



SANDRINGHAM  
COLLEGE

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# Year 10

Curriculum Handbook

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2017



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### SANDRINGHAM COLLEGE

#### Depth and Breadth

During Years 7-10 Sandringham College provides a sequential curriculum that meets the needs of all students. The program offers a range of experiences in sufficient breadth and depth so that students can continue their education through to Year 12 and beyond.

In Years 7 and 8, students have received a sound grounding in the key curriculum domains. The common learning experiences (or core curriculum) undertaken by all students ensures that they have the widest possible study and career pathways for the future.

#### Program Structure

At Year 10, students experience a combination of compulsory and elective units. Each unit is a semester's work (two terms) and students are required to study units from all of the Curriculum Domains, except Languages. Within this, students have the opportunity to choose five electives over the year. These are selected from across the Domains. These electives include VCE and VCE/VET Studies.

A student program will consist of:

English	Two Semesters
Mathematics	Two Semesters
VET or Wednesday Program	Two Semesters
Health and PE	One Semester
Science	One Semester
Humanities: Geography & History	One Semester
Electives	5 Electives including VCE

#### VCE Studies in Year 10

In 2017, Sandringham 7-10 Campus is providing an opportunity for suitable Year 10 students to include VCE studies at Unit 1 and 2 level in their program.

Common VCE subjects at year 10 are;

- Outdoor Environmental Studies 1/2
- Psychology 1/2

Descriptors for these subjects are in this handbook. These classes are anticipated to be held at the 7-10 Campus.

Other VCE subjects may be available to students, depending on their interests and abilities. The full range of subjects on the Senior Campus can be found in the Senior Curriculum Guide available on the [College Website](#).

<http://www.sandringham.vic.edu.au/>

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

This arrangement provides an opportunity for participating students to become familiar with VCE study and assessment procedures. Suitable students will also, it is hoped, enjoy the extra stimulation and challenge of coping with Year 11 material. This will aid in the transition program onto the Senior Campus.

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



#### Vocational Education and Training (VET)

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 like all other VCE 3/4 units. 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.

Each VET program takes the place of one VCE or VCAL subject and usually takes two years to complete so, in most cases, must be commenced in Year 10 or 11. Please note that a VET program will incur an extra charge.

- Provides students with a broader range of studies to meet their individual needs.
- Responds to the needs of industry by providing young people with a greater range of more relevant skills.
- Partial completion of a TAFE course leads to a reduction in the time required to complete a TAFE qualification.
- Allows further exploration of the world of work.
- Reinforces VCE studies by providing a complimentary TAFE course.
- Develops vocational skills that are practical and relevant to employers.
- Provides opportunities for the student to demonstrate a commitment towards gaining knowledge of their chosen career.
- Allows students applying for tertiary or TAFE courses to demonstrate practical skills in a specific area of study.
- Keeps employment and study options open.

More information available on the [College Website](#).

<http://www.sandringhamsc.vic.edu.au/>



#### Student Programs

##### STUDENT PROGRAMS

Each student's program will be developed after consultation with:

- Parents
- Teachers
- Student Managers
- Careers teacher

#### Subject Charges

Many Year 10 subjects incur a charge for essential materials and excursions.

Subject charges are detailed on the College Fees and Charges sheet, which will be provided to parents in Term 4.

Please note that VCE Outdoor Ed and VET programs involve camps/activities and/or extra materials, which we are unable to provide without charge. For more information please contact the school.

- Art
- Visual Communication and Design
- Wood
- Photography
- Textiles
- VCE Psychology
- Ceramics
- Food Technology
- Health and Physical Education
- VCE Outdoor Education
- ICT
- Media
- Chemistry / Physics
- Marine Science

VET programs incur an additional charge.

#### National Competitions

Students are supported and encouraged to enter competitions in:

- Science
- English
- Mathematics
- Languages
- Humanities: Geography



#### Co-Curricular and Challenge Activities

As in Years 7, 8 and 9 students are provided with opportunities in additional curriculum related activities including:

- College Production
- College Band
- Community Performances
- Music Concerts
- Debating
- School of Student Leadership
- Sport
- World Challenge
- Writing Competitions
- Peer Support Program
- Instrumental Music Tuition
- Bayside Art Exhibitions
- Winterdance / Sandy Feet
- Camps
- Year 10 Leadership

#### Homework and Study

Student success and achievement depends on keeping up with class work, completing homework and submitting assignments on time.

Homework benefits students by complementing, consolidating and extending classroom learning and fostering good study habits. Homework is integral to most subjects and...

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

Regular homework is an important part of the Year 10 Program. In Year 10, students can expect to be doing on average up to two hours of homework per weeknight. Work may also be set during weekends and school holidays.

Parents should encourage and support students to complete homework in a suitable environment. Teachers will check and record completed homework.



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#### Homework Club

Homework Club runs in the Library on a Monday and Wednesday, 3.00pm to 4.00pm.

During Year 10 weekly study sessions are provided to support students in their academic endeavours.

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#### Promotion to VCE

The College has a Promotions Policy as part of its commitment to ensuring that all students achieve at their fullest potential. It is expected that students will successfully complete all of their studies. In considering a student for promotion to the VCE Campus, the following will be taken into account:

- The student's English and Mathematics results
- The student's attendance during the year. Attendance that is below 90% without appropriate explanation is of concern.
- The student's attitude to their studies. This is indicated by behaviours such as completion of work on time, preparedness for class, punctuality and respect for the right of others to learn.

In the situation where a student's progress is of concern, the Year 10 Student Manager will convene a meeting with the student and his/her parent(s) to discuss the progress of the student and outline the possible outcomes for the following year. In the case where the Student Manager has a major concern, the Student Manager may involve the Campus Principal in the discussions with the student and his/her parent(s).

At the meeting, the possible options for the student will be explored.



Students will study English in accordance with the Victorian Curriculum.

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

Each unit will integrate speaking, listening, reading, viewing and writing to enhance knowledge about the structures and functions of written and oral language. This work will help to foster an appreciation of literature and encourage students to think critically and communicate effectively.

### ASSESSMENT

Assessment will be made on the basis of successful completion of all work requirements.

Assessment tasks include:

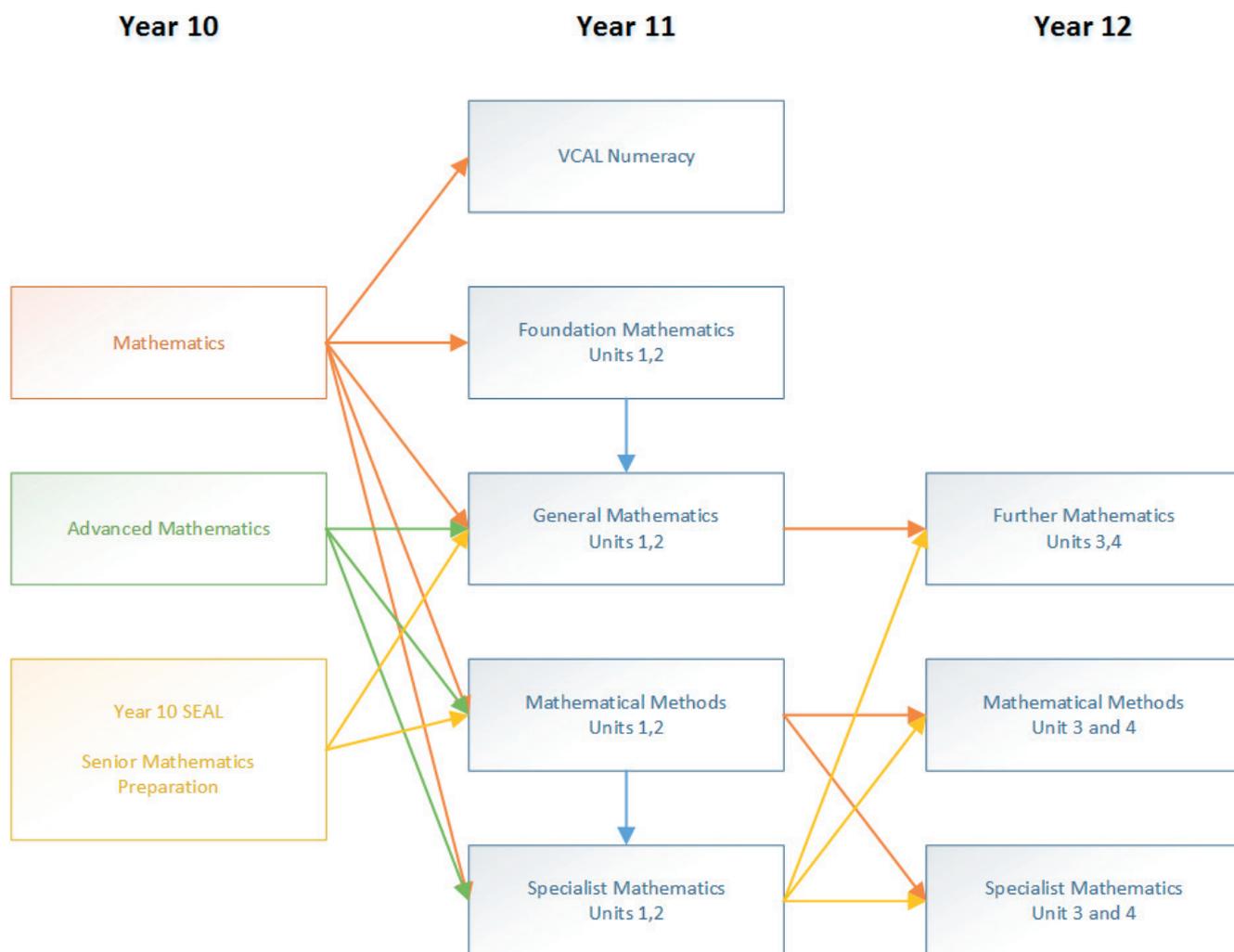
- » Text Responses
- » Oral Presentations
- » Comparative Writing
- » Creative Writing
- » Language Analysis



ALL YEAR 10 STUDENTS ARE REQUIRED TO STUDY MATHEMATICS AS ONE OF THEIR CORE SUBJECTS.

In Semester 1 and 2 the year 10 Mathematics course provides a strong foundation in Algebra, Measurement, Geometry, Statistics and Probability. Completion of both semesters offers an effective preparation for continued studies in mathematics at VCE.

How year 10 links into VCE Mathematics:



Year 10 Mathematics

The year 10 Mathematics course aims to provide a strong foundation for further mathematical studies and also to develop mathematical knowledge, skills and understanding through a varied range of activities, tasks and exercises. This unit provides a pathway for students into VCAL, Foundation Mathematics, General Mathematics or Mathematical Methods at year 11, subject to teacher recommendation.

Calculator

The use of CAS Calculators and development of knowledge of computer applications is an integral part of the year 10 mathematics course. The ClassPad II can be used for the full three years of senior school mathematics, including VCE examinations. The calculator required in 2017 is Classpad II (fx-CP400). Further details about the Classpad will be available in the year 10 booklet.



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### Advanced Mathematics

The Advanced Mathematics unit aims to extend the competent and motivated mathematics student through challenging tasks and problem solving activities. Students need to have a solid skill base to build upon, as in this course new topics are introduced and a thorough preview of the VCE areas of study and work requirements is provided. To apply for this unit, interested students will be asked to submit an expression of interest application and complete a Year 9 exam. Students will be selected based on teacher recommendation.

Completion of this unit offers students the opportunity to study Mathematical Methods, Specialist Mathematics or General Mathematics at year 11 (subject to teacher recommendation).

### ASSESSMENT

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Assessment tasks for these units include:

- » participation in group and class activities
- » maintenance of a well organised workbook
- » reporting on practical tasks and projects
- » completion of problem-solving activities
- » completion of homework tasks
- » topic tests
- » end of unit examination



The Year 10 SEAL program consists of:

- Senior Maths Preparation
- English (Extension)
- Core Science
- Core Humanities

SEAL students are encouraged to continue their advanced studies in Science and Humanities by selecting relevant electives, including:

- Chemistry/Physics
- Philosophy
- Or any other relevant VCE Study.

### Senior Maths Preparation

Topics to be studied will encompass Probability, Algebra, Functions and Graphs. Students are also introduced to the study of Calculus. Computer Algebra System (CAS) technology is incorporated throughout the unit. Students are expected to be able to apply techniques, routines and processes with and without the use of technology. It is assumed that students have acquired some capability in the areas of algebra, graphs and probability. This course provides the necessary foundation for the further development of mathematical knowledge in Mathematical Methods (CAS) 1, 2 and Specialist Mathematics 1, 2.

#### ASSESSMENT

- » maintenance of a well organised workbook and completion of homework tasks
- » problem solving assignments
- » competency with the CAS algebra system
- » topic tests
- » end of unit examination

### English (Extension)

SEAL students will complete an English Extension course that will not only see them study a range of advanced texts, but also pay particular attention to English Literature and English Language components of the course.



**SCIENCE IS COMPULSORY FOR ALL STUDENTS FOR ONE SEMESTER.**

Science covers scientific concepts from each of the disciplines of Physics, Biology and Chemistry appropriate to Year 10. The focus is on Science in context and the development of research, reporting and problem-solving skills.

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

The program enables students to:

- develop knowledge and skills centred around the key areas of Science – Biology, Chemistry and Physics
- apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world
- develop and use the skills of scientific investigation, reasoning and analysis to generate and refine knowledge
- question their surroundings and develop scientific attitudes such as flexibility, curiosity, respect for evidence, and critical reflection
- communicate scientific understanding in appropriate scientific language to a range of audiences

**ASSESSMENT**

- » Unit tests
- » Assignments
- » Homework tasks
- » Work sheets
- » Experimental reports and investigations
- » Projects
- » Presentations



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Health and Physical Education

All students must undertake Physical Education for One Semester.

This course incorporates both practical and theoretical components. Practical activities focus on Recreational & Leisure pursuits. Activities, such as Archery, Ice / Roller Skating, Indoor Cricket, Sandball, Ten Pin Bowling, Golf, Lawn Bowls, Dance and Yoga are offered. The 2016 cost per semester was approximately \$125. There will be the opportunity for all students to be involved in a Driver's Education course at an additional cost of approximately \$125.

The theory component will involve the study of Personal Development including:

- Developing an understanding of sexuality including reproduction, relationships, contraception, and health issues in adolescence and adulthood.
- Research and investigate topics e.g. Mental Health, Road Safety & Traffic Education, Drug Education and Body Systems.

#### ASSESSMENT

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- » Participation in practical sessions
- » Assignments
- » Tests/exams



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Humanities

Geography and History

Students are required to study a semester of Humanities which is comprised of History and Geography.

The Geography component aims to refine and develop students' skills and knowledge in the specific area of Geographies of Human Wellbeing, as identified in the Victorian Curriculum F-10. This unit focuses on investigating global, national and local differences in human wellbeing between places around the world. From environmental issues such as climate change to booming populations and global inequality, there are geographical reasons and consequences behind the issues that are important to you, for the future of our planet.

The history component aims to ensure that students appreciate their role in modern society and how modern Australia has been shaped by historical events. Students learn about significant issues and world events, specifically the Rise of Nazism, the Rise of Hitler and World War 2. Students are exposed to key political, social and economic factors that contributed to the rise of Nazism and the war in Europe and the Pacific. They explore the consequences of war and the contributions of post war migration to modern Australian society.

### Assessment

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- » Research investigations
- » Class work
- » Analytical tasks
- » Common Assessment Tasks
- » Exam



The units offered by each Domain are listed and explained on the following pages.

The elective choices.

**The Arts**

- Art
- Art Extension
- Ceramics
- Dance
- Media
- Music
- Photography
- Theatre Production
- Visual Communication Design - Semester 1
- Visual Communication Design - Semester 2

**English**

- Creative Writing

**Health and Physical Education**

- VCE Outdoor and Environment Studies

**Humanities**

- Commerce
- Philosophy

**Languages**

- French
- Indonesian

**Science**

- Chemistry/Physics
- Marine
- Medical
- The Night Sky
- VCE Psychology

**Technology**

- Digital Media
- Food
- Food from around the World
- Textiles
- Creating with Wood
- Designing through Wood

**NOTE: LANGUAGES AND VCE/VET STUDIES ARE FULL YEAR STUDIES**



**STUDENTS SHOULD CHOOSE AT LEAST ONE ARTS ELECTIVE.**

Please be aware that Semester 1 units in Art and Visual Communication are not prerequisites for Semester 2 units.

**Art**

This unit aims to introduce students to the relationship of the elements and the principles of design and the use of skills, processes and techniques in Art, whilst appreciating its historical origins. The emphasis at this level is on self-direction where students will complete a negotiated project. Students will express ideas using a range of styles and approaches. Starting points include observation, imagination and visual reference material. A wide variety of media is used to expand their expressive capacity.

**Assessment**

- » Folio work representing finished artworks and developmental sketches
- » A visual diary with class notes, hand-outs, homework and documentation of experiments with media, techniques and ideas
- » Research assignment
- » Oral and written evaluations of progress
- » Participation in required activities such as excursions and workshops

**Art Extension**

This subject aims to provide creative and exciting opportunities for students to explore the world of Art ideas and artists through practical applications. Students are encouraged to expand upon and develop their art skills in a diverse range of art media, such as drawing, painting and sculpture. They will have the opportunity to negotiate a specialisation to extend their knowledge in particular art areas with the emphasis on self-direction. Students will complete a research assignment on artists and techniques related to their practical work. A good lead-in to VCE Studio Arts.

**Assessment**

- » Folio work representing finished artworks and developmental sketches
- » A visual diary with class notes, hand-outs, homework and documentation of experiments with media, techniques and ideas
- » Research assignment
- » Oral and written evaluation of progress
- » Participation in required activities such as excursions and workshops



This Unit provides students with an opportunity to expand on the ceramics skills covered in previous years.

- Creating small and larger scale pieces while refining hand-building construction techniques-pinch, coil, slab and mould work
- Exploring and applying a range of decorative techniques such as glazes, Japanese tissue transfer papers with an emphasis on safety
- Investigating the work of ceramic artists and using their ideas as inspiration for their own work

### Assessment

- » Workbook including research
- » Completed functional and non-functional products
- » Self-assessment and evaluation



In Unit 1 students explore the potential of the body as an instrument of expression. They learn about, and develop, technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills. They discuss cultural influence on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

Unit 2 focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement. Students apply their understanding of form and the expressive capacity of the elements of movement in choreographing and performing their own dance works. Students are also introduced to the pre-1930 dance traditions, styles and works. Students also analyse and discuss the communication of their own and other choreographers' intentions through the structuring of form, and the choreographic and expressive use of the elements of movement.

### Assessment

- » written reports
- » solo performance
- » group work



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**Media**

In this unit students will be studying how films are made, the history of the film industry and re-producing a scene from a professionally produced film. They will prepare an advertising campaign for a product of their choice and produce appropriate promotional material. Students will also look at research on the issue of violence in the media.

**Areas of Learning Include:**

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

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**Assessment**

- » Folio reflecting the production process
- » Completed video production tasks
- » Research work



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Music

In this course, students will learn performance skills as a soloist and as a member of a group. They will learn theory and aural skills which will prepare them for VCE music.

We cover listening analysis skills, research of music history, compositions of various styles of music and all other areas of study which will prepare students for all possible paths in the music industry.

Assessment

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- » Solo and group performances
- » Research tasks
- » Composition tasks
- » Theory and aural skills development



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### Photography

This unit focuses on both practical and theoretical aspects of black and white analogue photography and digital photography. Students will investigate the work of photographers and apply key techniques and principles to their own work. Through practical applications students will further develop skills in handling cameras to compose effective images. They will have the opportunity to develop black and white films and prints in a wet process darkroom as well as edit and produce digital prints. This unit will build on the skills and techniques covered at the Year 9 level. It will enhance the student's knowledge, interest and ability, providing a sound foundation for VCE Studio Arts Photography.

#### Assessment

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- » Visual Diary documenting development of skills, planning, production processes and evaluation
- » Finished works
- » Research tasks

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### Year 10 Theatre Production

Students who undertake the Year 10 Theatre Production course will work together to produce a play for performance. It is a challenging, rewarding and fun experience.

Students will be introduced to and take on a stagecraft role for the duration of the production. These roles include Costume Designer, Make-up and Hair Designer, Sound Designer, Set Designer, Props designer, Lighting Designer, Publicity and Marketing, Direction and Acting.

They will learn about Theatrical styles and processes and employ these in their chosen stagecraft role.

As well as the subject specific work there are many transferrable skills students develop by producing a play:

- Self-esteem
- Communication
- Team-work
- Organisation
- Resilience

There is no requirement that students act, however students should be aware that they must take part in each practical activity throughout the course. This class will require some after-school rehearsals and will culminate with an evening performance of the chosen play in either the Senior Campus Theatre or Senior Campus Dramaworks space.

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

This is a great course for students who are considering studying Theatre Studies or Drama at the VCE level.



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**Visual Communication Design - Semester 1**

This Unit is related to aspects of Graphic Design, Industrial Design and Engineering and will provide students the opportunity to work to a Design Brief and follow the Design Process to produce such final outcomes as posters, illustrations, packaging, and concept drawings.

Students explore the language of Visual Literacy building skills in two and three dimensional drawing. They use Design Elements and Principles and incorporate the use of ICT where possible, to produce and analyse final design outcomes. The Unit provides a foundation for VCE Visual Communication Design.

**Assessment**

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- » Visual Diary with research, development and refinement of ideas
- » Final Presentations
- » Reflection and evaluation of design work

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**Visual Communication Design - Semester 2**

This Unit is related to the design fields of Architecture, Interior Design and Graphic Design and will provide students the opportunity to work to a design brief and follow the Design Process to produce such final outcomes as concept drawings of architectural interiors and exteriors, posters and illustrations.

Students continue to explore the way Visual Language conveys information. Students continue to build skills in two and three dimensional drawing, incorporating the use of ICT where possible, to produce and analyse final outcomes in the field of Communication Design and Environmental Design. The Unit provides a foundation for VCE Visual Communication Design.

**Assessment**

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- » Visual Diary with research, development and refinement of ideas
- » Final Presentations
- » Reflection and evaluation of design work



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**Creative Writing**

This course will explore various genres including Prose/Short Fiction, Poetry, Screen/Script Writing and Creative Non-Fiction. The course aims to familiarise students with a wide range of contemporary literature, to allow students to acquire a practical understanding of how literature works by developing their critical reading skills and to develop craft skills necessary for students to generate, revise and edit their own work. Students will be encouraged to experiment with a variety of styles and genres and will be given the opportunity to gain feedback on their own writing in a supportive workshop environment.

**Assessment**

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- » **A portfolio of original texts**
- » **A text for submission to a publisher or competition**



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**VCE Outdoor and Environmental Studies Units 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 provide 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 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.

### Assessment

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- » Participation in practical sessions, including camps
- » Completion of all activities and assignments
- » Tests/exam



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Commerce

**YOU AND THE MARKET PLACE**

The purpose of this subject is to engage students in the marketplace as informed consumers, employees or small business owners.

This is for students wishing to dip their toe into the broad Commerce stream with emphasis on Business, Economics and the Law. Students will investigate a range of commercial issues on an individual, local and international scale while developing their own economic and financial literacy skills. Do you want to learn how not to be ripped off while shopping or simply managing your money?

This elective is a starting point for future business leaders, lawyers, financial consultants or political heavyweights. Students will develop appreciation of the influencing forces at play across many markets including the sharemarket, retail and future labour markets.

Assessment

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- » Individual & Group Research Investigations
- » Case Studies
- » ASX Sharemarket Game Simulation
- » Analytical Tasks

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Philosophy

In this elective students are introduced to important philosophers, their ideas on various aspects of life, and how these ideas can be seen in popular culture today.

The first part of this unit, Ancient Wisdom, focuses on the ideas of philosophers from three ancient civilisations: Greece (Socrates, Plato, Aristotle), India (Buddha) and China (Confucius and Lao Tzu). These ideas cover a diverse range of philosophical topics. Ethics asks important questions like what is good and bad? What is right and wrong? Political philosophy explores the concept of power and asks what kind of society should we have? The second part of this unit, Philosophy in Popular Culture, will involve analysing the extent to which such ideas can be found in forms of popular culture like film, television, music, literature etc.

Assessment

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- » Participation in Community of Inquiry discussions.
- » Individual Research Task (into how Ancient Wisdom and Radical Ideas appear in film, television, literature and music).
- » Short Answer Test
- » Essay

**SANDRINGHAM  
COLLEGE**

Students selecting a LANGUAGE are expected to study it for both Semesters 1 and 2.

Prerequisite: Year 9 French or Indonesian

These units lead to VCE LANGUAGE – French or Indonesian

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**French / Indonesian**

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

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

An overseas trip to New Caledonia or Indonesia is offered every 2 years.

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**Assessment**

- » **Workbook exercises**
- » **Role plays and oral presentations**
- » **Participation in general conversation**
- » **Listening and reading comprehension tasks**
- » **Topic tests and formal semester examinations**
- » **Projects and assigned work**



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**Chemistry and Physics**

The unit has an emphasis on practical applications, expanding on the knowledge gained in earlier years. In Chemistry, chemical reactions are investigated and in Physics students build a solar car and enter the Victorian Solar Car Challenge. This unit is highly recommended for those students wishing to undertake VCE studies in Chemistry or Physics.

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**Medical Science**

How do doctors gather information? What are the important questions to ask and how should they be followed up? This unit looks at the doctor's role from the moment a patient walks in the door. Topics covered will include the history of medicine, microbiology and the immune system, body systems study, oncology (cancers) and alternative therapies. A great introduction to VCE Biology and those considering a career in the Health sector.

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**Marine Science**

The Marine Science unit is offered through the Sandringham College Science Academy, which is dedicated to giving students access to 'real world science'.

Port Phillip Bay, Rickett's Point, is our local marine environment which will be used extensively to support students' understanding.

Working independently and interdependently on projects and practical exercises, students will be immersed in a wide range of activities from beach combing to scuba diving

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**The Night Sky**

The universe contains features including galaxies, stars and solar systems. This course will look at how theories are developed to explain the origin of the universe and our current scientific understanding of the night sky.

The course will be divided into three main topics:

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

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**Assessment**

- » Practical activities
- » Scientific reports
- » Research investigations
- » Oral presentations
- » Classwork and homework
- » Tests
- » Exams

**STUDENTS MUST SELECT BOTH UNITS****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.

**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 in this unit.

**Assessment**

Research methods and ethics are integrated into both units.

- » Empirical Research Activities (ERAs – experiments)
- » Case studies
- » Research investigations
- » Oral presentations
- » Essays
- » Examinations

**Digital Media**

Living in the 21st century anyone can create digital content for online applications, including websites and web apps. How can you then develop something that stands out in the crowd? Digital media will blend elements of technology with elements of art. Students will design, develop and evaluate their digital products to ensure what they create is unique, engaging, and satisfies the end user's needs.

Students will develop skills in using professional software including Photoshop, Illustrator, Flash, Dreamweaver, App Inventor and more, through the negotiation of tasks.

Using these tools students will create websites, animations, games, and apps.

They will gain a greater understanding of not only the code behind the creation, but the design and aesthetics that make what they create useable and appealing.

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

**The Future:**

This subject gives the students skills to support art, folio and idea development in many VCE and VET subjects including: Studio Art, Art, Product Design and Technology subjects.

The digital technology elements have very clear links to VCE Computing and VET Digital Media and Technology (Game Design).

**Assessment**

- » **Digital Portfolio:** reflecting on learning and showing the development of skills.
- » **Practical and theory tasks:** to develop a deeper understanding of tools and techniques
- » **Projects:** both practical and theoretical gaining a deeper knowledge of areas explored.

**Food**

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

**Semester 1 – General Food****Areas of learning include:**

- Safety and Hygiene
- Designing with food
- Meal Planning
- Grains and Cereals
- Fruit and vegetables
- Dairy and Dairy Products
- Meat – Red meat, poultry and fish
- Cooking with herbs and spices
- Indigenous foods and flavours

**Assessment**

- » Maintain a work book of design and investigation tasks
- » Completion of all homework and assessment tasks
- » The ability to work independently and interdependently
- » Evaluation of food products

**Semester 2 – Food from around the World****Areas of learning include:**

- Safety and Hygiene
- Designing with food
- Food Presentation
- European Vacation – Greek, Italian, French Cuisine
- Orient Express – Thai, Chinese, Japanese, Indian and Indonesian Cuisine
- Out of Africa – West African, Moroccan Cuisine
- Food of the Americas – Mexican, Canadian, Cajun,
- Multi-cultural Banquet
- Gingerbread House – Swiss/German Traditions

**Assessment**

- » Maintain a work book of design and investigation tasks
- » Completion of all homework and assessment tasks
- » The ability to work independently and interdependently
- » Evaluation of food products
- » Submit a design folio for the major unit of work on Gingerbread
- » Evaluation of food products



This unit is a combination of theory and practical work.

Through theory work students will be able to:

- Produce a workbook with drawings, designs, technical information and planning
- Become more familiar with a variety of materials
- Research textile/fashion designers focusing on functional and decorative aspects

Practical work will involve students in:

- A variety of construction and decorative aspects
- Designing and producing textile pieces incorporating techniques investigated

### Assessment

- » Investigative research
- » Workbook
- » Production
- » Self-assessment of progress and finished work



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**Creating with Wood**

This unit will continue to develop an understanding of the qualities of different timbers and how they can successfully be crafted into structurally sound, ergonomic pieces that fulfil a set of criteria set by a third party.

The areas that this course will focus on will include:

- A sound, safe and accurate use of hand tools
- The introduction of jigs enabling the safe use of a wide range of hand power tools
- Turning skills using a woodworking lathe
- A greater understanding of ergonomic design
- The ability to produce and follow a technical drawing
- An understanding of joinery and its appropriate use in differing situations

Whilst many theoretical concepts will be covered a great emphasis will be placed on these concepts being covered in practical, hands on classes.

**Assessment**

- 
- » The creation of several practical projects based on design and construction research folios fulfilling the criteria set by a third party

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**Designing through Wood**

In this unit students focus on design and problem solving by redesigning and producing projects. The major ideas of the unit cover project redesign, the production of working projects, problem solving and the development of skills and techniques.

Working strategies:

- Class projects and correct tool use
- Redesign and planning
- Application of novel solutions to design and production
- Investigation into application of material characteristics

**Assessment**

- 
- » Journal record and evaluation of the ideas, detailed solutions and self-assessment of projects
  - » One major completed piece of work
  - » At least two minor pieces of work



## SANDRINGHAM COLLEGE

### School Based VET

Students are able to access VET subjects that are held at the Senior Campus on a Wednesday afternoon. These go from 12.40 until 4.30 and are a part of the VCE program. Students who select a VET subject choose to do this instead of the Wednesday afternoon Yr 10 program. It does not interfere with any of their core or elective classes.

VET subjects are selected for the full year.

The units listed are explained on the following pages.

School Based VET choices.

- VET Certificate III Sport and Recreation
- VET Certificate II Creative Industries (Media and Screen)
- VET Certificate II Dance
- VET Certificate III Music Technical Production
- VET Certificate II Applied Fashion Design
- VET Certificate III Visual Arts
- VET Certificate III in Information, Digital Media and Technology (Games Creation)

(Partial completion of certificate over two years.)

VET listed are based at the Sandringham 7-10 or Senior Campuses

**\*IT SHOULD BE NOTED THAT THERE ARE ADDITIONAL COSTS ASSOCIATED WITH VET COURSES**



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**VET Sport and Recreation - Certificate III**

**STUDENTS MUST SELECT BOTH UNITS**

This certificate will provide students with the skills and knowledge to undertake further study to work in the Sport and Recreation industry. Through the partnership between IVET and Victoria University students can follow an established pathway into the Sport and Fitness Diplomas at Victoria University.

Students will commence the VCE/VET Certificate III in Sport and Recreation in Year 10 and will complete the course in Year 11. Students who elect to do this subject will be considered as a member of the Sandringham Sports Academy and will have access to the Specialist Coaching and Athlete Development sessions.

The Certificate III in Sport and Recreation will be assessed as a VCE subject. All students will be assessed against the units of competency and will undertake an examination in the end-of-year examination period in 2015.

Results from the above assessments will contribute to their study score and will form a component of their ATAR.

**Units 1 and 2**

- Develop and extend critical thinking skills
- Organise personal work priorities and development
- Apply First Aid
- Use social media tools for collaboration
- Provide customer service
- Respond to emergency situations

**Possible Electives**

- Apply legal and ethical coaching practices
- Conduct games and competitions
- Provide fitness orientation and screening
- Instruct and monitor fitness programs
- Develop and update knowledge of coaching practices

**Assessment**

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Assessment is student based and conducted in an integrated and holistic manner. Assessment of modules may be combined.

**\*IT SHOULD BE NOTED THAT THERE ARE ADDITIONAL COSTS ASSOCIATED WITH THIS CERTIFICATE.**



Qualification: CUA20111Certificate II in Dance

VCE/VCAL credit: two units at Units 1 and 2

Description: Certificate II in Dance aims to provide students with the technical and performance skills to begin the process of establishing a career in the dance industry. It enables students to develop the knowledge and skills to participate in a variety of dance routines and leads to further education and training in the performing arts industry. The course will focus on developing basic dance techniques, working effectively with others and basic safe dance practices. Students will also develop a basic level of physical condition for dance performance.

Elective Units might include basic jazz dance technique, basic contemporary dance technique and/or basic street dance technique.

Career opportunities: Completion of Certificate II in Dance will assist students in entering the dance industry. With additional training and experience, future employment opportunities may include dancer, performer, choreographer.

Please Note:

In Units 3 & 4, students receive a full Study Score – as they would in any other VCE subject.

**\*IT SHOULD BE NOTED THAT THERE ARE ADDITIONAL COSTS ASSOCIATED WITH THIS CERTIFICATE.**



## VET Music - Technical Production

Qualification 2: 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.

Description: Certificate III in Music provides students with music industry knowledge, practical knowledge of copyright and how to follow occupational health and safety procedures important to the music industry. Units of competence in Certificate III in Music include preparing for performances, developing improvisation skills, extending technical skills in performance, operating a sound mixing console, editing sound

using digital systems and expanding skills in critical listening.

Career opportunities: Completion of Certificate III prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include professional musician, songwriter, composer, arranger, copier, promoter, teacher, and instrumentalist.

### Assessment

- » Performance of solo and group pieces.
- » Theory and Aural Examination
- » Research Assignment
- » Composition

### Instrumental Tuition

It is highly recommended that students undertake regular instrumental tuition on their chosen component whilst enrolled in Year 10 Music. This is necessary in order for students to receive the appropriate specialised instruction for their particular instrument/voice and to learn sufficiently challenging repertoire for performance.

Alternatively, lessons can be sought outside of Sandringham College, as long as teachers are familiar with the nature of such school programs and are willing to cater for students' individual needs.

**\*IT SHOULD BE NOTED THAT THERE ARE ADDITIONAL COSTS ASSOCIATED WITH THIS CERTIFICATE.**



Qualification: CUF20107 Certificate II in Creative Industries (Media)

VCE/VCAL credit: Two units at Units 1 and 2

**Description:** This course provides 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 course is designed to reflect the role of entry level personnel who work in film and television production. Units of competence in Units 1 and 2 include developing and applying 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.

**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.

**\*IT SHOULD BE NOTED THAT THERE ARE ADDITIONAL COSTS ASSOCIATED WITH THIS CERTIFICATE.**



**DELIVERED ON CAMPUS**

Qualification: LMT21707 Certificate II in Applied Fashion Design and Technology

VCE/VCAL credit: Up four units at Units 1 and 2

**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.

**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.

**\*IT SHOULD BE NOTED THAT THERE ARE ADDITIONAL COSTS ASSOCIATED WITH THIS CERTIFICATE.**



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VET Information Technology (Games Creation)

**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.

**\*IT SHOULD BE NOTED THAT THERE ARE ADDITIONAL COSTS ASSOCIATED WITH THIS CERTIFICATE.**



### SANDRINGHAM COLLEGE

Capable year 10 students seeking extension may consider selecting a Unit 1, 2 VCE subject. Currently, VCE Psychology and Outdoor and Environmental Studies are offered at the 7-10 campus.

If interested, students must seek recommendation to do a VCE subject from their teacher. It will also mean that they will have a period 7 class (3.00 – 3.45) once a fortnight.

**THERE MUST BE AN EXPRESSION OF INTEREST TO DO A VCE SUBJECT OFFERED AT THE SENIOR CAMPUS.**

**PLACEMENT IN THESE CLASSES IS SUBJECT TO AVAILABILITY AND NEGOTIATION.**

#### Accounting

Agriculture & Horticulture

Algorithmics (Units 3,4)

Art

Biology

Business Management

Chemistry Computing (Units 1,2)

Computing

- Informatics
- Digital Solutions (Units 3,4)
- Software Development
- Programming (Units 3,4)

Dance

Drama

Economics

English

English Language

English as an Additional Language

Food Studies

Health & Human Development

History

Languages - French

Legal Studies

Literature

Mathematics

- General (Units 1,2)
- Methods (CAS)
- Specialist (Units 1,2)
- Foundation (Units 1,2)

#### Media

Media Journalism (Units 1,2)

Music Investigations (Units 3,4)

Music Performance

Music Styles

Outdoor & Environmental Studies

Philosophy

Politics

- 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



### SANDRINGHAM COLLEGE

VET programs delivered off campus change each year depending on student interest – check TAFE handbooks for offerings. Visit the [college website \(http://www.sandringham.vic.edu.au/\)](http://www.sandringham.vic.edu.au/) for these and more information about VET at Sandringham. Most programs run for two years and must be started in Year 11. Year 10 students may be eligible for off-campus courses after consultation with teachers and parents. Generally, first year must be successfully completed before students can do a second year.

For further information, contact:

Anna Irminger – VET Coordinator Sandringham College

Telephone: 8599 0531

Email: [irminger.anna.a@edumail.vic.gov.au](mailto:irminger.anna.a@edumail.vic.gov.au)

#### VET PROGRAM

- Certificate II in Automotive Tech Studies
- Certificate II in Building & Construction
- Certificate II in Business Administration
- Certificate II in Small Business Practice (Units 1&2 only)
- CISCO Networking Academy Program
- Certificate II in Concept Development for Clothing Products
- Certificate III in Community Services Work (Community Work)
- Certificate II in Dance
- Certificate II in Desktop Publishing
- Certificate II in Electrotechnology
- Certificate I in Engineering Technology
- Certificate II in Equine Industry
- Certificate III in Financial Services
- Certificate II in Furnishing (Cabinet Making Stream)
- Certificate II in Horticulture
- Certificate II in Hospitality (Operations)
- Certificate II in Information Technology (Software)
- Certificate III in Laboratory Skills
- Certificates II in Multimedia
- Certificates II in Music Industry Skills (Foundation)
- Certificates II in Music Industry (Tech Production)
- Certificate II in Sport and Recreation
- VET in Retail Operations (Units 1&2 only)

#### PATHWAYS PROGRAMS

- Building & Construction
- Makeup/Hairdressing/Nails
- Electrical
- Plumbing

#### BLOCK CREDIT

- Certificates II & III in Screen (Video Production)
- VET Visual Arts

#### AUSTRALIAN BASED APPRENTICESHIPS (ABATs)

#### Applying for VET Courses

As applications for VET programs undertaken off campus need to go to TAFEs separately to Sandringham College applications - please apply directly to the TAFE via your current school or campus as early as possible to provide your best chance of a place.



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