

Sandringham College
Senior Curriculum Guide

2014



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Senior Campus

Holloway Road

Sandringham 3191

Ph: (03) 8599 0500

FAX: (03) 8599 0504

Email:

sandringham.sc@edumail.vic.gov.au

Web Address:

www.sandringhamsc.vic.edu.au

Cover design: 'Pomegranate' by Georgia Greenwood
Year 12 Art

From the College Principal



**College Principal:
Mr Allen McAuliffe**

Students starting at Sandringham College Senior Campus to complete years 11 and 12 are entering some of the most important and rewarding years of their education.

Sandringham College is an environment in which young adults thrive!

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

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

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

The College offers a range of VCE units in:

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

We also offer a full range of Vocational Education (VET) courses, and a very dynamic Victorian Certificate of Applied Learning (VCAL).

With such a full range of offerings, choosing a course can become a complex and important task. It requires careful thought and discussion with a range of people.

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

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

In order to make the final selection, each student should read through the descriptions of all courses carefully and then discuss the various possibilities with parents, teachers, careers advisors, other students and anyone who can provide useful information.

Above all, please take note of the fact that success on the Senior Campus is more likely to occur if you enjoy what you are doing. Make the most of these years and take part in as many activities as possible to enrich your time at the College.

I wish you well as you make your choices.

Allen McAuliffe
College Principal

Campus Aims and Ethos

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



Lucy de Bomford is a Humanities Student Leader. She feels lucky to be able to work closely with the teachers and represent the students of the Humanities Domain.

After attending Bluff Road 7-10 Campus since Year 7, Lucy was ecstatic about finally being able to go to the Senior Campus. She says the people are "accepting and caring" and she appreciates the adult learning environment. "It really gives students a chance to prove themselves and to prepare themselves for the world after VCE."

This year Lucy is studying a diverse range of subjects: Health and Human Development, Politics, English, Food Technology and Sociology. Last year she undertook Unit 3/4 Psychology. She relishes the opportunity to study subjects that cater to her individual needs. "Politics really gives me the chance to extend myself and to learn about the world around me. Health and Human provides me with knowledge that I will need in my chosen career path of Midwifery, and Food Technology allows me to express my passion for cooking."

Lucy plans to go to university to study Midwifery, and eventually into a career in Neonatal Intensive Birth and Nursing.

At Sandringham you can choose from over 70 VCE options at each year level, together with a wide range of VET/VCE (Vocational Education & Training in the VCE) or VCAL courses. Our flexible timetable is designed to minimise frustrating clashes between your preferred studies.

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

The Senior Campus embraces diversity and fosters tolerance. We are not narrow and excluding. We respect the goals of all of our students. We honour their efforts and we take pleasure in their achievements - as long as they do their best in the circumstances. This means that when you come to Sandringham you know you can be yourself and yet be accepted and affirmed by your peers and teachers. Indeed, at Sandringham we encourage you to express your individuality through studying what you really like, developing your special gifts and talents, and seeking fulfilment in your chosen pathway.

We are very proud of what our students have achieved at Sandringham. A large number of students have received VCE Premier's Awards, and many others have had work selected for the VCAA annual Season of Excellence. Campus VCE results are consistently higher than those achieved in schools with similar student populations.

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

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

Campus Structure

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

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

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

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

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

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

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Other Features and Events

Student Action Ethical Action

The Senior Campus attracts young people with high ideals and a sense of social responsibility. Our Performing Arts students hold a fund-raising evening for Amnesty International and our Student Union members and Music students both sponsor a child from a third world country.

Community Service

The campus has had a long association with the Blood Bank, and over the years has contributed to many other worthy causes.

Student Union

The Student Union meets regularly to discuss matters of concern and interest to students. Over the years the Student Union has been instrumental in bringing about changes from which all students have benefited.

Sport

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

Our senior students are consistently successful in their respective sports. Individual state finalists in Golf, Swimming and Athletics, and teams such as the Boys' Netball, Boys' and Girls' Basketball progressed through to the Southern Metropolitan Finals in recent years.

Alternative sports such as Boys' Netball, Girls' Football (AFL) and Lawn Bowls are also available to students.

Additionally, there are many opportunities for our senior students to coach sports teams and umpire at interschool competitions throughout the year in all age groups.

Year 12 Formal

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

Supportive Friends

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

International Students

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

Library

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

Annual Musical

Each year students from across the college join forces to produce the musical. Many talents are required and you do not have to be in Performing Arts. If you can organise, direct or promote, build or paint, apply make-up, sing, dance or act, or operate sound and lighting equipment, there could be a role for you.



Dress Code

There is no school uniform. Students may wear casual dress within appropriate limits. Please note, however, that coming to school with bare feet is **not** acceptable and students are strongly advised not to wear thongs for safety reasons.

Careers Department

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

Graduation Night

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

Course Options

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



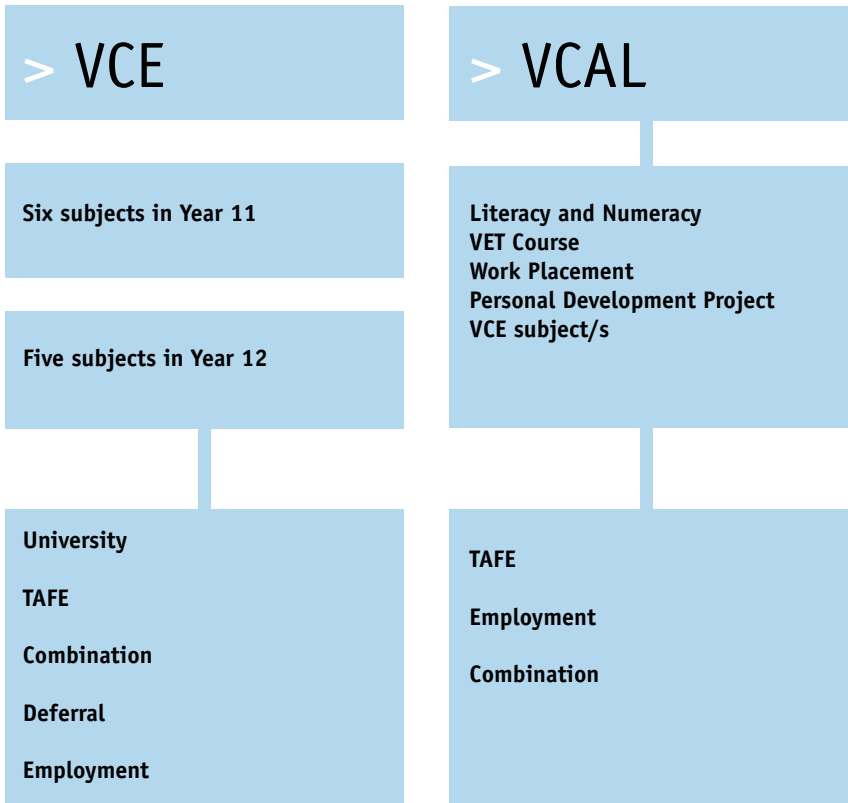
Erin Green is a Year 12 Visual Arts student who enjoys the trust and freedom to take responsibility for her own learning at the senior campus. "Sandringham College is a very unique and special school and the teachers play an important part in making such a great school. We are treated as young adults and prepared for the world after VCE."

Erin is a member of the Student Representative Council and takes this role seriously. "I love being part of a group that is determined to have students' voices heard while at the same time helping the school to be the best we can."

This year Erin is studying English, Sociology, Further Maths, Visual Communication and VET Visual Art.

Erin plans to go on to university to study a Bachelor of Young Education.

- > 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.



Victorian Certificate of Education (VCE)

University-Based Enhancement Programs

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

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

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

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

The VCE is a nationally and internationally recognised certificate that provides pathways to university, TAFE or employment. At Sandringham College students are expected to enrol in six subjects for Year 11 and five for Year 12. These subjects have to include at least one from the English group and can include any number of VET subjects, though the College recommends a maximum of two. Any VCE subjects completed during Year 10 contribute to the units required to gain the certificate. The requirements for successful completion of the VCE may be found on page 8.

Entry Requirements

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

Time Frame

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

Credentials

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

Australian Tertiary Admissions Rank (ATAR)

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

To qualify for an ATAR a student must:

- qualify for the VCE
- achieve study scores in four permissible Unit 3 and 4 VCE or VCE/VET studies, including one from the English group.

Scaling

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

The General Achievement Test (GAT)

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



VCE Course Structure

Year 1

Units 1/2 - English Group Subjects

English
Literature
English Language
Foundation English
English as a Second Language

Unit 1

VCE Subject	VCE Subject	VCE Subject	VCE or VET* Subject	VCE or VET* Subject
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Unit 2

VCE Subject	VCE Subject	VCE Subject	VCE or VET* Subject	VCE or VET* Subject
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Year 2

Units 3/4 - English Group Subjects

English
Literature
English Language
English as a Second Language

Unit 3/4

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

VCE Requirements

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

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

A list of VCE Studies



Mathew Alesi is a Year 12 Visual Arts student. He says he chose to do his VCE at Sandringham Senior Campus because of the choice of subjects. "The list of subjects is never ending; you are bound to find something you like and enjoy and when you do subjects you enjoy, school is fun. I look forward to going each and every day and this is very important in producing quality work."

Mathew cites the access to facilities and the adult learning environment as very important factors in deciding to study at the campus. He says that "at the Senior Campus you are treated as an equal and are trusted".

This year Mathew is studying Visual Communication, Media Video Production, Agriculture and Horticulture, English and VET Furniture Making. He enjoys Media Video Production as "you are able to use industry standard equipment" and Visual Communication "because you get to explore design ideas and experiment."

After Year 12 Mathew intends to continue studying to become a landscape architect.

- Accounting
- Agriculture & Horticulture
- Art
- Biology
- Business Management
- Chemistry
- Dance
- Drama
- Economics
- English
- English Language
- English as a Second Language
- Environmental Science
- Food & Technology
- Foundation English
- French
- Geography
- Health & Human Development
- History
- Information Technology (Units 1,2)
- IT Software Development (Units 3,4)
- IT Applications (Units 3,4)
- National & Global Citizen (Units 1,2)
- Australian Politics (Units 3,4)
- Global Politics (Units 3,4)
- Legal Studies
- Literature
- Mathematics
 - General (Units 1,2)
 - Methods (CAS)
 - Specialist (Units 3,4)
 - Foundation (Units 1,2)
 - Further (Units 3,4)
- Media (Units 1,2)
- Media Journalism (Units 1,2)
- Media Photography/Print (Units 3,4)
- Media Video/Audio/Animation (Units 3,4)
- Music Investigations (Units 3,4)
- Music Performance
- Music Styles
- Outdoor & Environmental Studies
- Philosophy
- Physical Education
- Physics
- Product Design & Technology
 - Metal
 - Textiles
 - Wood
- Psychology
- Sociology
- Studio Arts
 - Drawing
 - Photography
 - Video Production
- Theatre Studies
- Visual Communication Design

Vocational Education & Training (VET)

What Is Vocational Education?

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

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

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

VET offers students the opportunity to:

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

Most programs are delivered at local TAFEs (VU, Chisholm, Kangan, Holmesglen etc). A number are delivered at Sandringham College under the auspice of an external Registered Training Organisation (RTO) when we have sufficient numbers. Most VCE VET programs offer scored assessment and contribute to an Australian Tertiary Admissions Rank (ATAR) score 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.

Types of Vocational Education Programs

Types of Vocational Programs

1. VCE VET programs

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

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

2. Block Credit Recognition

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

3. School Based Apprenticeships (SBATs)

Students complete about 200 days of training on the job, off the job & in paid employment over either 2 or 3 years, combining VCE or VCAL, VET & paid work. These can be done as part of school (usually 3 or 4 days at school, 1 or 2 days apprenticeship) or as part of a part time job. Students are paid employees but the Certificates they achieve also provide credits towards their VCE or VCAL. Students must make direct contact with employers themselves to secure a SBAT.

See over for the VCE VET & Block Credit Programs undertaken in 2013.

For further information:

VET Coordinator - Anna Irminger

Ph: 8599 0551

Email: irminger.anna.a@edumail.vic.gov.au

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

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

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

Sandringham College has strong links with Youth Connect. This organisation can assist our students to take up the opportunity to complete on the job training in a range of broad industry areas whilst completing their VCE or VCAL Studies.

As VET Programs are often delivered off-campus, students must apply directly to the TAFE concerned, via their home school, before October/ November this year if they are to secure a place; simply filling out a Sandringham College application is not enough.

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

VET Programs Delivered On Campus

Program	Certificate	RTO
<i>Acting - Block Credit (one year)</i>	91361NSW Cert III in CommunityDance, Theatre and Events	Swinburne
Dance * VCE VET (Sandy 7-10 Campus)	21764VIC Cert II in Dance	Ausdance
Fashion Design VCE VET	LMT21707/LMT31407 Cert II/Cert III Applied Fashion Design (Partial completion)	Kangan
Hospitality* VCE VET (First Year)	SIT20207 Cert II in Hospitality	Holmesglen
<i>Information Technology (Games Creation)</i>	ICA3011 Certificate III in Information, Digital Media and Technology (Partial completion)	Chisholm
<i>Justice – Block Credit (one year)</i>	21792VIC Cert IV in Justice (Partial Completion)	Holmesglen
Music * VCE VET	CUS09 Cert III in Technical Production	COSAMP
<i>Media/ Screen – VCE VET/ Block Credit</i>	UF20107 – Cert II in Creative Industries (Media) CUF40107 Cert IV in Screen & Media (Partial)	Chisholm
<i>Visual Arts – Block Credit</i>	CUV30103 Cert III in Visual Arts & Contemporary Craft (Partial completion)	Chisholm

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

holmesglen



VET Links

VET programs delivered off campus change each year depending on student interest – check TAFE handbooks for offerings (go to <http://sandringhamvetprograms.wikispaces.com/> for these and other information about VET at Sandringham). Our students undertook the following programs in 2012 – but others are available in 2013. Most programs run for two years and must be started in Year 11. Generally first year must be successfully completed before students can do a second year. For VCE VET programs, asterisks denote scored assessment. Block credit programs are in italics.

For further information contact Anna Irminger - VET Coordinator Sandringham College
Telephone: 8599 0551
Email: irminger.anna.a@edumail.vic.gov.au
Or go to:
<http://sandringhamvetprograms.wikispaces.com/>

School Based Apprenticeships (SBATs)

Depending on local employer offerings

VET Programs Delivered Off Campus

Program	Certificate	RTO & Venue
<i>VET Animal Studies</i>	<i>RUV20104 Cert II in Animal Studies</i>	<i>Box Hill – Box Hill</i>
VET Auto	21560VIC Cert II in Auto Tech Studies	Kangan - Docklands
VET Building	21844VIC Cert II In Building & Construction	Chisholm/Holmesglen – Frankston/Chadstone
VET CISCO	CISCO1 CISCO Discovery & Exploration	Chisholm - Frankston
VET Community Services *	CHC20108/20202 Cert II in Community Services	Holmesglen - Moorabbin
VET Electro technology*	22071VIC Cert II Integrated Technologies	Holmesglen - Moorabbin
VET Engineering *	22019VIC Cert II in Engineering Studies	Holmesglen - Moorabbin
VET Equine*	21908VIC Cert II Equine	Box Hill – Box Hill
<i>VET Event Management</i>	<i>SIT30607 Cert III in Events</i>	<i>Holmesglen - Moorabbin</i>
VET Furnishing*	21278VIC Cert II in Furnishing (new 2011)	Chisholm - Frankston
<i>VET Hair/Beauty/Modelling</i>	<i>WRB30104 Cert III in Beauty Services</i> <i>WRH20109 Cert II in Hairdressing</i>	<i>VU – King St, City</i> <i>Kangan</i>
<i>VET Makeup</i>	<i>WRB20204 Cert II in Makeup Services</i>	<i>Chisholm - Frankston</i>
VET Horticulture	RTF20103 Cert II in Horticulture (new 2012)	Holmesglen - Waverly
VET Hospitality/Kitchen Ops	SIT 20307 Cert II in Hospitality (Kitchen Ops)	Holmesglen - Moorabbin
VET IT*	ICA20105 / ICA30105 Cert II/ III in Info Tech	Holmesglen - Moorabbin
VET Interior Design	LMF40408 Cert IV in Interior Decoration	Holmesglen - Chadstone
VET Multi Media*	CUF30107 Cert III in Media	Holmesglen - Moorabbin
<i>VET Plumbing</i>	<i>21642VIC Cert II in Plumbing</i>	<i>Chisholm - Frankston</i>
VET Retail	SIR20207 Cert II in Retail (1 year only)	Holmesglen - Family Life Cheltenham
VET Sport & Rec*	SRC20206 Cert II in Community Rec	Holmesglen - Moorabbin
<i>VET Tourism</i>	<i>SIT30107 Cert III in Tourism</i>	<i>Holmesglen- Moorabbin</i>
School Based Apprenticeships	Various	Various

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

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

Victorian Certificate of Applied Learning (VCAL)



Vincent Li is a Year 12 VCAL student who decided to transfer to the College because he had heard so many good things about the VCAL program. He sees it as great preparation for his future career and says the hands on approach suits his learning style.

Vincent is studying Literacy, Numeracy, Personal Development, Hospitality, Photography and VET Visual Arts. He says the subjects he enjoys most are VET Visual Arts and Photography. "I am interested in these areas and enjoy learning new skills. I have fun in these classes."

Vincent also enjoys the respectful atmosphere at the college. "Sandringham College is a school where you are treated as a young adult. The teachers help you select the right subjects and help you succeed. The teachers are always here to support you throughout the year."

In the future, Vincent would like to study Graphic Design/ Photography or undertake an apprenticeship in the automotive industry.

The VCAL has been designed to increase pathways for young people in Years 11 and 12 from secondary school to work and/or further education and training. It provides an applied learning context that encourages educational practices and methodologies reflecting adult learning and youth development principles.

The VCAL will provide a program of studies in the following four compulsory strands:

- Literacy and numeracy
- Work-related skills
- Industry-specific skills
- Personal development

The Victorian Certificate of Applied Learning can be accredited at three levels:

VCAL - Foundation
VCAL - Intermediate
VCAL - Senior

VCAL Course requirements

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

Entry Requirements

It is an entry requirement that students must have a Year 10 pass. Students can enter at the appropriate level of VCAL to suit their learning needs. The VCAL learning program is designed to include provision for a student's prior learning and skills level, as this will guide his or her entry point into the framework at the appropriate level. Students can gain recognition of prior learning for attainment of accredited curriculum models, units or certificates that will count as credit towards the appropriate VCAL level.

Time frame

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

VCE Credit Transfer

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

Accredited Curriculum Units

A Victorian Certificate of Applied Learning can contain a combination of accredited curriculum components. Most of ours are selected from:

- VCAL units
- VCE units
- VET units



VCAL Course Structure

Year 1 - Intermediate VCAL

Unit 1

Literacy & Numeracy	Work-related Skills (WRS)	VET subject	Personal Development	VCE subject
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Unit 2

Literacy & Numeracy	Work-related Skills	VET subject	Personal Development	VCE subject
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Year 2 - Senior VCAL

Units 3 & 4

Literacy & Numeracy	WRS Part time job	VET subject	Personal Development	VCE subject
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This course aims to:

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

Credits are available into apprenticeships and TAFE courses.

VCE Electives

Agriculture and Horticulture (1&2)
 Outdoor & Environmental Studies (1&2)
 Product Design & Technology - Wood (1&2)
 Vis Com (1&2)

PD Electives

Boot Camp
 Building Projects
 Food and Me
 Express Yourself

Make sure you fulfil VCAL requirements

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



VCAL Unit Summaries

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

Literacy

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

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

Numeracy

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

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



Personal Development

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

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

Students are required to select one unit of Personal Development each semester. In some cases, and if numbers permit, it is possible to do the same unit all year, but most students elect two different units.

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

Work Related Skills

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

Work Related Skills, where possible, is integrated in projects across other strands. Students are expected to work one day a week (or equivalent) in part-time employment, a School Based Apprenticeship or work placement.



VCE Electives

Applied Learning students will do a VCE unit. The focus will be vocational and practical.

Year 11 students study one VCE unit, and many Year 12 students select two.

A description of the available VCE units may be found on the next page

Industry Specific Skills

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

VCAL Personal Development Units

Building Projects

Students assume the role of apprentice in this class. They negotiate to design and build projects using wood and metal products.

Boot Camp

A fitness and personal challenge unit designed to push boundaries. Activities include sand sprints, hill sprints, longer runs, bay swims, circuits and boxing.

Food and Me

Students learn the essentials about food and cooking, hygiene and meal planning. They cook every week and enjoy eating the scrumptious food they prepare.

Express Yourself

Students are introduced to the world of art and take an active role within it. Using the combined skills of drawing, painting, ceramics and graphics, students create artworks that express their own view of the world. Insights, emotions, stories, opinions and hopes are just some of the motivations students will draw upon for artistic inspiration.

VCE Units for VCAL Students

Agriculture and Horticulture

Students are introduced to the general principles of agriculture and horticulture. Students focus on nursery management (growing vegetables and propagation) and the introduction of technology. They operate their own small business and consider the consequences of a horticultural system and the management processes to maintain sustainability.

Product Design & Technology - Wood

Students use wood materials to build a product. They develop a folio which shows all stages in planning and possible design options. Factors influencing the design process are considered, including the relationship between materials and design, and how designs can be structured in a practical way. A journal records the development stages.

Outdoor and Environmental Studies

Students participate in a range of outdoor recreation activities in the natural environment to develop experiential knowledge of natural environments. Activities include: snorkelling, windsurfing, swimming, surfing, bushwalking, camping, bike riding, sea kayaking and rock climbing.

Visual Communication & Design

Students receive practical training and the opportunity to explore the visual language of design in a variety of forms, including graphic design and product design. This subject provides students with a range of tasks including 2D & 3D illustration, tattoo design, advertising & event posters, logo design and stencils. Students work in a range of methods including manual drawing, digital design (Corel Draw, Photoshop & Illustrator) and spray painting.



VCE & VET Unit Summaries

Accounting 1,2

Unit 1 – Financial Management focuses on the accounting and financial management of a small business. Students are introduced to basic accounting procedures for gathering, recording and reporting financial information. The focus is on single entry cash book methods used in small businesses or by the self-employed. Students will apply information technology in completing accounting procedures.

Unit 2 – Financial Operations focuses on accounting systems using the accrual approach recording and reporting which recognise credit transactions. These procedures will be linked to the appropriate accounting principles and qualitative characteristics that maintain the quality of financial information.

Accounting 3,4

Unit 3 – Financial Decision Making focuses on accounting and financial decision making issues of a small business, operating as a sole proprietor. Students are introduced to double entry system using accrual based accounting. Students undertake a study of the recording system from documentation through journals, ledgers, trial balance to final reports. Students are required to apply information technology in preparing and recording information.

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

Acting (VET) - delivered on campus

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

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

Description: This course is for people who want to pursue acting opportunities in the Theatre and Screen Industry or continue further acting education and training. The Certificate III course is designed to provide the minimum requirements to work in the performing arts industry as an actor, in live theatre, and the film and television sectors. It can also provide participants with the skills and experience of working with others in the development and implementation of screen and dramatic works, and provide participants with an understanding of how to work within the performing arts and screen industries safely. Units include: Australian Theatre Industry Knowledge; Extended Voice Skills; Extended Acting Technique; Extended Screen Acting Technique; Extended Comedy Skills.

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



Agriculture & Horticulture 1,2

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

Agriculture & Horticulture 3,4

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



VCE & VET Unit Summaries



Applied Fashion Design (VET) - delivered on campus

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

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

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

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



Art Painting / Mixed Media 1,2

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

Art Painting / Mixed Media 3,4

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

Automotive (VET)

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

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

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

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



VCE & VET Unit Summaries



Biology 1,2

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

Biology 3,4

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



Building & Construction (VET)

Qualification: 21844VIC Certificate II in Building and Construction (Carpentry) Pre-apprenticeship (partial completion)

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

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

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



Business (VET)

Qualification: BSB20107 Certificate II in Business with selected units from Certificate III in Business.

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

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

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



Business Management 1,2

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

Business Management 3,4

Unit 3 focuses on the role and importance of large-scale business organisations to the Australian economy and examines the key elements of these organisations and management roles. Students investigate key management roles, different management styles and skills and operations management in large scale organisations including quality control and the impact of technology. Unit 4 focuses on the role of Human Resource practices and processes within large-scale organisations. Students also examine the role of management in assisting with change within an organisation.



Chemistry 1,2

Unit 1 introduces students to the structure of the chemical world of which they are a part. They explore the development of atomic structure and the Periodic Table. By studying the characteristics of useful materials, such as metals, salts and plastics, students will gain an understanding of various chemical processes. Students are also introduced to many of the major qualitative and quantitative ideas such as formulas and mass calculations. In Unit 2 attention is focused on a wide range of chemical reactions which occur in the biosphere with an emphasis on writing chemical equations. Students are also introduced to the principles of green chemistry. The second major focus of the unit is the study of the behaviour of gases and their effect on life in the environment.

Chemistry 3,4

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

Community Services (VET)

Qualification: CHC20108 Certificate II in Community Services Work and selected units of competence from Certificate III in Community Services Work and Certificate III in Children's Services.

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

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

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



VCE & VET Unit Summaries



Jasper Salomonsz moved from a local private school to Sandringham College Senior Campus for the wide range of subjects offered.

This year he is studying 3/4 English Language, Literature, Legal Studies, Art and Visual Communication Design. Jasper undertook 3/4 Dance whilst in Year 11. He says that he enjoys all of his subjects and that the teacher-student relationships promote a respectful and mature classroom environment. He says that he finds it “stimulating” and it encourages him to be proactive in his approach to study. He feels that this is preparing him for university.

During his time at the Senior Campus, Jasper has been involved in Winter Dance and Sandy Feet and was selected to represent the school in the State Schools Spectacular as a principal dancer.

Jasper intends to continue his studies after Year 12. Architecture at RMIT is his main choice at the moment, but he is also interested in Interior Design, Visual Merchandising and Journalism.

Dance 1,2

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.

Dance 3,4

Unit 3 focuses on the preparation and performance of a solo dance work and involves the physical execution of a diverse range of body actions and the use of technical and performance skills. Students also learn a group dance work. The dance-making and performance processes involved in preparing and performing these works are analysed. Students also develop an understanding of choreography through an analysis of the ways the expressive intention chosen by the choreographer is developed through the use of choreographic devices and the arrangement of phrases and sections. Unit Four focuses on the preparation and performance of a unified solo dance work. Students also analyse the dance-making and performance processes involved in the preparation and performance of this dance work. Students’ understanding of choreography is also developed and refined through an analysis of the ways in which the choreographers’ intentions can be expressed through the manipulation of group structures and the elements of spatial organization in group dance works. The cultural influences on choices made by choreographers in these works are also studied.

Dance (VET)

Qualification: CUA20111 Certificate II in Dance

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

Description: Certificate II in Dance 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. A new course for 2014 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.



VCE & VET Unit Summaries

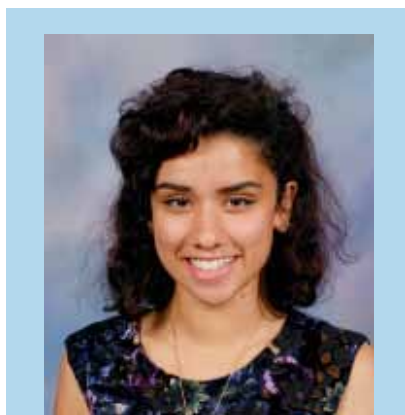


Drama 1,2

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

Drama 3,4

Drama 3,4 explores non-naturalistic techniques and conventions. These units aim to further develop the ability of students to express their ideas and to deepen their understanding of how character and role is shaped by dramatic form. In pursuit of these aims students are required to create and perform a solo piece and an ensemble piece. They must also critically analyse works in performance.



Gabriella D'Costa moved to the Senior Campus because "...I liked the creative, accepting and independent atmosphere." She likes the way that everyone is treated as equals and finds the campus a very tolerant place.

Gabriella feels that the relaxed learning environment encourages her creativity. She relishes the opportunity to openly discuss a range of issues - an approach that she finds greatly increases her understanding of the topics being studied.

Gabriella is studying Philosophy, English Language, Literature, Visual Communication Design, Music Styles and Composition. She intends to undertake an Arts Degree after VCE.

Economics

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

Economics 1,2

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

Economics 3,4

Unit 3 explores Microeconomics and considers the factors that influence the buying decisions made by consumers in conjunction with the production and supply decisions made by businesses. As the unit progresses students undertake Macroeconomics and confront the issues facing the federal government. Students develop skills in researching and analysing data and graphs to understand economic goals such as low inflation, full employment, economic growth, external and improving equity among all Australians. Unit 4 develops a detailed knowledge of how the federal government uses monetary and budgetary policy tools to manage the economy effectively. Students discuss current and real economic issues both nationally and globally.

Engineering (VET)

Qualification: 22019VIC Certificate II in Engineering Studies
VCE/VCAL credit: Up to four units: two units at Units 1 and 2, and a Units 3 and 4 sequence. Study Score available.

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

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

VCE & VET Unit Summaries

English subjects

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

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

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

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

- *For the calculation of a student's ATAR, satisfactory completion of both Units 3 and 4 of an approved sequence in the English group is required.*
- *Any of the approved Units 3 and 4 sequence within the English Group will be counted in the ENTER but no more than two will be permitted in the primary four.*
- *The current policy of not allowing more than one of English and English (ESL) will continue.*

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

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

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

English 1,2

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

- * Reading and responding
- * Creating and presenting
- * Using language to persuade

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

English 3,4

This sequence of two units aims to further develop students' capacity to enjoy, use and critically respond to language in all of its forms. Students will read and respond to set texts and analyse the use of persuasive language. They will also write for a range of different purposes and audiences and use and respond to oral language in different contexts.



Foundation English 1,2

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



English Language 1 - 4

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

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

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

The study is made up of four units :

- Unit 1 : Language and Communication
- Unit 2 : Language and Change
- Unit 3 : Language Variation and Social Purpose
- Unit 4 : Language Variation and Identity

VCE & VET Unit Summaries



Environmental Science 1,2

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

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

Environmental Science 3,4

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

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

Equine (VET)

Qualification: 21908VIC Certificate II in Equine Industry

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

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

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



Food & Technology 1,2

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

Food & Technology 3,4

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

VCE & VET Unit Summaries



Furnishing (VET)

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

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

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

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

Geography 1,2

Unit 1: Natural Environments
This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth's surface. The role of human activities and impact on natural processes is explored. This unit includes fieldwork in coastal areas.

Unit 2: Human Environments
This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. This unit includes fieldwork focusing on change in the Melbourne metropolitan region.

Geography 3,4

Unit 3: Regional Resources
This unit investigates the use and management of Australia's valuable water resources and evaluates its future sustainability. Field studies are also conducted, with visits to Southbank, Docklands and Beacon Cove.

Unit 4: Global perspectives
This unit investigates the geographic characteristics of global phenomena and responses to them. The first phenomenon studied includes a focus on human population and the management of issues such as migration and the spread of HIV/Aids. The second phenomenon focuses on tourism on a global scale.



Health and Human Development 1,2

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

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

Health and Human Development 3,4

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

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

VCE & VET Unit Summaries



History 1,2

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

History 3,4 - Revolutions

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



Horticulture (VET)

Qualification: RTF20103 Certificate II in Horticulture / RTF20403 Certificate II in Horticulture (Landscape)

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

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

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



VCE & VET Unit Summaries



Hospitality (VET) – first year delivered on campus

Qualifications:

Program 1: SIT20207 Certificate II in Hospitality and selected units of competence from Certificate III in Hospitality

Program 2: SIT20307 Certificate II in Hospitality (Kitchen Operations)

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

Certificate II in Hospitality is designed to provide students with the necessary training and skill development for the achievement of competence in food and beverage service and/or with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served. First year includes units covering developing and updating hospitality industry knowledge, serving food and beverage to customers, organising and preparing food. In second year, students can continue with 'front of house' units such as providing food and beverage service, preparing and serving non-alcoholic beverages, responsible service of alcohol and preparing and serving espresso coffee and/or undertake Kitchen Operations. Kitchen Operations units cover areas such as preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces, soups, and desserts.

Career opportunities: Completion of Certificate II in Hospitality may provide employment opportunities in a variety of roles; such as a food and beverage attendant, bar/bottle shop attendant, front office/receptionist, catering assistant, kitchen hand, waiter or barista. With additional training and experience, future employment opportunities may include restaurant manager, sommelier and maitre d', chef, pastry chef, caterer, breakfast cook, short order cook and a fast food cook.

Information Technology - General Information

VCE Information Technology focuses on the processing of data and the management of information and information systems.

The rapid pace of development in information and communications technology (ICT) is having a major influence on many aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, education, entertainment and society.

While it is important that students extend their use of ICT as a learning and personal tool, the study of VCE Information Technology encompasses information systems and how people interact with information technology to create structured information and to connect with others to exchange information.

It encompasses the theoretical foundations of computation and techniques for writing programs and developing solutions. It also focuses on how the needs of individuals, organisations, communities and society are met through the combination of ICT and meaningful information.

VCE Information Technology equips students with appropriate knowledge and skills to use ICT responsibly and to make informed personal and workplace choices about developments in this exciting field. Students are encouraged to orient themselves towards the future, with an awareness of the technical and societal implications of ICT.

VCE Information Technology provides pathways to further studies in IT and to careers in ICT-based areas. It also prepares students for programs that require an IT-related subject or for a range of careers that require efficient and effective use of ICT.

Structure

The study is made up of six units:

Unit 1: IT in action

Unit 2: IT pathways

Units 3 and 4: IT applications

Units 3 and 4: Software development

VET Unit 1-4: Information Technology is also offered as a VET subject: **VET IT GAMES CREATION**, Certificate III in Information Technology (Games Creation)

Many students from all program areas include Information Technology in their selection of studies. Students intending to enter the field of

Information Technology naturally take VCE Information Technology. Many students also recognise that being proficient with computer technology can be a practical benefit in many facets of life. Students hoping to be self employed can benefit from gaining practical skills that will assist them to manage a business and often include Information Technology in their programs.



VCE & VET Unit Summaries

Information Technology 1,2

Unit 1: IT in action

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. In Areas of Study 1 and 3, students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. In Area of Study 3, students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks. When creating solutions, students need an understanding of problem-solving methodology. In this unit the emphasis is on the problem-solving stages of design and development.

Unit 2: IT pathways

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users' needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions. Details of this methodology are contained in the Study Design.

In Area of Study 1 students analyse data from large repositories and manipulate selected data to create visualisations. In Area of Study 2 students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving problems, and this strategy is applied in Area of Study 3 when students solve problems for clients in the community.

IT Applications 3,4

Unit 3 focuses on the World Wide Web and how it supports the information needs of individuals, communities and organisations. In Area of Study 1, students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints. Area of Study 2 focuses on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS. At the practical level, students acquire and apply knowledge and skills in the use of an RDBMS. Unit 4 focuses on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. In Area of Study 1 either a relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation. When creating solutions to ongoing information problems, students apply all stages of the problem-solving methodology. In Area of Study 2, students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.

IT Software Development 3,4

Unit 3 focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language. The programming language selected will be studied for both Units 3 and 4. When programming in Unit 3, students are expected to have an overview of the problem-solving methodology and a detailed understanding of the stages of analysis, design and development. Area of Study 1 focuses on the analysis stage of the problem-solving methodology, which involves students developing and applying knowledge and skills in determining the requirements of solutions, identifying relevant factors that should be taken into account when designing the solutions, and in scoping the solutions. In Area of Study 2 students engage in designing the detailed specifications of how solutions will be developed and undertake the development stage by using the selected programming language to create planned solutions.

Unit 4 focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students continue to study the programming language selected in Unit 3. In this unit students are required to engage in the design, development and evaluation stages of the problem-solving methodology.

Area of Study 1 focuses on the design and development stages of the problem-solving methodology when solving problems suitable for use with mobile devices. Area of Study 2 focuses on the final stage of the methodology, evaluation.



VCE & VET Unit Summaries



Ned Garret has been a student at Sandringham College since Year 7. He saw the transition to the Senior Campus as a logical choice.

He cites the ability to choose subjects that will provide him with the opportunity to pursue his intended career as important in deciding where to finish his secondary schooling.

This year, Ned is studying Visual Communication Design, Maths Methods, Information Technology, English and VET Game Creation.

In the future Ned would like to study IT at RMIT and work towards a career in the industry.

Integrated Technologies (VET) formerly Electro technology (VET)

Qualification: 22071VIC Certificate II in Integrated Technologies

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

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

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

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

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

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

Description:

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

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

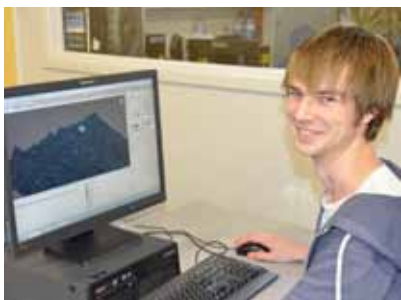
Interactive Digital Media (VET)

Qualification: CUF30107 Certificate III in Media

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

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

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



VCE & VET Unit Summaries



Justice (VET) – delivered on campus

Qualification: Partial completion of 217920VIC Cert IV in Justice

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

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

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



Legal Studies 1,2

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

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

Legal Studies 3,4

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

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

Literature 1,2

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

Literature 3,4

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

LOTE French 1,2

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

LOTE French 3,4

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

VCE & VET Unit Summaries

Please note:

* **General Mathematics 1,2 is a prerequisite for Further Mathematics 3,4.**

* **Advanced General Mathematics is a prerequisite for Specialist Mathematics 3,4.**

* **Mathematical Methods (CAS) 1,2 is a prerequisite for Mathematical Methods (CAS) 3,4, but can also lead to Further Mathematics 3,4.**

* **Foundation Mathematics is a terminal course.**

* **Specialist Mathematics can only be studied in conjunction with, or after the completion of, Mathematical Methods (CAS) 3,4.**

General Mathematics 1,2

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

Advanced General Mathematics 1,2

This course is designed especially to meet the needs of students intending to study Mathematical Methods 3, 4 and Specialist Mathematics 3, 4. The topics are selected to provide students with a more rigorous development of skills, compared to General Mathematics 1, 2, particularly in the areas of mathematical structure and proof. It is assumed that students have acquired some capability in the application of algebraic techniques. The units include a component of modelling and problem-solving work that emphasises the uses and relevance of mathematics in real world situations. The appropriate use of technology to support and develop the teaching and learning of mathematics is a feature of the course. This course provides the necessary foundation for the further development of mathematical knowledge in Specialist Mathematics 3,4.

Foundation Mathematics 1,2

Foundation mathematics offers and opportunity for students to achieve new skills and confidence in using mathematics. The intention of the course is to provide for the continuing mathematical development of students entering V.C.E. who need mathematical skills to support their other V.C.E., studies. In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. These units will be especially useful for students undertaking VET studies. Foundation Mathematics is a terminal course and does not prepare students for Unit 3&4 level studies in mathematics.

Mathematical Methods (CAS) 1,2

This sequence of two units encompasses 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 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) 3, 4 and Specialist Mathematics 3, 4.

Further Mathematics 3,4

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

Mathematical Methods (CAS) 3,4

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

Mathematics - General Information

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

Specialist Mathematics 3,4

This is an advanced course in mathematics designed for students with strong interests in mathematics and those who wish to pursue tertiary studies in the fields of Mathematics, Science and/or Engineering. The sequence of two units highlights mathematical structure and proof in the areas of Co-ordinate geometry, Trigonometric functions, Vectors, Algebra, Calculus and Mechanics. There is a clear emphasis on concept development and the use of logic in developing solutions for problems of both a theoretical and a practical nature. It is assumed that Specialist Mathematics Units 3, 4 is taken in conjunction with Mathematical Methods (CAS) 3, 4, as the areas of study extend and develop material covered in Mathematical Methods (CAS) 3, 4.

VCE & VET Unit Summaries



Media 1,2

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

Media 1,2 - Journalism

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



Media 3,4 - Journalism/Print

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

Media 3,4 Video/Audio/Animation

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



See also VET Screen and Media p33.



Media 3,4 Photography

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

VCE & VET Unit Summaries



Marlon Grunden is a Year 12 Arts Performing student who has been at the college since Year 7. He said the decision to make the transition to the Senior Campus was easy.

"I absolutely loved the atmosphere. I had been in several college productions and had spent a bit of time at the campus. Everyone was really nice and there was a visible mutual respect between teachers and students. I learn much better in an accepting environment. No matter who you are or what areas you're into, there are people to enjoy it with."

Marlon is studying Maths Methods, English Language, Music Performance, Music Styles, VET Screen and Media and Theatre Studies. He says it is difficult to choose one favourite as "I'm passionate about all of them."

Marlon has participated in four college productions, played in the hockey team, jazz and funk bands, as well as in several bands formed within the music department.

Once he has finished Year 12, Marlon would like to travel, then study Composition for Film at VCA.

Screen and Media (VET) - delivered on campus

Qualification: CUF20107 Certificate II in Creative Industries (Media) and CUF40107 Certificate IV in Screen and Media (partial)
VCE/VCAL credit: Two units at Units 1 and 2, and a Units 3 and 4 sequence (Block Credit).

Description: These courses 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 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.

Music (VET) - (delivered on campus)

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.

Music - Technical production (VET) - delivered on campus

Qualification: CUS30209 Certificate III in Technical Production
VCE/VCAL credit: Up to five units: three units at Units 1 and 2, and a Units 3 and 4 sequence. Study Score available.

Description: Certificate III provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 of the program include developing music industry knowledge, establishing contractual and work relationships, and following health, safety and security practices. For Units 3 and 4 students undertake units in editing sound using digital systems, operating sound mixing console, operating sound reinforcement system and mixing sound sources.

Career opportunities: Completion of the Certificate III prepares students for work in the music industry in areas such as sound track laying, digital editing and mixing, audio visual equipment operations and stage management and can be applied to workplaces such as stage productions, radio and medium to large recording studios. With additional training and experience, potential employment opportunities may include sound technician, tour crew member, studio engineer, theatre/television audio technician.

VCE & VET Unit Summaries

Music Performance 1,2

This course focuses on building performance and musicianship skills. Students will present performances in both the solo and group contexts. All performance material is dictated by a prescribed list which is published at the beginning of each school year. Students will also study the work of other performers and explore strategies to optimise their own approach to performance. They will identify technical, expressive and stylistic challenges relevant to the music they are preparing for performance and practise technical work to address these challenges. Students will also develop skills in performing previously unseen music. Students study aural theory, written theory and analysis concepts to develop their musicianship skills and are taught to apply this knowledge when preparing and presenting performances. Students will also explore improvisation or compositional techniques to create a folio of work in semester two.



All music students need to note that you are expected to practise your instrument at least 30 minutes a day.



Music Performance 3,4

This course prepares students to present convincing performances in either solo or group contexts.

Students will select a program of works from a prescribed list of notated works (presented and published by the VCAA) representing a range of styles and diversity of character for performance for presentation as the key focus area of the course. Students will present this performance at an end of year examination before a panel of external assessors. Students will also undertake a performance element which will be assessed internally. Students will develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

Music Investigation 3,4

This course has students selecting a focus area for their basis of study. This focus area is dictated through the selection of a work or piece of music from a prescribed list of notated works (presented and published by the VCAA). Students explore their chosen focus area through three complementary areas of study: Investigation - Involves research into the background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores. Students will also prepare program notes to accompany their end of year externally assessed performance relating directly to their program and their focus area. Students will create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the focus area as reflection in the Investigation. Students will prepare a performance of a program of works, presented in an externally assessed group or solo performance recital at the end of the year, that is representative of the focus area.

Music Styles & Composition 1,2

This course involves an exploration of a wide range of music styles. Students listen to excerpts from different styles, traditions, times and places. They will analyse THREE distinct music styles: music of Africa, Rock n' Roll and Baroque. Students will compose and/or arrange brief creative exercises in response to the practices of other composers/creators. Students will also explore how composers/creators use music to affect responses in multi-disciplinary forms, for example, music on stage and in animation. Students listen to music excerpts from diverse styles and respond to ways the elements of music and compositional devices are used to create specific effects. In Unit 2 students will create music for a multi-disciplinary work in a form of their choice.

Music Styles & Composition 3,4

In this course students will explore ways sound can be organised in music. As they develop an understanding of how music is designed, created and performed in a range of styles and traditions, students will create their own music. Students will listen, and respond, to a variety of music excerpts and develop skills in aural analysis by focusing on how the elements of music are treated and the way compositional devices are used. In each unit students undertake focused aural and/or visual analysis of selected works. They uncover the music characteristics of the works and their associated styles, the context from which the works emerged and the processes composers/creators used to create the finished works. Students create their own music in direct response to the music and the creative processes they have studied using three main compositional devices; contrast, repetition and variation. They will analyse these compositional devices in two selected works and create an original music work inspired by the study of music from different styles and traditions.

VCE & VET Unit Summaries



Philosophy 1,2

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

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

Philosophy 3,4

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

Outdoor and Environmental Studies 1,2

These units examine the ways in which humans understand and relate to the outdoor environment as well as focusing on human-related impacts on natural environments at a local and state level. Outdoor activities provide the major focus for studying humans and the environment. Canoeing, swimming, snorkelling and bushwalking are some of the activities used to examine the ecological, social and economic implications of human impact on the environment. Students experience a variety of environments which provide a basis for comparison and opportunity to develop knowledge and skills in the classroom and practical settings.

Physical Education 1,2

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

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



Outdoor and Environmental Studies 3,4

These units consider the ecological, historical and social contexts of relationships between humans and outdoor environments. Emphasis is placed on the need for a balance between human interactions in the outdoors and conserving the natural environment.

Students are involved in a range of activities such as sailing, sea kayaking, climbing, riding, bushwalking, cross-country, skiing, snowboarding, camping and swimming.

Physical Education 3,4

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

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

VCE & VET Unit Summaries

Physics 1,2

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

Physics 3,4

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



Politics - Australian and Global 1,2

Unit 1: The National Citizen

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

Unit 2: The Global Citizen

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

Australian Politics 3,4

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

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

Global Politics 3,4

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

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

Product Design Technology 1, 2

Materials choices available:

- Metal
- Textiles – clothing and soft furnishings
- Wood

Unit 1 focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Knowledge of tools, processes, techniques and skills is essential to effective product design. Students will learn about intellectual property (IP) and its importance and implications for the designer. In Unit 2 the student works both individually and as a member of a small design team to design and create a product, or range. They will focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these on a design problem.

Product Design Technology 3, 4

Materials choices available:

- Metal
- Textiles – clothing and soft furnishings
- Wood

In Unit 3 students design and develop a product which meets a client or end-user's needs. They prepare a design brief and propose a series of design options as they work through and explore the Product design process. Students explore a range of new and emerging technologies and consider issues such as obsolescence and sustainability models. In Unit 4 students continue to develop and manufacture the product designed in Unit 3, and record the production processes and modifications to the work plan and product. They produce an informative presentation to highlight the product's features to the client and/or end-user and explain its care requirements.

VCE & VET Unit Summaries

Psychology Unit 1,2

In Unit 1 students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of Psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on perception and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. Unit 2 focuses on the way a person's attitudes and behaviours affect the way they view themselves and the way they relate to others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure and responses to group behaviour. Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested.

Psychology Unit 3 and 4

Unit 3 focuses on the relationship between the brain and the mind by examining consciousness, behaviour, cognition and memory. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. They apply different theories of memory and forgetting to everyday learning experiences. Unit 4 focuses on the interrelationship between learning, the brain and its response to experiences and behaviour. Students study the mechanisms of learning, the cognitive processes that affect readiness for learning and how learning style informs both personal and social issues. Students consider different concepts of normality, and learn to differentiate between normal responses and mental disorders. Students use a bio-psychosocial framework to explore the nature of stress, simple phobia and a selected mental disorder.

Retail (VET)

Qualification: SIR20207 Certificate II in Retail VCE credit: Up to four units at Units 1 and 2.

Description: Certificate II in Retail provides students with the knowledge and skills to be competent in a range of activities and functions requiring basic retail operational knowledge. The program includes core units such as operating retail technology, performing stock control procedures, communicating in the workplace and minimising theft. Elective units can be chosen from either the general selling or general food selling stream; for example, selling products and services, advising on food products and services, using computers as part of business and e-commerce processes, providing marketing and promotion program support.

Sociology 1,2

Unit 1 explores the development of youth as a social category, in the light of differing experiences of young people and potential negative impacts such as stereotyping and prejudice and discrimination. Students examine the social institution of the family, its sociological explanations and the influence of factors such as ethnicity, globalisation, feminism, technology and government.

Unit 2 investigates the concepts of deviance and crime, the types and degree of rule-breaking behaviour, traditional views of criminality and why people engage in deviant behaviour. It also considers the relationship between crime and punishment and the significance of factors such as age, gender, ethnicity and socioeconomic status.

Sociology 3,4

Unit 3 explores expressions of culture and ethnicity in Australian society, in both past and contemporary Australian indigenous culture, and for migrant groups. Students examine the way these concepts can define inequality and opportunity, shape cultural activities and provide a sense of purpose. Ethnicity is also a significant factor in the way individuals often identify themselves or others, and the way outsiders see them.

Unit 4 examines theoretical understandings of the idea of community and how various forms such as traditional, modern or cyber communities are experienced. Students investigate the challenges posed by political, social, economic and technological change. Students also develop an understanding of the purpose, evolution and power of social movements and how they achieve social change.

Sport & Rec (VET)

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

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

Description: VCE VET Sport and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community recreation. Leadership, organisational and specialist activity skills will be developed through the units of competence undertaken in Units 1 to 4. Common compulsory in Units 1 and 2 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 & VET Unit Summaries



Studio Arts 1,2 Photography

In these units students are introduced to the art of photography and receive instruction in a variety of photographic techniques. Students are required to produce several folios of B&W and digital photographs which explore a range of techniques, approaches and themes. Students will also maintain a workbook documenting the development of the folios and complete research projects analysing the working practices of professional photographers. Visual analysis, focusing on aesthetic qualities in photographs will be conducted throughout both semesters. Students will have access to a well-equipped darkroom, photographic studio and digital imaging facilities.

Studio Arts 3,4 Photography

In these units students will aim to develop their own style of photography through the exploration of a theme and different production techniques. They will be required to produce a comprehensive folio of photographs demonstrating advanced photography skills. In both units students are required to keep a detailed workbook documenting their studio experience. They are also required to carry out research work in order to further develop their understanding of how professional photographers work within an art context. Students will have access to a well-equipped darkroom and digital imaging facilities.



Studio Arts 1,2 Drawing

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

Studio Arts 3,4 Drawing

In these units students will be encouraged to develop their own individual style through a range of different explorations. Before commencing the explorations, students will need to write an exploration proposal clearly stating the intention of their explorations. In Unit 3 students will produce a body of work from their explorations and, after a very extensive investigation of a range of different approaches, mediums and techniques, they will then be ready to produce resolved and finished artworks in Unit 4. Students will also be required to carry out research into how different artists work and the processes and techniques that they use. The presentation of art works is also explored.

Please note that students can only undertake one Studio Arts subject per semester.

See also VET Visual Arts



Studio Arts 1,2 Video Production

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

Studio Arts 3,4 Video Production

In these units students will continue to develop skills in video production through the exploration of different techniques and approaches. They will be required to complete video productions demonstrating a sound understanding of all stages from scripting to post-production. In both units students are required to keep a comprehensive work book documenting their studio experience. They are also required to carry out research work in order to further develop their awareness of how professional producers work and techniques for the presentation and preservation of art works.

See also VET Media and Screen (Video Production)

VCE & VET Unit Summaries



Theatre Studies 1,2

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

Theatre Studies 3,4

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

Visual Arts (VET)

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

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

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

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

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

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



Visual Communication Design

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

Visual Communication Design 1,2

Unit 1 Introduction to Visual Communication Design

This Unit comprises three areas of study:

- Drawing as a means of communication
- Exploring the Design Elements and Principles
- Exploring Communication Design in context

Unit 2 Applications of Visual Communication Design

This Unit comprises three areas of study:

- Applying appropriate Drawing Conventions
- Type and Imagery
- Applying the Design Process

Visual Communication Design 3,4

Unit 3 Design Thinking and Practice

This Unit comprises three areas of study:

- Analysis and Practice in Context
- Design Industry Practice
- Developing a Brief and Generating Ideas

Unit 4 Design Development and Presentation

This Unit comprises three areas of study:

- Development of Design Concepts
- Final Presentations
- Evaluation and exploration of the Design Process, (The Pitch: what decisions were made and what influenced the Design outcome)

Performing Arts

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



Devon Campbell is a Year 12 Arts Performing Student Leader who chose Sandringham College Senior Campus for the “wide range of subjects and opportunities”.

Devon also appreciates the atmosphere at the college, in particular she mentions “the relationship and respect that lies between the students and teachers” as an important element.

This year Devon is studying English, Theatre Studies, VCE Dance and Music Performance. Last year she undertook ¾ Psychology, Math Methods and VET Dance in which she achieved a perfect score of 50. For her incredible achievement, Devon was also awarded a Premier’s Award.

In the future, Devon would like to go to WAPA and complete a Bachelor in Music Theatre.

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

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

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

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

awarded a Premier’s Award.

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

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

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

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

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

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

Visual Arts

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



Jaimee-Ann Driver is a Year 12 Arts Visual Student Leader. She chose to study at Sandringham College Senior Campus because it offers a "rare opportunity to learn in an environment that resembles a University, allowing for a smooth transition to tertiary study".

Jaimee-Ann cites the "cultural values at the college which create an environment where each student can strive and learn to the best of their abilities" as the defining feature of the college.

Jaimee-Ann is studying Media, VET Screen and Media, English Language and Further Maths. She particularly enjoys Media and VET Screen and Media as she intends to work in the Film Industry in the future.

During her time at Sandringham College Senior Campus, Jaimee-Ann has participated in many of the Student Leadership programs as well as filming college productions and music performances. Recently she filmed a documentary of the Music Department's Out and Back tour.

Next year Jaimee-Ann intends to continue making films while she travels. Eventually she hopes to study film and television at VCA or at the New York Film Academy.

In recent years many of our Visual Arts graduates have been recognised at a state level, notably via the annual Top Arts / Design exhibitions at the National Gallery of Victoria, the Museum and at the ATOM Awards. Last year, Tao Delves was shortlisted for Top Arts and Isabell Johnson was shortlisted for Top Designs. Many past students have exhibited at commercial galleries: Jackson Rowe and Sophie McPike exhibited at Without Pier and Natasha Bieniek was shortlisted for the 2013 (and 2011) Archibald prize. Previous years have seen students earn VCE Premier's Awards and prizes in various student Art Exhibitions. Students have also featured consistently in the Brighton Art Society annual exhibition awards.

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

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

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

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

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

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

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

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

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

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

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

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



Business

Enrolments in Business Studies have increased dramatically in recent years. Over the last decade there has been enormous growth in the service, administration and tourist sectors. This increase is reflected in the expanding Business program at Sandringham which includes Accounting, Business Management, Economics, Industry & Enterprise and Legal Studies as well as a range of Vocational Education and Training Programs.



Chris Cantlon is a Year 12 Business student who decided to complete his senior years of schooling at Sandringham College because of the range of subjects on offer. He says the wide range “provides many opportunities for future studies and pursuits”.

Chris is studying English, Further Maths, VET IT Game creation, Accounting and Economics. He particularly enjoys Further Maths and VET IT and says that the thing he likes most about the college is the fact that the “teachers are easy to understand and everyone wants you to achieve your best.”

During his time at Sandringham College, Chris has been involved in the extra curricula activities available, in particular the swimming carnivals and the Summer sport round robins.

In the future Chris hopes to work in the transport industry.

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

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

The Business Program provides students with a range of extra curricula activities such as court visits, tours of local businesses and an excursion to the seat of the national government in Canberra. All students also have the opportunity to participate in the E Team Program. Teams of five students learn and apply the tools and principles of Quality Management during a week’s workplace experience in a host organisation. This program has been designed for students to take responsibility for their learning and to “learn by doing”.

VCE/VET courses are available in

- Business
- Justice
- Retail
- Information Technology

Business Studies as Main Focus

Professional Pathways

This program is designed for students who are interested in further study at University or TAFE level or who are interested in employment in the business area.

Management Pathways

This program is designed for students who are interested in further study or employment in the business management area.

Enterprise Pathways

This program is designed for students who intend to pursue further study at TAFE or employment in the business area. You need to check the entry requirements if your intention is to take tertiary studies as many courses require some level of Mathematics.

Technology : Food and Catering

Many students in the hospitality industry have chosen Business Management or Accounting.

Business with Arts

Future writers, producers or artists who are likely to be self-employed find a background in business valuable.

Business with Science

A number of students from the Science area have included either Legal Studies or Information Technology in their studies.

Business with Technology

Students who aim at self-employment find Accounting and Business Management Unit 2 valuable.

Humanities

Studies of Societies and the Environment

Personal Development



Since moving to Sandringham College Senior Campus, Yuval Rosinger has found that his academic performance has improved and that he is much happier at school. He believes that the young-adult environment is a better preparation for life after secondary school.

This year Yuval is studying Visual Communication Design, English Language, Further Maths, Studio Arts Photography and VET Kitchen Operations. He particularly likes the "range of resources available and the way that the teachers are able to make topics more interesting".

Yuval feels that the "expectation that students will do their best and reach their potential" is encouraging and that he is being prepared for his place in the real world.

Yuval hope to study architecture at RMIT when he completes his VCE.

Recognising the importance of Humanities in a rapidly changing world, Sandringham Campus strives to provide a comprehensive range of humanities studies. Sandringham students currently have access to many Humanities studies which are frequently unavailable in other schools eg. Sociology, Geography, History, Philosophy and Australian and Global Politics.

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

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

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

Students from throughout the district and beyond enrol in Sandringham College's extensive Outdoor & Environmental Studies Program. The studies offer unique opportunities for physical activity and adventure both on land and water. It is emphasised that all practical activities are supported by a solid grounding in theoretical knowledge to ensure safety and competence. The campus' location near the foreshore is a great advantage in this regard, but in the course of the year students will embark on several camps and trips to a range of settings, throughout Victoria. The varied activities include camping, skiing, rock-climbing, hiking, rafting, wind-surfing and sailing.

The campus also provides excellent programs in Physical Education and Health & Human Development. All of these studies cater superbly for students who are interested in aspects of lifestyle such as physical activity and well-being, sport and recreation and environment of the outdoors. Campus facilities include a multi purpose hall with a high quality sprung hardwood floor that caters for a variety of sports. Activities are also conducted at the many local recreational venues and in the weight training facility.

This particular group of studies opens up many career pathways in the rapidly expanding area of 'human services', which includes community health, recreation, tourism, hospitality and the environment. In the Humanities field there are VET in the VCE programs that may be undertaken, such as VCE/VET Sport & Recreation.

NB: *Students should not choose Outdoor & Environmental Studies unless they are able and prepared to pay the course fees at the beginning of each semester.*



Science

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



Kate Harris chose to come to the Senior Campus because of the adult environment and the range of subjects.

She is studying Literature, Visual Communication, Studio Arts Drawing, Psychology and VET Games – Creation and Design.

Kate enjoys Visual Communication and VET Games the most as they allow her to be creative.

She describes the student/teacher relationships at Sandringham as refreshing, noting that teachers are friendly and treat you as an adult.

Kate would like to pursue a career in either graphic design or animation when she completes her VCE.

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

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

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

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

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

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

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

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

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

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



Technology & Applied Learning

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



Jeremy Boldner chose to complete his secondary schooling at Sandringham College Senior Campus because of the diverse range of subjects offered.

Jeremy enjoys the young adult environment at the Senior Campus and relishes the subsequent responsibility and opportunity that follows.

Sandringham College's commitment to the Arts also attracted him to the college. He is studying Art, Visual Communication Design, English Literature, Maths Methods and VET Visual Arts. He says that his favourite subjects are Art and Visual Communication because they "involve the use of creative design and spontaneous ingenuity in the way we think, design and create".

Jeremy hopes to undertake a Bachelor of Fine Arts at RMIT which will hopefully lead to a Masters in Art and a research degree.

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

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

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

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

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

Certificate II in Hospitality, for example, is delivered in partnership with Holmesglen and allows our students to gain an overall study score in the same way that assessment is undertaken in all other VCE studies. This involves VET in the VCE coursework - a set of tasks undertaken during the year, which are assessed and 'scored', as well as a final examination.



Applied Learning



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



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

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

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

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

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

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

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

- Moving out of home - renting, buying, furnishing, bills.
- Owning a car - purchase, registration, insurance, running and general maintenance.
- Road Safety - breaking speeds and distances, blood alcohol levels.



Glossary



Takuro Kagami is a Year 12 Japanese International Student at Sandringham College Senior Campus.

Takuro was attracted to the college by the Performing Arts subjects on offer. He is studying Drama, Theatre Studies, Visual Communication Design, English as an Alternative Language and Outdoor and Environmental Studies.

Takuro's favourite subject is Theatre Studies, a subject not available to him in Japan. He enjoys working with other students and says that everyone is friendly. In particular he says that students at Sandringham College are accepting of others and that "everyone can be who they are and be accepted".

Next year, Takuro hopes to continue his Acting studies in America.

Australian Tertiary Admissions Rank (ATAR) - previously known as ENTER

The overall ranking on a scale of 0 - 99.95 that you receive, based on your study scores. The ATAR is used by universities and TAFE institutes to select students for their courses.

Australian School Based Apprenticeships

Refers to part time apprenticeships undertaken while completing VCE or VCAL.

Certificates II and III

Level of VET program undertaken

General Achievement Test (GAT)

A test completed by all students undertaking a Unit 3/4 sequence. The results are used by the VCAA as part of the assessment process.

Outcomes

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

Registered Training Organisation (RTO)

An institution that has been approved to deliver specific training programs.

Satisfactory Completion

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

Semester

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

Sequence

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

Statement of Attainment

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

Statement of Results

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

Studies

The subjects available in the VCE.

Study Design

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

Study Score

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

Units (VCAL)

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

Units (VCE)

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

Victorian Curriculum and Assessment Authority (VCAA)

The Victorian State Government agency responsible for the management of the VCE and VCAL.

Vocational Education and Training (VET)

This refers to nationally recognised vocational certificates.

Source: www.vcaa.vic.edu.au



Sandringham College

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