

Year 10

Curriculum  
Guide 2018





# SANDRINGHAM COLLEGE

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# From the College Principal

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## *Pathways to success*

Sandringham College encourages all students to learn and develop their talents both within and beyond the classroom. Year 10 marks the transition year for students as they move from the Victorian Curriculum to their senior studies. The Year 10 curriculum at Sandringham College is diverse and offers students the opportunity to not only pursue their passions, but also marks the beginning of their journey into their final years of secondary schooling.

Year 10 is perhaps the most exciting opportunity for students to immerse themselves in new ideas and styles of learning, to work out where their strengths are and to improve and grow their skills and knowledge before they commence their VCE/VCAL studies in Year 11.

Year 10 also provides students with the opportunity to extend themselves beyond the Year 10 curriculum, to try a VCE Unit 1 and 2 or to trial elements of VCAL. The opportunity to partake in these extension programs is not automatic and requires students to meet certain criteria including strong academic results, a clear commitment to their studies and a demonstrated aptitude for their chosen VCE subject or VCAL pathway.

Please take the time to read the outlines and the subject descriptions provided. Teachers have spent considerable time developing courses to ensure that all students can engage with interesting and exciting learning.

**Amy Porter**  
College Principal

# Campus Aims and Ethos

The Senior Campus of Sandringham College has a tradition of offering a breadth and depth of programs with an emphasis on excellence in education provided in creative classrooms. Year 10 Students will be allocated to classes based on subject choice in a horizontal structure.

Students in Years 11 and 12 are allocated to programs (faculties) according to their career pathway goals. These programs are in Science, Business/Humanities, The Arts and VCAL. We also have a large number of International students.

Students are encouraged to participate in all extra-curricular activities offered, including Sport (athletics, swimming, round robin teams) , College Musical, Dance classes, Music Nights and Drama/ Theatre productions.

Our College recognises that students must be prepared for a future in a technological work environment with an increasing degree of career mobility. In order to facilitate this development, the senior campus believes it is essential to promote:

- College Values
- High quality educational programs which are professionally delivered, thereby motivating and challenging students to prepare them for future life.
- A rich diversity of educational experiences that contribute to the growth of students academically, socially, emotionally, culturally, physically and environmentally.
- Encouragement and structure for students to achieve their full potential.
- An attractive, secure, friendly and well-resourced learning environment.
- An educational environment that caters for all students, irrespective of their socio-economic status, religion, race, gender, identity or physical disabilities or impairments.
- The celebration of success
- Leadership opportunities from year 10 to 12

Studying in a young adult environment promotes academic growth and maturity and allows students to focus and establish career pathways on their journey into the future. Study support systems are offered for all students at the senior campus which include extended Library hours, tutors at Homework Club two nights a week to support student learning, study skills programs from Elevate Education where students participate in sessions on time management, study skills, managing stress and mnemonics. Sessions are also run for parents, to support the student at home.

The Wellbeing of our students is a priority to us and Year 10 will be overseen by a student manager and sub school leader. Our college participates in the "Safe Minds" program and "Resilience Project" to support student wellbeing and we have designated senior campus counsellors and other support staff available to support both students and parents.

# Other Features and Events

## 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 foster relationships and encourage conscious connectedness with others. Student Leaders gain a greater awareness and understanding of individual responsibility and the benefits of altruistic action.

Under the guidance of the Student Leadership Coordinator, our students are offered a range of opportunities both on Campus and within the wider community to acquire transferrable leadership skills, whilst simultaneously developing the confidence to identify and act upon student focused concerns.

Sandringham College is proud of our Student Representative Councils and many Year 10 students are actively involved every year. The Principal's Advising Committee provides opportunities for students to voice considered ideas, alternate views and pressing concerns of the wider student body. Students can participate in School Council decision-making and this allows students to better understand the processes that directly affect the student body.

## 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.

## Careers Department

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

## Dress Code and Uniform

Year 10 and 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. Failure to comply with the Uniform Policy will be dealt with in the same way as any other behavioural issue under our Respectful Classrooms practice. A detailed guide is available on our website.

## 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.

## Library and Homework Club

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

## Sport

Students may choose to participate, train and compete in the wide range of sports on offer. Regular interschool competitions run throughout the year, including the Kingston round robins, basketball tournaments and the Victorian School Championships. Our 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 and Girls' Football (AFL) are also available to students.

## Year 10 Formal

The Year 10 Formal is one of the Schools' great traditions, and it is invariably successful because students play a role in its organisation.

# Transition

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## *Year 9 Transition*

The process for Year 9 students transitioning into Year 10 will start in Semester 2 of 2017. As the Year 10 Students of 2018 will be based at the Senior Campus we would like them to become familiar with that environment.

Tours of the campus will begin during term 3 and students will be given the opportunity to familiarise themselves with the layout and the day to day life at the Senior Campus.

As part of the transition process students will be guided by staff on the selection of subjects, including core and electives. Individual counselling will be provided to each student prior to their subject choices being confirmed.

Students will be given the opportunity to choose more electives in Year 10, including the opportunity to select a VCE subject. Ability to undertake a Unit 1 and 2 VCE subject will be determined by their results and teacher recommendation.

The transition into Year 10 is important and Sandringham College wants to ensure that all students receive the correct information and guidance.

# Depth and Breadth

Sandringham College offers the Victorian Curriculum for students in Years 7-10. Further studies include 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 Victorian Curriculum** outlines the key skills and knowledge for all students in Victoria. Foundation to Year 10 is mapped out in a continuum of learning to support all students accessing a breadth and depth of curriculum. This supports multiple career pathways and develops well-rounded citizens. At Year 10, the curriculum offers the opportunity to specialise in areas of interest or pathways for possible career and study goals.

> **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.

## Year 10 Core and Electives

### > 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

# Depth and Breadth

At Year 10, students experience a combination of compulsory and elective units. Each unit is a semester's work (two terms) and students are required to study English and Mathematics for a full year. The Semester units of Core Science and one unit of any Health and Physical Education subject are compulsory. Students can select electives from any curriculum area to complete their program. Careful consideration and thought should be used when selecting subjects, as students can begin to specialise and follow pathways within their education. To help with this process there are course outlines in this Handbook and students will be able to discuss options as with staff as part of the transition process.

## Compulsory subjects

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

## Compulsory for particular pathways

LOTE (whole year) – For students wishing to take French, Indonesian or Chinese in Year 11 and 12  
 1 x Science Elective Unit over one semester – For students wishing to take Chemistry, Biology, Physics at Year 11 and 12

## VCAL

Foundation (Year 10) VCAL is an alliterative course for students interested in industry or trade.

VCAL Work Related Skills (WRS) and Personal Development (PD) are core competencies that students must study as part of VCAL learning.

VCAL students may choose to take a VET subject as part of their course.

VET programs will incur an additional charge.

## Subject Charges

Many Year 10 subjects incur a charge for essential materials and excursions. Charges are detailed on the College Fees and Charges sheet, which will be provided later in the year.

### General Pathway – leads to VCE or VCAL in Year 11

	SEMESTER 1	SEMESTER 2
Compulsory	English	English
	Mathematics	Mathematics
	Core Science OR PE/Health Unit	Core Science OR PE/Health Unit
Elective	Elective 1	Elective 5
	Elective 2	Elective 6
	Elective 3	Elective 7
	Elective 4	Elective 8

### General pathway with a VCE subject - leads to VCE or VCAL in Year 11

	SEMESTER 1	SEMESTER 2
Compulsory	English	English
	Mathematics	Mathematics
	Core Science OR PE/Health	Core Science OR PE/Health
Elective	VCE Unit 1	VCE Unit 2
	Elective 1	Elective 4
	Elective 2	Elective 5
	Elective 3	Elective 6

### VCAL Pathway – leads to VCAL Intermediate (or into VCE)

	SEMESTER 1	SEMESTER 2
Compulsory	VCAL English	VCAL English
	VCAL Mathematics	VCAL Mathematics
	Core Science OR PE/Health	Core Science OR PE/Health
	VCAL WRS/PD	VCAL WRS/PD
Elective	VET Choice	VET Choice
	Elective 1	Elective 3
	Elective 2	Elective 4

### LOTE Pathway - leads to VCE or VCAL in Year 11

	SEMESTER 1	SEMESTER 2
Compulsory	VCAL English	VCAL English
	VCAL Mathematics	VCAL Mathematics
	Core Science OR PE/Health	Core Science OR PE/Health
	LOTE	LOTE
Elective	Elective 1	Elective 4
	Elective 2	Elective 5
	Elective 3	Elective 6

### Science/Mathematics Pathway - leads to VCE or VCAL in Year 11

	SEMESTER 1	SEMESTER 2
Compulsory	VCAL English	VCAL English
	VCAL Mathematics	VCAL Mathematics
	Core Science/ Science Elective	Core Science/ Science Elective
	PE/Health	Elective 4
Elective	Elective 1	Elective 5
	Elective 2	Elective 6
	Elective 3	Elective 7

## VCE studies in Yr10

In 2018, suitable students in Year 10 will be offered the opportunity to include VCE studies at Unit 1 and 2 level in their program.

Descriptors for these subjects are in the Senior Curriculum Guide which is available on the College web site: [www.sandringhams.vic.edu.au](http://www.sandringhams.vic.edu.au)

### Popular VCE subjects for Year 10 are;

- Psychology 1, 2
- Environmental Science 1, 2
- Environmental and Outdoor Education 1, 2
- Dance 1, 2
- Business Management 1, 2
- PE 1, 2
- Health and Human Development 1,2

Other subjects may be available to students, depending on their interest and abilities. The full range of subjects on the Senior Campus can be found in the Senior Curriculum Guide.

Please note: there are some VCE subjects that cannot be taken early as they require substantial background knowledge and sequential learning – Mathematics (Specialist), Chemistry, Physics, French, Indonesian.

Students in the program will be officially registered with the Victorian Curriculum and Assessment Authority and will

be taught and assessed according to the criteria for that study. Any units satisfactorily completed will count towards the students VCE (Victorian Certificate of Education).

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

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

## School Based VET

At Sandringham College, students can choose an industry-based VET program which complements their Victorian Curriculum or Foundation VCAL studies. VCE VET programs allow students to include nationally accredited vocational studies within their Senior Secondary Certificate. In the past, students would have to leave school before undertaking entry level training with a TAFE or Private Provider. Now students have the opportunity to undertake training that provides VCE & VCAL credits, as well as VET or Further Education (FE) qualifications, while still at school. Each VET program takes the place of one VCE or VCAL subject.

This allows successful students to graduate with both their VCE or VCAL and a VET (Certificate of Statement of Attainment).

Year 10 students are encouraged to participate in onsite rather than offsite VET courses as a number are delivered at Sandringham College under the auspice of an external Registered Training Organisation (RTO). To find out information about offsite VET offerings please refer to the Senior Curriculum Guide that can be found on the college website: [www.sandringhamsc.vic.edu.au](http://www.sandringhamsc.vic.edu.au).

### 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.

Program	Certificate	RTO
Dance * VCE VET	CUA20111 Cert II in Dance	Ausdance
Fashion Design VCE VET	MST20616 Cert II/ III Applied Fashion Design (Partial completion)	Kangan
Information Technology (Games Creation)	ICA30111 Cert III in Information, Digital Media and Technology (Partial completion)	Chisholm
Music * VCE VET	CUS09 Cert III In Technical Production	COSAMP
Media/ Screen – VCE VET/ Block Credit	CUF20107 Cert II in Creative Industries (Media) CUF40107 Cert II in Screen and Media (Partial)	Chisholm
Sport and Recreation *VCE VET	SIS30513 Cert III in Sport and Recreation	IVET Institute

# Foundation VCAL

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

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

The Year 10 Foundation VCAL program at Sandringham College will comprise of the following subjects; VCE Foundation English, VCAL Numeracy Skills, Work Related Skills, Personal Development Skills, Year 10 Science, Year 10 Physical education, and 4 elective subjects of student choice.

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

To enter the Sandringham College Year 10 VCAL program, students will be required to undertake an interview in which they will need to demonstrate that they are interested applied learning, are willing to further develop problem solving skills and work effectively in teams.

Students will be required to bring to the interview supporting material (eg: portfolio, letters from referees, work, photos, certificates) to supplement their application, and to complete the required pro-forma.

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

Students will choose Foundation VCAL if they are an applied learner, like working in teams and are interested in community focussed projects. The levels offered in VCAL are; Foundation (equivalent Year 10), Intermediate, Senior and Advanced Senior for extension.

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

# Core subjects

Students study Mathematics and English for a whole year and 1 unit of Core Science and 1 Elected Unit of Physical Education for a Semester each.

## English

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. Students will evaluate how text structures can be used in innovative ways by different authors, they will explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. Students will develop their own style by experimenting with language features, stylistic devices, text structures and images.

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

## Year 10 EAL

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

## Mathematics

The Year 10 mathematics course is designed to ensure that students develop numeracy skills for everyday life, acquire specialist knowledge in mathematics, and are able to apply mathematical concepts and processes to solve problems in context. The study of mathematics at Year 10 is compulsory for all students and on completion students can elect to further study General Mathematics, Mathematical Methods, Specialist Mathematics or VCAL Numeracy in year 11, subject to teacher recommendations.

Throughout the year students study topics under the three discipline areas of Number and Algebra; Measurement and Geometry; Statistics and Probability. The use of CAS calculators is introduced with students using the Casio Classpad II to assist with application problems. Students also develop their skills in applying computer software to the solution and presentation of mathematical problems.

## Core Science

Core Science is compulsory for all students for one semester.

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

Science education contributes to developing

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

### The program enables students to:

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

# Health and Physical Education

Students must select one unit of Health and Physical Education. Additional units may also be selected.

## Go Girls

A unit targeted at girls' involvement in sports, fitness and health. The curriculum is designed to inspire, engage and unite female participation through physical activity.

Students will participate in a range of sports that might include some or all of the following: Netball, AFL, Soccer, Softball, Gymnastics, Dance, Cheerleading, Yoga, KX pilates, Zumba or F45. Students will also be engaged in a rich and informative curriculum program that will discuss topics such as the importance of physically active lifestyles, women in sport, healthy living, sexual health, nutrition, and mental health.

Students will learn in a supportive environment that will challenge, engage and involve them in skill building and broadening their understanding of the importance of women's health.

## Recreation and Active Lifestyle activities

This elective is designed to involve and excite students in a range of recreation activities that are on offer in the community. Recreation Sports encourage lifelong participation in physical activity and social health. Students will be able to access a wide range of activities such as; Golf, Ten Pin, Beach Volleyball, Trampolining, Croquet, Lawn Bowls, Archery, Fencing, Self defence, Golf and Roller skating.

Students will also participate in lessons that focus on the importance of nutrition, game sense, skill acquisition, injury prevention & rehabilitation, Mental Health and Drug Education.

## Sports Science

Sports Science is an introduction to VCE Physical Education. It is designed to prepare students with the knowledge and skills required for Units 1 & 2 through fun and engaging practical sessions.

Students will learn how the body functions and improves to sustain exercise, how new skills are learnt and how to analyse performance. They will be engaged in curriculum that focuses on body systems (musculoskeletal, cardiovascular and respiratory systems), energy systems, fitness and training, performance enhancement and biomechanics. There will also be the opportunity to participate in varied and frequent lab based games to extend and consolidate the theory-based curriculum. These may include team games and minor games, gym and fitness activities.

## Coaching and refereeing team sports

Students will be united and motivated to participate in physical activity through a variety of team-based sports. They will undertake many different roles and responsibilities to ensure success in a team environment.

Students will be involved in lessons that focus on coaching, how to teach, how to train specific sports and the art of refereeing. The sports that may be used for the practical component of this course include, soccer, football, touch, football, lacrosse or indoor hockey.

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

## SEAL

Students study Mathematics and English for a whole year and 1 unit of Core Science and 1 Elected Unit of Physical Education for a Semester each.

In SEAL Mathematics 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 through the unit. Students are expected to be able to apply techniques, routines and process 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.

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.

The year 10 program offers a wide range of Science and Humanities studies. SEAL students are encouraged to explore their interests in these areas through the electives on offer or by selecting a VCE unit 1, 2. Details of possible courses are available in the Senior Curriculum Guide.

# The Arts

## Studio Art

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

## 3D Art

This unit introduces students to sculpture using a range of materials which could include wire, fabric, clay, mesh, found objects and cardboard. Inspiration will be drawn from artists' sculptures as well as nature and the constructed environment. Students will work through the creative process in a visual diary by researching ideas for their 3D art, exploring construction techniques specific to the material and drawing concept visuals of their proposed 3D pieces. A range of surface finishing off techniques will be explored.

## Digital Art

Digital Art will blend creative elements of technology and art. Students will develop creative skills in using professional software including Photoshop, Illustrator, Flash, Dreamweaver, and more. Using these tools students will create digital artworks, websites, animations and elements for games and applications. They will gain a greater understanding of 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: These subjects give students the skills to support art, folio and idea development in many VCE and VET subjects including: Studio Art, Art, Product Design and Technology and Visual Communication and Design subjects.

## Media

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

Areas of Learning Include:

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

## Visual Communication and Design

In this Unit students develop their Design/ Drawing skills by exploring Graphic Design, Industrial design and/or Environmental Design.

Students will become familiar with the concept of the Design Brief and the Design Process. They explore the language of Visual Literacy and develop skills in Two and Three Dimensional Drawing, Design and Communicating Information.

They use the Elements and Principles of Design and incorporate the use of ICT in the research and production of their folios.

Areas covered may include Product Design, Packaging Design, The Built Environment, the Drawing Systems, Information design, Drawing Skills Development.

# The Arts

## Music

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

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

### Term 1:

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

### Term 2:

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

## 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.

## Photography

This unit focuses on both black and white analogue photography and digital photography. Students will take photos and develop skills in controlling the camera

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

## Drama

### Theatre Production (Doing a Production of an Existing Play)

In Year 10 Drama -Theatre Production, students work collaboratively to produce a play for an audience. Students will be introduced to, and develop, stagecraft roles for a production. These include: Acting, Directing, Set Design, Costume Design, Make Up and Hair Design, Sound and Lighting Design and Publicity and Marketing.

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:

- Communication
- Team-work
- Organisation
- Resilience
- Public Speaking
- Learning by Exhibition

There is no requirement that students act in the production, 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 in an evening performance of a chosen play in the College Theatre.

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

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

# The Arts

## Drama

### Devising Theatre

In Year 10 Drama – Devising Theatre, students develop a range of skills and processes relating to the creation of original drama works. Students explore Theatrical Styles and develop performances based on these styles. Students will explore play-making and writing techniques to develop their performances. Students will work with a range of stagecraft elements including Set Design, Costume Design, Lighting Design, Acting and Directing in the presentation of their original drama works.

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

Through the Devising Theatre Course students will develop a range of transferable skills including:

- Organisation
- Collaboration
- Resilience
- Leadership
- Public Speaking

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

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

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

# English

## Creative Writing

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

The Creative writing course will explore various genres including:

- Prose/Short Fiction
- Poetry
- Screen/Script Writing
- Creative Non-Fiction

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

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

## Literature

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

The Literature course will explore a range of genres including:

- Gothic Literature
- Existentialist Literature
- Dystopian Literature

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

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

# Humanities

## Healthy, Wealthy and Wise

This unit will look at why some countries in the world are 'richer' than others and what we need in order to live happy, healthy and contented lives. Students will explore the reasons why we experience different qualities of life and how climatic, environmental, wealth, health, education, conflict and historical factors affect this quality. Students will examine the distribution of natural resources, how they are used and what impact this has on where and how people live. Finally, students are asked to reflect on the question - how can we use our understanding of processes and people to make the world a better place for all?

Topics that might be explored include;

- Environmental factors that affect the health and wealth of a country
- Technological developments that impact on the environment and people and their productivity
- Why are some places or communities richer than others and why do billions of people live in poverty?
- Contrasts in health – HIV, life expectancy, thirst and hunger, infant mortality
- Gender inequalities – education, government, job opportunities
- What role does population and its growth have on prosperity?
- How can improvements be achieved at local, regional, national or at the global level?
- Human Rights and Agencies that provide aid such as Red Cross, UNICEF and Doctors Without Borders

### Know Your Rights - Crime and Contracts

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

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

Topics that might be explored include;

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

Young people cannot enter the workforce and interact in the marketplace without a basic understanding of contract law. In the future they may sign an employment contract, take out a loan, sign a mobile phone agreement or take out insurance. Students will look at the elements of a contract and when a contract is binding and when is it void. Contemporary issues such as changing the parole system, lenient sentencing, the rights of victims, decriminalising marijuana will be discussed and analysed through cases such as Jill Meagher and the Lindt café siege.

## You in the Marketplace

The purpose of this subject is to engage students in the marketplace as informed consumers, employees and business owners. This is for students wishing to begin to explore the broad Commerce stream with emphasis on Business and Economics. This subject investigates a range of commercial issues on an individual, local and international scale while developing their own economic and financial literacy skills.

Topics that might be explored include;

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

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

## Humanities

### War and Terrorism

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

### Philosophy

This unit aims to give students an introduction to, and understanding of, some of the most useful and interesting areas in the oldest of all disciplines, philosophy. It begins with an enquiry into what philosophy is, which is a philosophical question in itself. Starting with a literal translation of philosophy as "the love of wisdom" students are encouraged to explore what wisdom is, and what it is to be wise. We then explore how people can think more clearly and spot common mistakes in thinking. Students in Year 10 Philosophy are then invited to use their newly acquired philosophical skills to enquire into various philosophical topics of interest, such as how we can live a good life and how we can live and love more wisely. To finish this introduction to philosophy, students then enquire into the Indian philosophical tradition, including Hinduism with its focus on how yoga can transform a person's consciousness. This is followed by an exploration into Buddhist philosophy, where students will learn about fundamental aspects of the Buddhist pathway to enlightenment, such as the Four Noble Truths and Eightfold path, and gain an understanding of the importance of meditation within this tradition.

## Languages

### Year 10 French

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

In developing the four language skills of reading, writing, speaking and listening, students will study French speaking countries and travel, describing personalities and physical characteristics, signs of the zodiac, hobbies and interests, school and daily routines. Whilst studying these topics students will use present, past and future tenses and other grammatical structures as well as enriching and expanding their knowledge of vocabulary.

Students will develop the ability to read and write various text types in French including journal entries, letters, emails, post cards and film reviews.

Students access French culture through a variety of activities and excursions including attendance at the annual Melbourne French Film Festival, visiting a French restaurant or tasting authentic French cuisine, reading French magazines, accessing authentic French materials in print and online, listening to French music and watching French movies or TV shows.

Every two years an overseas French Study Tour is held in Noumea where students have the opportunity to practice their French skills in a French speaking country.

# Languages

## Year 10 Indonesian

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

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

An overseas trip to Indonesia is offered every 2 years, where students have the opportunity to practice their Indonesian skills and experience the culture in real life.

## VCE Chinese as First Language (for Chinese native speakers)

The study of language other than English contributes to cross-cultural understanding, cognitive development, literacy and general knowledge. The aim of the study is to develop students' ability to use Chinese to communicate with others, understanding and appreciation of their own and other cultures, understanding of language as a system and the potential to apply Chinese to work, further study, training or leisure.

The areas of study for Chinese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. The prescribed topics include: self and others, tradition and change in the Chinese-speaking communities and global issues.

By the end of study, students will be able to establish and maintain a spoken and written exchange related to an issue of interest or concern; listen to, read and reorganise information and ideas from spoken and written texts; and participate in a spoken or written exchange focusing on the resolution of an issue.

# Science

## Chemistry and physics

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

## Medical Science

This elective will look at the history of medicine from ancient cultures until present day. The role of infectious diseases in health and development and how they compare with non-infectious disease will also be explored. Students will get the opportunity to experiment with micro-organisms and carry out a series of anatomical dissections. This elective will look at the anatomy and physiology of the human body. The body's response to infectious disease and the role of the immune system will be explored as well as the pathology, diagnosis and treatment of disease including recent advancements in medicine. This elective will prepare students for concepts taught in VCE Biology and is a must for any student who is contemplating a career in the Health Sciences.

## Marine Science

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

## The Night Sky

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

This course will look at how theories are developed to explain celestial phenomena and our current scientific understanding of the night sky.

Astronomer Bart Bok once said, "All the good stuff is in the southern hemisphere!" Weather permitting, hands-on opportunity to view and explore our southern sky will be part of the course.

The course will be divided into three main topics:

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

# Design Technologies

## Product Design- Wood

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

Students will be offered 3 projects, from which they choose one to re-design, modify and change to their own personal requirements. Students also have the opportunity to design and construct individual products.

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

## Product Design- Textiles Project Runway

Students explore the world of fashion by developing skills in a range of drawing and garment construction techniques. Students will focus on developing a garment range to suit their body shape and personality.

Equally suited to boys and girls, students will create garments and showcase them to a wider audience.

This is a hands on course, students may be required to purchase fabric for their garments.

This unit will prepare students for VCE Product Design and Technology or VET Fashion and Applied Technology, both of which are offered in Year 11.

Topics that might be explored include;

- Intro basic skills - Evening bag
- Design techniques - Fashion drawing and Technical drawing
- Body types and designing for a flattering look
- Pattern reading
- Sustainable fashion vs Fast fashion

## Product Design -Textiles Creative Textiles

Students will explore the creative world of textiles production techniques, investigating and developing a range of

skills. Depending on interest, techniques could include spinning, knitting, weaving, felting, applique, embroidery, screen printing, beading, batik, silk dyeing, eco dyeing, patchwork, fabric manipulation and surface decoration. Students will create different products in groups and individually. Depending on student input, a range of products or garments will be completed through negotiation.

This unit will prepare students for VCE Product Design and Technology or VET Fashion and Applied Technology, both of which are offered in Year 11.

Topics that might be explored include;

- Introducing the Basics: Machine technique, printing, machine embroidery, quilting
- Fibres to Fabrics: looking at how fabrics are made
- Bling up the basics: manipulating fabric and embellishment
- Dyeing to see you: Explores a range of dyeing techniques

## Food Technology -Fab Food

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

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

Topics that might be explored include;

- Safety and Hygiene
- Designing with food
- Meal Planning
- Grains and Cereals
- Fruit and Vegetables
- Dairy and Dairy Products
- Meat – Red meat, poultry and fish
- Cooking with herbs and spices
- Cake Making Unit
- Cooking with pastry

# Design Technologies

## Food Technology- Food Foods From Around our World

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

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

### Course Outline:

- Safety and Hygiene
- Designing with food
- Food Presentation
- European Vacation – Greek, Italian, Spanish, French Cuisine
- Orient Express – Thai, Chinese, Japanese, Indian and Indonesian Cuisine
- Out of Africa – West African, Moroccan Cuisine
- Food of the Americas – Mexican, Canadian, Cajun, South American
- Multi-cultural Banquets
- Special occasions celebrated around the world

# VET

## VET Dance

**Qualification:**  
**CUA20111 Certificate II in Dance**  
**VCE/VCAL credit: Up to 4 units: two units at Units 1 and 2 and a Units 3, 4 sequence.**

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 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, two mornings a week, for students wishing to improve their physical condition.

## VET Fashion Design

**Qualification:**  
**LMT21707 Certificate II in Applied Fashion Design and Technology VCE/VCAL credit: Up to four units at Units 1 and 2**

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.

## **VET Information Technology (Game Creation, Coding)**

**Qualifications: Partial completion of ICA30111 Certificate III in Information, Digital Media and Technology  
VCE/VCAL credit: Units 1 and 2**

Partial completion of the Certificate III in Information, Digital Media and Technology (Game Creation, Coding) program is designed to provide students with the skills and knowledge to be competent in ICT and Coding and to introduce and engage enthusiastic and passionate students to the game industry. The program is designed to support ICT 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 products and images, coding games and apps and creating digital animations, operating applications software, running diagnostic tests, applying modelling techniques and investigating security issues.

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 coding and the game industry.

## **Certificate III in Technical Production (Music)**

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

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

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

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.

## VET Screen and Media (VET)

**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).**

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 I 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.

## VET 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.**

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.

# VCE

Capable Year 10 students seeking extension may consider selecting a Unit 1, 2 VCE subject.

If interested, students must seek recommendation to do a VCE subject from their teacher. SEAL students are encouraged to take a Unit 1, 2 subject. Descriptors for these subjects are in the Senior Curriculum Guide which is available on the College web site:

[www.sandringhamsc.vic.edu.au](http://www.sandringhamsc.vic.edu.au).

There must be an expression of interest to do a VCE subject. Placement in these classes is subject to availability, suitability and student numbers. During the transition interview students can further discuss their subject choices with a member of staff.

## Unit 1, 2 subjects on offer at the Senior Campus:

Accounting Agriculture & Horticulture

Art

Biology

Business Management

Chemistry (Not available to Year 10 students)

Computing (Software and Coding)

Dance

Drama

Economics

English

English Language

English as an Additional Language

Environmental Science

Health & Human Development

History

### Languages:

- French
- Chinese First Language (Not available to Year 10 students)
- Indonesian (Not available to Year 10 students)

Legal Studies

Literature

### Mathematics:

- General
- Methods
- Specialist (Not available to Year 10 students)
- Foundation

Media

Media Journalism

Music Performance

Music Styles

Outdoor & Environmental Studies

Philosophy

### Politics:

- National & Global Citizen

Physical Education

Physics (Not available to Year 10 students)

### Product Design & Technology:

- Food
- Textiles
- Wood

Psychology

Sociology

### Studio Arts:

- Drawing
- Photography
- Video Production

Theatre Studies

Visual Communication Design