perspective and Injury prevention and rehabilitation.

Unit 2 explores a range of coaching practices and their contribution to the improved performance of an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. In Area of Study 3, there are two detailed studies: Decision making in sport and Promoting active living.

Physical Education 3,4

Unit 3 introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students investigate the contribution of energy systems to performance in physical activity. They also explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

In Unit 4 students develop an awareness of how improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Students learn to critically evaluate different techniques that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.
VCE & VET Unit Summaries

Physics 1,2
This sequence of two units introduces students to physics as a means of understanding natural phenomena around us and as the basis for manipulating the physical world, sometimes with profound implications for society. In Unit 1 students explore radioactivity, nuclear physics and electricity, while in Unit 2 they study movement and light. They can also choose any two of the detailed studies, namely astronomy, astrophysics, energy from the nucleus, flight, sustainable energy sources and medical physics. Students will be engaged in practical and investigative work of various kinds including experimental work, case studies and investigations of scientific issues.

Physics 3,4
In these units students will focus on ideas that underpin much of the technology used in communications, industry and research. Areas covered in Unit 3 are motion in one and two dimensions, electronics and photonics, and a detailed study of one of Einstein’s relativity, investigating structures and materials, further electronics, the Synchrotron and applications, photonics or recording and reproducing sound. In Unit 4, students will cover interactions of light and matter and electric power. In both units students will regularly carry out practical investigations using the principles and methods of physics.

Politics - Australian and Global 1,2
Unit 1: The National Citizen
This unit is valuable background for Unit 3/4 Australian Politics. It is an introduction to the study of politics as the exercise of power by individuals, groups and nation states. As well as studying the philosophical and ideological aspects of politics, students undertake a case study of Australia as a democracy and look at why people seek political power.

Unit 2: The Global Citizen
This unit is valuable background for Unit 3/4 Global Politics. It focuses on the international community and how almost every facet of life in the western world and the lives of individuals has been transformed by recent and rapid technological changes. Students also undertake research on whether there is a cohesive international community when it comes to issues such as refugees, human rights, conflict and genocide.

Australian Politics 3,4
Unit 3 provides an overview of the operation of Australian democracy and evaluates its strengths and weaknesses. A comparison is made with other democracies such as the United States.

Unit 4 focuses on Australian federal public policy. Students study domestic policy such as the Carbon Tax, and foreign policy which deals the issues surrounding asylum seekers and people smuggling.

Global Politics 3,4
Unit 3 investigates the key global actors in twenty-first century global politics. The power and influence of the state is being challenged by non-state groups whether they be altruistic NGOs, such as Amnesty International, terrorist organisations and transnational corporations, or multilateral political groups such as the IMF and the United Nations. The rising power of China, set to become the world’s largest economy in the next 5 to 10 years, is also analysed.

In Unit 4 a range of global challenges such as human rights, people movement, global terrorism and economic instability are investigated along with the global community’s response to these challenges.

Product Design Technology 1, 2
Materials choices available:
- Textiles – clothing and soft furnishings
- Wood

Unit 1 focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Knowledge of tools, processes, techniques and skills is essential to effective product design. Students will learn about intellectual property (IP) and its importance and implications for the designer.

In Unit 2 the student works both individually and as a member of a small design team to design and create a product, or range. They will focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these on a design problem.

Product Design Technology 3, 4
Materials choices available:
- Textiles – clothing and soft furnishings
- Wood

In Unit 3 students design and develop a product which meets a client or end-user’s needs. They prepare a design brief and propose a series of design options as they work through and explore the Product design process. Students explore a range of new and emerging technologies and consider issues such as obsolescence and sustainability models.

In Unit 4 students continue to develop and manufacture the product designed in Unit 3, and record the production processes and modifications to the work plan and product. They produce an informative presentation to highlight the product’s features to the client and/or end-user and explain its care requirements.
Psychology Unit 1

Unit 1: How are behaviour and mental processes shaped?
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions. Students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. Students explore how brain plasticity and brain damage can affect a person’s functioning and a student-directed research investigation related to brain function and/or development is undertaken.

Psychology Unit 2

Unit 2: How do external factors influence behaviour and mental processes?
In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. A student practical investigation related to internal and external influences on behaviour is undertaken.

Psychology Unit 3 and 4

Unit 3 focuses on the relationship between the brain and the mind by examining consciousness, behaviour, cognition and memory. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. They apply different theories of memory and forgetting to everyday learning experiences.

Unit 4 focuses on the interrelationship between learning, the brain and its response to experiences and behaviour. Students study the mechanisms of learning, the cognitive processes that affect readiness for learning and how learning style informs both personal and social issues. Students consider different concepts of normality, and learn to differentiate between normal responses and mental disorders. Students use a biopsychosocial framework to explore the nature of stress and a selected mental disorder.

Sociology 1,2

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.

Sociology 3,4

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.
Sport & Rec (VET)

Qualification: SIS30510 Certificate III in Sport and Recreation (Fitness Focus)

VCE/VCAL credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence. Study Score available.

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

Career opportunities: Completion of Certificate II in Community Recreation may provide pathways into the community recreation industry in leisure centres, aquatic centres, amusement parks, adventure and theme parks. Potential job roles may include recreation activities or gymnasium assistant. Many volunteering opportunities exist for students who undertake VET Sport and Recreation.
Please note that students can only undertake one Studio Arts subject per semester.

Studio Arts 1,2 Photography

In these units students are introduced to the art of photography and receive instruction in a variety of photographic techniques. Students are required to produce several folios of B&W and digital photographs which explore a range of techniques, approaches and themes and to maintain a visual diary, documenting the development of the folios.

In Unit 1 students learn how to use an analogue camera and process black and white film in a wet process darkroom. Students will develop and refine their practical skills and learn how to translate ideas into visual form. They will also complete research projects which investigate the working practices of professional photographers, past and present, and analyse the aesthetic qualities of their work.

In Unit 2 students will learn how to use a digital camera and to manipulate images using Photoshop. They will learn how to work with studio lights and to approach ideas from a range of perspectives. Students will also investigate the history of photography in Australia and compare the the working practices of Australian photographers.

Students will have access to a well-equipped darkroom, photography studio and digital imaging facilities.

Studio Arts 3,4 Photography

In Unit 3 students will be encouraged to develop their own individual style of photography through the exploration of a concept. They will be required to explore a range of approaches and trial materials and photographic techniques. They will produce comprehensive documentation, reflection and evaluation of their exploration and investigation. Students will also investigate the working practices of other artists and source inspirational material to inform their own practices. It is expected that their ideas and skills will be developed and refined throughout the design process. Students will identify a number of potential directions from this exploratory work which will form the basis of the resolved and finished artworks to be produced in Unit 4.

In Unit 4 students will produce a folio of finished photographs based on the potential directions developed in Unit 3. This folio must communicate the ideas and concepts outlined in Unit 3 and demonstrate advanced photography skills. Students are also required to investigate the Art Industry in order to further develop their understanding of the role of the artist, galleries and everyone involved in the making, presenting and conserving artwork.

Students will have access to a well-equipped darkroom, photography studio, cameras and digital imaging facilities.

See also VET Visual Arts

Studio Arts 1,2 Drawing

Students will produce a comprehensive folio of explorations while gaining an understanding of a range of different mediums and techniques. From these explorations students will produce a body of work for assessment. The design process and design elements are important keys for the success of a practicing studio artist and these will be discussed throughout Units 1 and 2. As the year progresses students will research different artistic styles and then be able to identify major influences on their own work.

Studio Arts 3,4 Drawing

In these units students will be encouraged to develop their own individual style through a range of different explorations. Before commencing the explorations, students will need to write an exploration proposal clearly stating the intention of their explorations.

In Unit 3 students will produce a body of work from their explorations and, after a very extensive investigation of a range of different approaches, mediums and techniques, they will then be ready to produce resolved and finished artworks in Unit 4. Students will also be required to carry out research into how different artists work and the processes and techniques that they use.

In Unit 4 students will produce a folio of finished art works based on the potential directions developed in Unit 3. This folio must communicate the ideas and concepts outlined in Unit 3 and demonstrate advanced skills. Students are also required to investigate the Art Industry in order to further develop their understanding of the role of the artist, galleries and everyone involved in the making, presenting and conserving artwork.
VCE & VET Unit Summaries

Studio Arts 1,2 Video Production

In these units students are introduced to the techniques of video production and are required to complete several pieces demonstrating their grasp of those techniques and an ability to adopt different approaches appropriate to the intended audience and purpose. Students will maintain a comprehensive workbook which documents the development of their practical work, and complete research projects on film history as well as analysing the work of professional film and video makers.

In Unit 1 students learn how to use video cameras, camera support mechanisms and lighting systems. Students will develop and refine their practical skills and learn how to translate ideas into visual form. They will also complete research projects which investigate the working practices of professional film-makers, past and present, and analyse the aesthetic qualities of their work.

In Unit 2 students will continue to develop their practical skills in video production and post-production, incorporating sound design into their work. Students will continue to investigate the history of film-making and compare the the working practices of professional film-makers.

Students will have access to industry-standard equipment including cameras, tripods, boom mics, lights and the full Adobe Creative Cloud suite of software.

See also VET Media and Screen (Video Production)

Studio Arts 3,4 Video Production

In these units students will continue to develop skills in film making and video production through the exploration of ideas and different techniques and approaches.

In Unit 3 students will be encouraged to develop their own individual style of film making and video production through the exploration of a concept. They will be required to explore a range of approaches and trial digital video techniques. They will produce comprehensive documentation, reflection and evaluation of their exploration and investigation. Students will also investigate the working practices of other video artists and source inspirational material to inform their own practices. It is expected that their ideas and skills will be developed and refined throughout the design process.

Students will identify a number of potential directions from this exploratory work which will form the basis of the resolved and finished artworks to be produced in Unit 4.

In Unit 4 students will be required to complete video productions demonstrating a sound understanding of all stages from scripting to post-production. These works must communicate the ideas and concepts outlined in Unit 3 and demonstrate advanced filmmaking skills. Students are also required to carry out research in order to further develop their awareness of how professional filmmakers work and techniques for the presentation and conservation of art works.
## VCE & VET Unit Summaries

### Theatre Studies 1,2

In this sequence of two units students look at a range of styles and scripts from different historical eras and apply these to performance. The course aims to foster students’ awareness and control of stage design, light, sound and costume; and to develop performance skills whilst learning theatrical styles. Students will explore these and other elements of stage craft in essentially practical ways culminating in a presentation of ‘Page to Stage’, a series of dramatic performances interpreted by the students.

### Theatre Studies 3,4

The focus in these units is on the process by which script is brought to dramatic life on the stage engaging in a variety of acting workshops, culminating in a major theatrical production performed to the public. Thus the craft of acting is placed within the broader context of rehearsal, design and stagecraft and students are made aware of all aspects of mounting a production. In addition, students will be required to write theatre reviews and keep a folio. They will also explore text research and interpretation through performance; both group and solo.

### Visual Arts (VET)

Qualification: CUV03 Certificate III in Visual Arts, Craft & Design (partial completion)

Program 1 - Visual Arts (Ceramics) is open to Years 11 & Year 12 (new course – credits to be confirmed). Program 2 - Visual Arts is open only to Year 12s VCE/VCAL credit: Up to four units: a Units 3 and 4 sequence (Block Credit) each year

Description: These programs aim to provide participants with the knowledge and skills to achieve competence that will enhance their employment prospects in a visual arts environment or related industries.

Program 1 may include: apply techniques to produce ceramics, research & apply techniques for the design of products, review history & theory for application to artistic practice & produce drawings to represent & communicate a concept.

Program 2 units include: research & analyse history & theory to inform artistic practice; research & experiment with techniques to produce sculpture; document the work process; select & prepare work for exhibition and research & experiment with techniques to produce drawings.

Career Opportunities: Completion of Certificate III in Visual Arts, Craft & Design units provides a pathway for students into the industry. With additional training and experience, future employment opportunities may include Artist, Curator, Sculptor, Creative Director, Architect, Games Designer, and Ceramicist.

### Visual Communication Design

There is a large emphasis on DRAWING. Students explore a wide variety of Drawn Design concepts, use digital design wherever possible and learn software applications such as the Adobe Creative Suite and CorelDraw. Emphasis is placed on the concept of Critical Design Thinking, the Historical Context of Communications and the importance of the Design Process. Students examine the way visual language conveys ideas, information and messages through: Communication Design, Industrial Design and Environmental Design. Students are given specific Design Tasks and are also free to produce their own Design Solutions. There is scope within Visual Communication Design for students to engage in their specific interest areas of Design, both 2D and 3D.

### Visual Communication Design 1,2

**Unit 1 Introduction to Visual Communication Design**

This Unit comprises three areas of study:
- Drawing as a means of communication
- Exploring the Design Elements and Principles
- Exploring Communication Design in context

**Unit 2 Applications of Visual Communication Design**

This Unit comprises three areas of study:
- Applying appropriate Drawing Conventions
- Type and Imagery
- Applying the Design Process

### Visual Communication Design 3,4

**Unit 3 Design Thinking and Practice**

This Unit comprises three areas of study:
- Analysis and Practice in Context
- Design Industry Practice
- Developing a Brief and Generating Ideas

**Unit 4 Design Development and Presentation**

This Unit comprises three areas of study:
- Development of Design Concepts
- Final Presentations
- Evaluation and exploration of the Design Process, (The Pitch: what decisions were made and what influenced the Design outcome)
Performing Arts

The Performing Arts Program at Sandringham College is widely recognised as the best the state has to offer for students with a serious interest in performing. The program includes every VCE Performing Arts study and is renowned for the outstanding quality of its teaching staff, facilities and student performance.

Nicola Pohl is a Year 12 Performing Arts student. She chose Sandringham for the wide range of Performing Arts subjects on offer. She says that because there were so many options, she was able to choose the “ones that were right for me”.

Not surprisingly, Nicola is studying Music performance, Dance, Drama, Theatre Studies and English. She says she can’t choose a favourite as she loves them all. “They are my interests and hobbies so they are all interesting, but also challenging.”

Nicola says that the thing she likes most about the college is that she can always ask the teachers for help. “They are happy to give feedback so that we can be successful in our VCE.”

During her time at Sandringham College Senior Campus, Nicola has taken part in school sports, leadership programs and college musical productions. She has also choreographed dance routines for junior students and had the opportunity to perform in the State School Spectacular.

Nicola intends to study Musical theatre at university and continue her love of performing.

The Performing Arts courses have been developed to maximise students’ scope for practical work and creative expression, and many graduates from the program have gained entry to University and TAFE courses or found employment in the entertainment industry.

Performing Arts Graduates from Sandringham College include:
Harrison Craig - Winner The Voice 2013
Damian Walsh Howling - Blue Heelers/
Underbelly/Bikie Wars Brothers In Arms
Jacinta Stapleton - Neighbours/
Stingers/Dirt Game
Fletcher Humphrys - The Genie from
Down Under/McLeod’s Daughters/All Saints
Jeffrey Walker - Thunderstone/Ocean Girl
Samantha Tolj - Stingers/Blue Heelers
Sullivan Stapleton - Something in the Air, Animal Kingdom
Damien Bodie - Crashzone/Shortcuts/
Winners & Losers
Guinevere Jones/ Neighbours/Elephant Princess
Katie Ditchburn - We Will Rock You
Members of “Getaway Plan”
Australian Idol finalists
Matt Holly - West Side Story, Gypsy
Lucinda Franco & Michael Kopp -
Winners of 15 mins of Fame
HaNy Lee - Lead vocalist State Schools Spectacular 2011
Adam Martin - Contestant on The Voice

Sandringham’s reputation is well known within the entertainment industry and our shows are visited by prominent casting agents. On many occasions Sandringham students have been used in the production of community and commercial film or advertising projects. Over the last few years students have been involved in the The State Schools Spectacular. Past students Steven Reinhardt and Harison Craig were lead vocalists and Devon Campbell has a lead dance role.

Over the years, Performing Arts students have obtained awards and distinctions including Premier’s Awards and Top Acts. In 2013 Devon Campbell achieved a score of 50 for VET Dance and was awarded a Premier’s Award.

Some features of the program include the Out & Back Music Tour and the biannual tour to England and America. This spectacular trip includes the performance of an Australian production in both countries.

Each year the College Musical Production provides an opportunity for over 150 students throughout the College to develop and apply their talents in acting, music, dance, stage management and set design.

The excellence of Performing Arts at Sandringham Campus is further highlighted through various dramatic and musical performances which are conducted and presented in our purpose-built theatre. We also offer a VET Acting Course for students wishing to pursue acting as a profession.

Dance has been an important aspect of the Performing Arts at Sandringham College for the past 10 years. Dance students have a well-equipped dance studio - (located on the Bluff Rd 7 - 10 Campus) with barres, mirrors and tarquette floor - in which to practise. Students have the opportunity to perform at Winterdance festival and community dance events throughout the year. Throughout the two years, students have the opportunity to work with professional guest artists as well as view performances in a range of styles.

Students interested in Music have the opportunity of completing the VET Music programs. Past students have had work placement in a number of Music Industry settings including Festivals, Recording Studios, Radio, Retail and Instrument Repair, which prepares them for work in this competitive field.

The Music Department also has three state-of-the-art Hard Disk Recording Studios which enable students to learn hands-on recording and CD production skills.

Not surprisingly, Nicola is studying Music performance, Dance, Drama, Theatre Studies and English. She says she can’t choose a favourite as she loves them all. “They are my interests and hobbies so they are all interesting, but also challenging.”

Nicola says that the thing she likes most about the college is that she can always ask the teachers for help. “They are happy to give feedback so that we can be successful in our VCE.”

During her time at Sandringham College Senior Campus, Nicola has taken part in school sports, leadership programs and college musical productions. She has also choreographed dance routines for junior students and had the opportunity to perform in the State School Spectacular.

Nicola intends to study Musical theatre at university and continue her love of performing.

Sandringham’s reputation is well known within the entertainment industry and our shows are visited by prominent casting agents. On many occasions Sandringham students have been used in the production of community and commercial film or advertising projects. Over the last few years students have been involved in the The State Schools Spectacular. Past students Steven Reinhardt and Harison Craig were lead vocalists and Devon Campbell has a lead dance role.

Over the years, Performing Arts students have obtained awards and distinctions including Premier’s Awards and Top Acts. In 2013 Devon Campbell achieved a score of 50 for VET Dance and was awarded a Premier’s Award.

Some features of the program include the Out & Back Music Tour and the biannual tour to England and America. This spectacular trip includes the performance of an Australian production in both countries.

Each year the College Musical Production provides an opportunity for over 150 students throughout the College to develop and apply their talents in acting, music, dance, stage management and set design.

The excellence of Performing Arts at Sandringham Campus is further highlighted through various dramatic and musical performances which are conducted and presented in our purpose-built theatre. We also offer a VET Acting Course for students wishing to pursue acting as a profession.

Dance has been an important aspect of the Performing Arts at Sandringham College for the past 10 years. Dance students have a well-equipped dance studio - (located on the Bluff Rd 7 - 10 Campus) with barres, mirrors and tarquette floor - in which to practise. Students have the opportunity to perform at Winterdance festival and community dance events throughout the year. Throughout the two years, students have the opportunity to work with professional guest artists as well as view performances in a range of styles.

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Program Areas

Visual Arts

Sandringham Campus is acknowledged as one of the State’s leading Visual Arts schools. Over the years, students in this program have consistently produced work of outstanding quality, and on this basis a high proportion of Sandringham students have gained entry into sought after courses at the tertiary and TAFE level.

In recent years many of our Visual Arts graduates have been recognised at a state level, notably via the annual Top Arts, Top Designs and Top Screen exhibitions at the National Gallery of Victoria, the Museum and ACMI. Students have also had a number of films recognised at the ATOM Awards.

Many past students have exhibited at commercial galleries: Jackson Rowe and Sophie McPike exhibited at Without Pier and Natasha Bieniek was shortlisted for the 2013 (and 2011) Archibald prize. Past students have also experienced success at the Melbourne International Film Festival, Sydney Film Festival and the St Kilda Film Festival. Ex-student, Jeff Walker, is an award winning director of programs like Jack Irish, Bones and the recently released Banished.

Previous years have seen students earn VCE Premier’s Awards and prizes in various student art exhibitions. Students have also featured consistently in local exhibitions including the Brighton Art Society annual exhibition awards.

Arts Visual students have been accepted into institutions such as RMIT, Monash, VCA, Swinburne and Deakin.

The Year 12 Graduation Exhibition, held in October at the Without Pier Gallery, offers graduating students the opportunity to have their work exhibited in a commercial gallery setting. The work of video production students is celebrated at the Still/Moving Film Festival, held at the end of the year.

The courses at Sandringham have been designed to maximise students’ scope for practical work and creative expression, whether in painting, life and general drawing, visual design & communication, textiles, audio/video production, animation or photography.

The expert staff aim to foster in their students a love of visual art; to develop advanced skill levels; and to encourage all students to achieve their own individual style. Students further benefit from the critical encouragement and companionship provided by other highly motivated Visual Arts students.

Visual Arts facilities at the Senior Campus include an excellent Visual Communication Design Centre which is well equipped for computer-aided design.

Painting and Drawing classes are conducted in two spacious classrooms which have been designed to recreate the ambience of an artist’s studio.

The excellent Media Arts area includes a darkroom, photography studio, desktop publishing and photo imaging production facilities and digital video/audio editing suites.

Media Arts students are fortunate in being able to link their work at appropriate points with the numerous dramatic activities on campus.

Certificate II in Arts (Interactive Multimedia) is delivered in partnership with Holmsglen Institute of TAFE, allowing students access to industry-standard multimedia production equipment.

Sandringham College also offers Certificate II Creative Industries - Media and Certificate IV in Screen and Media, giving students the opportunity to develop practical skills in video production, both on location and in a studio setting.

VET Visual Arts offers students a chance to do life drawing and sculpture, to investigate tertiary study, employment options and the work of influential artists. The year culminates in the organisation of an exhibition of their work.

Whilst it is not compulsory to complete Units 1, 2 before attempting Units 3, 4 students are advised to undertake Unit 2 of any Visual Arts subject they wish to pursue in Year 12.

Amy Wolchyn is a Year 12 Visual Arts Leader. She has been at Sandringham College since Year 7 and saw the transition to the Senior Campus as a natural progression. She was also attracted to the Senior Campus by the variety of subjects on offer and the university atmosphere which she says has prepared her for tertiary studies.

Amy is studying Studio Arts Photography, Textiles, Visual Communication Design and English language. She appreciates the relationships she has with her teachers who are “knowledgeable and approachable”.

In addition to her role as a Visual Arts Leader, Amy has participated in the girls’ netball team and has enjoyed the annual ski trip.

Next year Amy hopes to study Fashion Design and eventually work in the fashion industry.
Over the last decade there has been enormous growth in the service, administration and tourist sectors. This increase is reflected in the Business Program at Sandringham which includes Accounting, Business Management, Economics and Legal Studies as well as a range of Vocational Education and Training Programs.

The Business Studies program caters not only for students wishing to undertake a Business course in the future, but also provides an important service for students in other programs. Many students in Technology, Science and the Arts see the need to complement their studies in these areas with a sound background in Business Management or Accounting. Classes are taught in attractive, fully resourced classrooms, and Business students are also able to access the excellent programs and facilities for Information Technology which are housed in the same wing.

The Campus has established strong links with the leading industries in the area. A program of guest speakers from employer organisations and local industry serves to raise students’ awareness of modern business practice and career opportunities.

The Business Program provides students with a range of extra curricula activities such as court visits, tours of local businesses and an excursion to State Parliament.

VCE/VET courses are available in
- Business
- Justice
- Retail
- Information Technology

Max Bird is a Year 12 Business student who has firm ideas about attaining a degree related to finance and information technology. He decided to enrol at Sandringham College Senior Campus because he could study the subjects that would enable him to realise his aim.

Max is studying Accounting, Information Technology, Maths methods, English, Food Technology and Software Development. He says that Accounting ‘makes sense’ to him and that he finds it interesting.

The young adult environment at Sandringham College also appeals to Max. He says that the students are really positive about their studies and seem ‘happy’.

Although Max is not sure of the courses for which he will apply, he is very enthusiastic about the prospect of beginning university life.
Recognising the importance of Humanities in a rapidly changing world, Sandringham Campus strives to provide a comprehensive range of humanities studies. Sandringham students currently have access to many Humanities studies which are frequently unavailable in other schools eg. Sociology, Geography, History, Philosophy and Australian and Global Politics.

In recent years nine students in a range of studies have received Premier’s Awards.

These and other Humanities studies are of great benefit to students, both as a means of raising their awareness of themselves and the social and political world around them, and as vital precursors to tertiary studies and employment.

The knowledge, skills and values gained from a study of the Humanities form the basis of a surprisingly large number of career pathways. This is even more so as Australia is an integral part of the global economy; young people who are bi-lingual, or who have a knowledge of history, society, international issues and other cultures, are likely to receive many opportunities for satisfying employment, not only in Australia, but also in the Asia-Pacific region and beyond.

Kelly Herbison is a Year 11 student who left her previous school because of the range of interesting subjects on offer at Sandringham College. The young adult environment also appealed to her and she feels that Sandringham College enables students to discover their learning style as it caters for individual differences and interests.

This year, Kelly is studying Philosophy, English Literature, English Language, Sociology, General Maths and History 3/4. She says her favourite subjects are Philosophy and History “as they allow for valuable insights ...into events which shaped society” and that this enables her to “increase her knowledge of the wider world”.

The extra-curricula offerings at the college are varied and Kelly enjoyed participating in the History lectures held at Monash University and in the interschool equestrian competitions.

In the future, Kelly hopes to pursue a degree which includes Creative Writing, Philosophy and Global Politics at Melbourne University, and perhaps a Journalism minor later.
Mia Scapetis is a Business/Humanities student who enrolled in Sandringham College Senior Campus because of the range of subjects on offer. She is studying Physical Education, VET Sport and Recreation, Health and Human Development, Psychology and English.

Mia enjoys Health and Human Development because “it relates to everyday life”. She also likes Psychology because “the knowledge gained can help prepare you for all of your studies and exams”.

The young adult environment and the supportive atmosphere appeals to Mia. The relationships with the teachers and student managers is positive” and she finds “the assistance given by the teachers very helpful”. She says that she has participated in most of the sporting activities on offer, including girls’ football and athletics. She has also coached and mentored some of the younger students’ sporting teams.

In the future, Mia says she “would like to join the Airforce, or go to university to study Nutrition, or Exercise Science.”

This particular group of studies opens up many career pathways in the rapidly expanding area of ‘human services’, which includes community health, recreation, tourism, hospitality and the environment. VET Sport and Recreation can also be undertaken on campus. Sports Academy details and pathways can be found further on in this guide.

NB: Students should note that participation in all Outdoor & Environmental Studies activities and camps is compulsory and this subject should not be chosen unless they are able and prepared to pay the course fees at the beginning of each semester.
Science

Sandringham Campus is one of the few schools which is able to provide the full range of VCE Science studies.

The Science program at Sandringham caters for all students who are interested in studying Physical, Biological, Environmental, Chemical, Behavioural and Health Sciences or Mathematics at tertiary level. Students can also choose science-based VET in the VCE programs - Certificate III in Laboratory Skills (General, Environment Management or Food streams), Certificate II in Horticulture, Certificate II in Equine Industry and Certificate I in Engineering.

Students with other career goals are able to satisfy specific tertiary entrance requirements by completing a Science program, while many students take one or two Science studies in order to balance their programs. Our courses feature scope for fieldwork and include links with local industry.

The Science faculty strives to foster excellence in both Science and Mathematics, and graduates of the program have consistently obtained excellent VCE results, with a high proportion gaining tertiary entrance into a mix of courses ranging from the traditional to the new technologies.

Science students have been sponsored by Rotary to attend National Summer Schools in Adelaide or Canberra. Selected students participate in the CSIRO Student Research Scheme which involves conducting scientific research under the supervision of practising scientists. Interested students are given opportunities to gain work experience in relevant areas, and participation in Science expeditions and competitions is encouraged.

Students are able to participate in bushland management and native plant propagation under the guidance of Bayside City Council Environmental Officers and a School Work Horticulture Program in Turf Management at local golf courses and Retail and Landscaping with local nurseries is also offered.

Biology students attend workshops at GTAC and CSIRO Melbourne University in Genetic Engineering, while lectures are presented by scientists involved in research into immunology.

Physics students have been involved with the model Solar Car competition, which provides excellent hands-on problem solving with an engineering slant.

Special encouragement is given to girls to select and excel in Science studies, while all students are made aware of career pathways in Science through a program of guest speakers and careers counselling.

The importance of the Science Program to Sandringham College is reflected in the quality of its facilities. The modern well-equipped laboratories provide comfortably for both theory and practical work and faculty members receive the support of a qualified laboratory technician. All science laboratories are provided with specialist computer programs and high tech data loggers. A separate Science computer laboratory is available for both individual student and class use. External facilities include a greenhouse, potting shed, plant room and outdoor planting area for Agriculture and Horticulture, and Environmental Science.

Whilst it is not compulsory to complete Units 1 and 2 before attempting Units 3 and 4 in any of the sciences, students who do not may find themselves disadvantaged in Biology, Chemistry and Physics.

Harry Millington-Palmer is a Year 12 Science student who decided to come to the Senior Campus for the range of subjects on offer. This year he is studying Maths Methods, Physics, English and Printing and Design Technology VET.

Harry particularly enjoys Maths Methods. He says it “is constantly pushing my capabilities in problem solving and has also helped me understand Physics”. Harry relishes the challenges of Maths Methods and strives to improve his skills. He has also developed collaborative skills that will be useful in the future.

The young adult environment has also been important to Harry. He cites the level of respect between students and teachers and open communication as key factors in allowing him to take responsibility for his learning. Harry also likes the diverse nature of the student cohort and the fact that students retain their individuality.

Harry hopes to undertake a double degree in Industrial Design and Mechanical Engineering at Monash University. He sees his future in the car industry, perhaps as a Design Mechanic.
**Technology & Applied Learning**

Few secondary colleges can offer the extensive range of Technology Studies and facilities available at Sandringham Campus. Students with an interest in wood, food and textiles are able to develop their skills in these practical areas. Information Technology is a significant component of the Technology Program.

Jordan Flanigan is a Year 12 Food Technology student who says she chose Sandringham College Senior Campus for her VCE studies as it “offers a diverse range of subjects and a learning environment where teachers encourage independence in student’s attitudes and studying”. The independent learning environment “assists in preparing me for University and the subjects enabled me to discover where my interests and skills lie”.

Jordan loves “the positive relationships” that students and teachers develop at Sandringham College. She says that the “mutual trust and respect between teachers and students encourages me to want to learn and do well in my studies”. She also appreciates the opportunity to work closely with Holmesglen TAFE.

In 2014, Jordan was awarded an Applied Learning Award for the Glen Eira/Bayside area as well as the 2014 VET in Schools Award for Hospitality at Holmesglen TAFE. She says, “The opportunities have been amazing”.

Jordan has been able to implement the skills she has gained in her part-time jobs at a local restaurant and at a children’s centre where she also uses her management and communication skills. She has also enjoyed helping with Food & Beverage service at special events during the year and was also privileged to be a guest speaker at the Holmesglen TAFE Awards Dinner in 2014.

Once she has completed VCE Jordan hopes to continue her studies at Holmesglen TAFE or William Angliss. She is also considering completing a Bachelor of Business specializing in Hospitality and Tourism at La Trobe University. Ultimately her goal is to run her own Hospitality business.

The Campus also provides a range of Vocational Education and Training (VET in the VCE) programs, including courses in Hospitality, IT (Game Creation and Fashion Design. In addition to this, many other VET courses in the technology area available off campus.

The courses have been designed to maximise students’ scope for practical work and creative expression, while fostering an awareness of technology in a social, economic and environmental context. The campus has specialist technology facilities.

The work of many technology students has been selected for the annual VCAA Season of Excellence exhibition. ‘Without Pier’, a local gallery, has showcased the works of both the Ceramics and Textiles over recent years, whilst each year the hospitality program concludes with students running Sandy’s Training Restaurant for a term. This simulated industry experience fosters teamwork and communication skills while at the same time enhancing food preparation and service skills.

The Technology faculty works closely with TAFE Colleges to support the delivery of many of the VET in the VCE programs.

Students attend TAFE colleges, including Chisholm, Kangan, VUT and Holmesglen, usually one day per week in order to gain TAFE certificates at the same time as they complete their VCE.

Certificate II in Hospitality, for example, is delivered in partnership with Holmesglen and allows our students to gain an overall study score in the same way that assessment is undertaken in all other VCE studies. This involves VET in the VCE coursework - a set of tasks undertaken during the year, which are assessed and ‘scored’, as well as a final examination.
Students who do the Applied Learning program are likely to be interested in going onto training at a Technical and Further Education (TAFE) institute, starting an apprenticeship, or getting a job after completing school. However, if you start your VCAL and then decide the VCE is the right option for you after all, it won’t be too late to change your mind. In fact, any VCE units you complete as part of your VCAL will count towards your VCE, and vice versa, should you decide to transfer between certificate courses.

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

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

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

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

In Literacy students read and work from the newspaper regularly. A written text or film may be used as the basis for a unit of work but the emphasis is on practical projects and have included:

- Road Safety – study of short films, advertisements and TAC strategies
- RACV Radio transmissions - students write a submission and script for a 30 second radio advertisement.
- Issues analysis from newspaper
- Careers – application letter, resume and mock interview
- Developing workplace manuals, documents and brochures.

Numeracy projects, once again, are practical and related to real life and work. They have included:

- Moving out of home - renting, buying, furnishing, bills.
- Owning a car - purchase, registration, insurance, running and general maintenance.
- Road Safety - breaking speeds and distances, blood alcohol levels.
### Australian Tertiary Admissions Rank (ATAR) - previously known as ENTER
The overall ranking on a scale of 0 - 99.95 that you receive, based on your study scores. The ATAR is used by universities and TAFE institutes to select students for their courses.

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

### Certificates II and III
Level of VET program undertaken

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

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

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

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

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

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

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

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

### Studies
The subjects available in the VCE.

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

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

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

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

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

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

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Alexander Weltin is a Year 11 International student from Germany who enrolled at Sandringham College following a recommendation from a family friend. The fact that the college is close to the city and by the beach was also a deciding factor when selecting an Australian school.

Alexander is studying Chemistry, Information Technology, Food Technology, Maths Methods 3/4 and English. He finds Chemistry and Food Technology the most interesting.

During his time at Sandringham College, Alexander has participated in baseball and table tennis. Although the teams weren’t successful, he says, “it was great fun”.

Alexander enjoys the friendly atmosphere at the school and finds the “teachers and students friendly”. He say’s the ‘young adult environment’ suits his learning style.

When Alexander returns to Germany he will have two more years of study.

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Sandringham College has established a Sports Academy Program in Years 7 to 12 across all sites of the College. The program aims to develop students’ sporting abilities through a specialised and accelerated curriculum, with a focus on Long Term Athlete Development. Students in Years 7, 8, and 9 will adopt the "Training to Train" model, and Years 10, 11, and 12 will use the philosophy of "Training to Compete".

**Training to Train**  
— Years 7, 8, 9  
- Multi sport skill development  
- Enjoyable, challenging and progressive experiences  
- Accelerated learning  
- Build an aerobic base  
- Improve skills and tactics  
- Focus on learning about technical, mental and nutritional knowledge and skills

**Training to Compete**  
— Years 10, 11, 12  
**Optimising skills and fitness**  
Individual needs catered for by:  
- School vs. sport life balance  
- Specific training to compete  
- VET Sport and Recreation Certificate  
- VCE  
- Pathways to Tertiary Education

**Sport and Academic Success**

The key platform of the Sandringham College Sports Academy philosophy is to provide opportunity for students to progress in their personal achievements through health, sport and a program incorporating academic excellence. The Academy aims to foster leadership in a range of ways both individually and through group effort. The Academy aims to maximise individual students’ sporting potential.

Our team of teachers and facilitators recognise the need for students to balance their sport and training commitments with their academic studies.

**Aims and Objectives**

- To provide students with a “developmental” educational and sporting pathway.  
- To link sporting success and academic success, using research and programs that promote both sporting and high academic achievement.  
- To accelerate and add value to students’ physical fitness and sports specific skills.  
- To optimise students’ education, with the balance of sport and school.  
- To link our school values to the sports as a whole.
Sports Academy

Sports Academy Pathways

Sandringham Sports Academy

Junior Program
Years 7, 8 and 9
“Training to Train”

Senior Program
Years 10, 11 and 12
“Training to Compete”

Specialist Coaching
Enhanced Physical Education and Sport
Athlete Development
VCE
Vocational Education
and Training (VET)
Athlete Development
Specialist Coaching

Balancing Academic and Sporting Success

Future Pathways
Athlete
Athlete Management
Chiropractor
Coaching
Education
Health Sciences
Myotherapist
Nutritionist
Personal Trainer
Physiotherapy
Psychology
Sports Administration
Sports Development
Sports Management
Sports Medicine
Sporting Official
Sports Science
Strength and Conditioning

Program Entry
To apply for the Sandringham Sports Academy program, please submit the following:
- Written application, addressing specific criteria
- Submission of most recent school report
- Reference from coach/teacher
- Students will also attend an interview and complete a student contract as part of the selection process.

Further Information
Please email:
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The Sandringham College Science Academy is an innovative program that offers an engaging and challenging curriculum across all sites. It aims to promote academic rigour, independent learning and a passion for Science. The Science Academy will provide real world science for students in Year 7 through to VCE with a range of activities designed to challenge and engage.

**Science Academy Vision:**

**To develop a passion for learning and an inquiring mind in all students.**

This will be achieved by:
- working with students in the primary and secondary setting
- working with experts and community groups
- investigating and researching real life science projects.

**Programs offered through the Science Academy**

**Year 7**

All students will participate in one week of a marine themed immersion unit. During core Science, students will gain skills and knowledge in preparation for this program.

**Year 8**

Students elect to be a part of the Science Academy during Year 8. They will work with Year 10 mentors and a Science Academy staff member. Students will participate in science competitions selected on the basis of student interest and ability.

**Year 9**

All Year 9 students will be enrolled in the Science Academy. They will have the opportunity, through the Horizons program, to work on an extended research task and choose an area of science to investigate.

**Year 10**

Students have the opportunity to study Marine Science, Chemcs and Medical Science as electives. They may also choose to be a Science Mentor. The mentoring program will involve working with Year 8 Science Academy students and assisting them with competitions and challenges as well as working with Primary School students.

**VCE**

The VCE program focuses on connections. Students will be introduced to current research projects through a range of guest speakers and a variety of activities and challenges to be held during lunchtimes. VCE students are also invited to participate in the mentoring program and to build connections with alumni.
Science Academy

Pedagogical Vision

YEAR 8
Students will participate in national and international Science Competitions and special excursions to further enhance student knowledge in the Sciences.

YEAR 7
All students will participate in the Science Academy for a one week immersion program. This will focus on our local Bayside environment.

PRIMARY SCIENCE
Assisted by our Year 10 student leaders, our local primary schools will be able to participate in hands-on programs which promote scientific thinking and practical skills.

YEAR 9
Science in the Year 9 ‘Horizons’ Program will provide learning opportunities that promote excellence through independent and interdependent learning.

CORE SCIENCE
All students from Year 7 to Year 10 participate in the core Science program at Sandringham College. Gifted students receive enhancement through the ACE programs.

YEAR 10
Students can select from the following Science electives: ‘Chemical Industry’, ‘Medical Science’ and ‘Marine Science’.

BEYOND
Science Alumna invited back as mentors. Strong Links with local universities, industry and community groups.

VCE
Science Students will have the opportunity to access University subjects, our Science Mentor Program, ‘breakfast lectures’ and online conferences.

Aims and Objectives
- to promote scientific endeavor
- to build curiosity and creativity of thought
- to link students to scientists in a variety of fields and enable them to access fieldwork
- to continue to challenge and extend students selecting the Sciences
- to create a program and experience that embodies the College Values and Vision

Further Information
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SCAPA - Sandringham College Academy of Performing Arts (Dance)

From mid-2015, Sandringham College will establish SCAPA (Dance). The program will initially include Year 7 and 8 students, with the aim of extending the program to all other year levels from 2016 onwards. SCAPA (Dance) is a pre-professional dance training program for talented students aged 12-18 years.

VISION

SCAPA (Dance) is committed to supporting, developing and nurturing talented dance students.

At SCAPA (Dance) we embrace creativity, encourage individuality within an inclusive and supportive academic environment.

The specialty program will offer students the highest quality dance training, in a range of styles whilst simultaneously providing a rigorous academic program. At SCAPA (Dance) we emphasise the importance of an academic/dance life balance. All dance classes will be scheduled to accommodate the academic schedules of our students. We encourage our students to continue with their dance classes outside of school.

We offer a supplementary after school program for students who are not already affiliated with a local dance school.

AIMS

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

Core program offerings (day program)
- Classical Ballet
- Pointe work (when ready)
- Jazz
- Contemporary
- Conditioning classes
- Acrobatics

Elective program offerings (after school supplementary program – optional)
- Classical Ballet
- Musical Theatre
- Lyrical
- Hip Hop

www.sandringhamsc.vic.edu.au
The Physical Conditioning Program:

Students will undertake a rigorous conditioning program which will incorporate Pilates and pre-recognition conditioning (Ballet Torque Body - www.ballettorque.com) specifically for young dancers. Exercise programs will be designed to stimulate muscles, on an individual basis, and to support young dancers to engage the correct muscles or muscle groups in the correct order. The conditioning program will also assist students to develop the correct posture and alignment (aplomb) required for an elite dancer.

Prior to commencing the program, students will be required to meet with our recommended physiotherapist or osteopath and undertake a physical assessment. Students will also be required to meet with a nutritionist and podiatrist. Students will also learn about stress management, burnout, maintaining optimal levels of motivation, positive self-esteem and self-talk, nutrition, anatomy & physiology, cardiovascular fitness & strength training and professional CV preparation in the later years.

Contact
To obtain an audition pack and to apply, contact Meghan Lee at lee.meghan.j@edmail.vic.gov.au or call Sandringham College on 8599 0500.

Sandringham College - Senior Campus
Holloway Rd, Sandringham, Victoria 3191
Ph: (03) 8599 0500
Email: sandringham.co@edmat.vic.gov.au
Web: www.sandringham.vic.edu.au

Program Entry Requirements:
Auditions for SCAPA (Dance)
Semester 2, 2015; June 2015
Auditions for SCAPA (Dance)
2016; November 2015

To apply for a position at SCAPA (Dance students) must complete the following:
- Audition
- Physical assessments
- Written application, addressing specific criteria
- Interview
- Reference from current dance teacher (template provided)
- Completion of a student and parent contract