

YEAR 10 HANDBOOK 2022



CRANBOURNE

SECONDARY COLLEGE





Principal's Perspective

Dear Students, Parents and Families,

Welcome to the Year 10 Subject Handbook for 2022. This publication is intended to assist students, parents and families in making choices that will provide opportunities for academic success as well as social and emotional growth.

Through the junior years of secondary school the College has provided our students with support, guidance and learning challenges to help them make informed decisions about their passions and interests and how these can come alive as part of subject selections and learning experiences.

Our Year 10 program is aimed at providing students with experiences that enable them to both build on their skills and interests while also enabling them to discover new possibilities to inspire further learning.

As students progress into and through Year 10 the learning related to pathways and careers education increases significantly and students will begin to focus on their senior years of schooling.

The Year 10 program is designed to equip students with the learning skills and confidence to be ready for the challenges of senior certificate education in Years 11 and 12. Year 10 is a significant school year to both consolidate on core learning skills, while also extending skills in the areas of interest for students.

Our College takes great pride in its commitment to support and meet the learning needs of all students and has a strong history of producing excellent outcomes for students.

I look forward to celebrating academic and personal success with you all in the coming years.



A handwritten signature in black ink, appearing to read 'D. Caughey'. The signature is stylized with a large initial 'D' and a cursive 'Caughey'.

David Caughey
College Principal

Pathway Learning at Cranbourne Secondary College

Cranbourne Secondary College uses the careers curriculum framework to help develop a local, custom and high quality career development program.

Career development at Cranbourne Secondary College aims to help young people develop skills, knowledge and attitudes to make informed decisions about careers and pathways. All students participate in a program of learning (Life Skills) that will help them manage their career and transitions in life.

Cranbourne Secondary College has a comprehensive Career Development Program following the Victorian Careers Curriculum Framework. It is delivered to all students through individual and small group career counselling, weekly Life Skills sessions, student and parent information nights as well as flowing through many of the core curriculum subjects.

Parents are encouraged to take an active interest in their child's career development. Opportunities are offered by the school for interaction with the Careers Team at Parent Teacher Evenings, Open Nights, VTAC Tertiary Information Night and through the subject selection process each year. Parents can also contact the careers staff through the school office to arrange an appointment time.

Careers at Cranbourne Secondary College has a dedicated website where students, parents and staff can access all information Careers related. It is a "One Stop Shop" for assistance with Career planning, information, VCE, VCAL and VET, employment assistance, post school options – plus so much more!

You can find it at <https://www.cranbournescareers.com/>

There are six steps in a young person's acquisition of skills for career development. These form the structure of the framework.



Goals at each step are organised into three stages:

- **Self development:** young people understand themselves, build their experiences and achievements and develop their capabilities.
- **Career exploration:** young people locate, investigate and consider opportunities in learning and future work options.
- **Career management:** young people make and adjust career action plans and manage their life choices, changes and transitions.

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Pathways and Subject Decision Making

Year 10 is an exciting year for students. Subject selection is a crucial part of moving into the senior school. It is important that the student and their parent / guardian read the subject descriptions to inform good decision making. Year 10 students will continue to develop core skills and will also further develop a more personalised programme. All subjects have complex requirements and include aspects of skill and knowledge. Students should ensure that they are aware of all options that are available to them and how that may connect with their plans for Years 11 and 12 as well as beyond secondary school.

Subject choices in Year 10 should be made on the basis of:

- Prerequisites
- Recommendations
- Ability
- Interests
- Future Intentions

See the table below for a detailed description of these terms.

Although friendships are important, students are strongly encouraged not to base their decisions on their friends' preferences.

The various options available allow students the opportunity to pursue their particular interest at a level that is appropriate to their skills and interests.

Once the student has completed their secondary certificate it is important that they have developed the appropriate skills and knowledge that will allow them to successfully undertake further study (TAFE, University) or transition to fulltime work. Students should keep in mind that there are multiple pathways options available and numerous ways to enter Tertiary education.

Key Concepts and Vocabulary

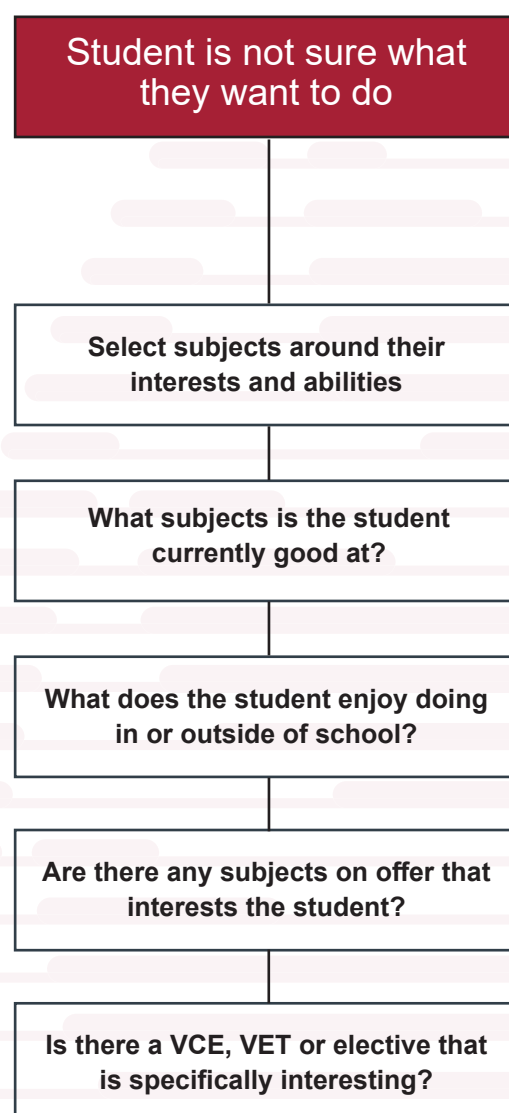
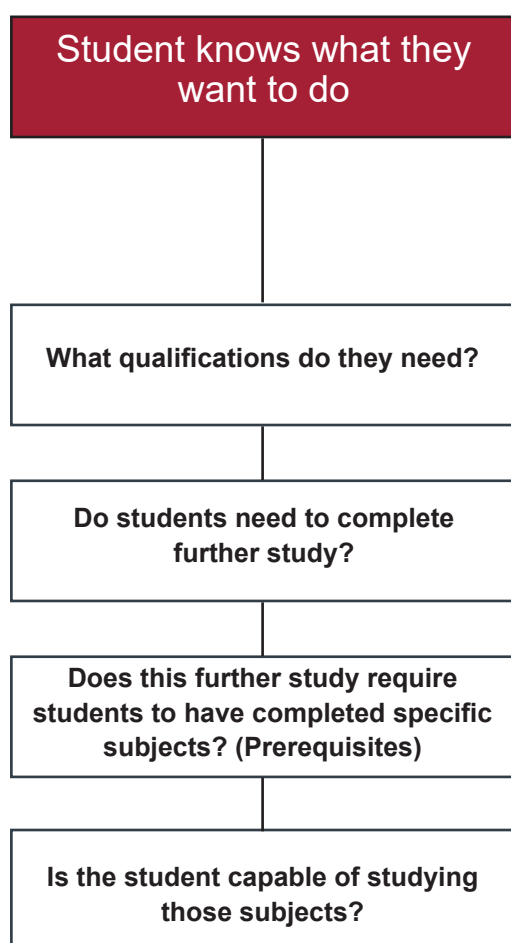
| | |
|-------------------|--|
| Prerequisite | Prerequisites are requirements that must be met. E.g. a prerequisite of biology means that a student who has not studied that will not be considered for that course. Prerequisite knowledge and skills highlight aspects of the training or work undertaken e.g. if you don't like Maths then an engineering or electrical apprenticeship may not be the best choice for you |
| Recommendations | When using this handbook and discussion options at course counselling the term recommendation is used in two ways. In the first instance, the College uses the term recommendation when helping to design a year 10 pathway that will equip the students for VCE requirements. Some of our year 10 subjects have been designed to prepare students for the VCE equivalent. In this way it is highly recommended that students with an interest in a particular VCE subject in their future years selects the year 10 subject that is recommended. A good example of this is in the Physical Education selections. Advanced Physical Education is highly recommended for students interested in VCE Physical Education in the future. The second way the term recommendation is used occurs when a course counsellor is working with students to select subjects. The broad range of data used by the course counsellor enables them to make recommendations to students and families regarding the most suitable and appropriate subject selection. |
| Ability | Talents or skills that an individual possesses or requires |
| Interests | The feeling of wanting to know or learn about something or someone |
| Future Intentions | The plans one makes or intends to action into the future. Could include the type of work or personal choices that are important to the student. |

Choosing a Year 10 Program of Learning

When choosing the specific studies for the student's Year 10 program, there are options that will allow a student to consider the following points:

- What does this student enjoy?
Students are generally successful in the subjects they enjoy.
- In what subject is the student already achieving high results?
Success is a motivator, and existing success may indicate a strong interest or ability in a subject area.
- What subjects might the student need for further study and work?
Further qualifications may require that students complete specific subjects in Year 11 or Year 12. More information is available from the Pathways Office if required.
<https://cranbournesc.vic.edu.au/student-services/careers-pathways/>

The following may assist you in selecting appropriate studies:



Key Features of the Year 10 Program

In Year 10, students begin to plan for their transition to the Senior School, whilst at the same time ensuring that the subjects they choose are in line with the requirements of the Victorian Curriculum.

All students undertake the following core subjects:

- English (or EAL or Literacy for those students who meet the relevant criteria)
- Maths
- Life Skills
- Health & Physical Education subject
- Humanities subject
- Science subject

Students also select two elective subjects

All Year 10 subjects run for the whole year, so students should take this into account when making their choice.

English

The study of English is a key feature of the curriculum throughout Years 7-12. It is a compulsory core subject through both Senior School pathways, as English in VCE and Literacy in VCAL.

The majority of students in Year 10 will complete our mainstream English program. Students do not need to nominate this subject in their course selection.

Students who are recently arrived and who speak a language other than English in the home may be eligible to undertake English as an Additional Language instead of English. These students should speak to their Course Counsellor or Sub School Leader, if there are questions about their eligibility for this subject. Again, students do not need to choose this subject specifically as they will be allocated if they are eligible.

Mathematics

The study of Maths provides students with a strong foundation for future career pathways through further study and employment.

Students in Year 10 are required to take one of the two available forms of Maths: General Mathematics or Specialist Mathematics. Students will be recommended a course by their current teacher based on their achievement data and their learning trajectory. If a student wishes to select a different level of the subject they will need to discuss this decision at their course counselling meeting and sign a form acknowledging this.

Please note that the level of Maths knowledge and study at each of the different Maths subjects might influence a student's ability to enter programs and courses in future years of study. Although it is important for students to aim to complete the highest level of Maths possible, they must also be realistic about their ability to undertake the work at that level (including skill development, work habits etc). Students should speak to their Maths Teacher to discuss their Maths level, or to the Maths Coordinator.

Life Skills

All students across the College undertake Life Skills as a core subject.

At Year 10, students engage with the Respectful Relationships program, and build upon their coping and problem solving skills to develop their strengths and resilience, and to understand and celebrate diversity in our community.

Students also participate in careers education, research and planning, learning to use a range of tools to find out about future pathways and developing a Career Action Plan.

All Year 10 students will be encouraged to undertake work experience. This is designed to help students explore career options and promote work readiness. Each student is required to find their own work placement. Work placement is for one week only.

Health and Physical Education, Humanities and Science

Although it is compulsory for students to study these subjects, they can select from a range of different options in each. By allowing students to choose subjects in these learning areas we believe it will give them greater ownership and commitment to their learning.

Electives

Students must select two elective subjects from the elective lists. Each elective runs for the whole year.

Electives range from subjects within Visual and Performing Arts, Technology, Languages, and Community Participation.

Vocational Education and Training (VET)

Students may select a VET course as one of their electives. A VET course is a nationally recognised qualification (Vocational Education). These courses are run in conjunction with TAFE or a Registered Training Provider. A VET course runs across two years so students who select a VET course in Year 10 will be expected to continue with it in Year 11 (either VCE or VCAL).

Student selection into the VET program is dependent on adequate levels of Maths and English, as well as the ability to demonstrate appropriate behaviour in classes and as part of the wider school community.

Students selecting to undertake senior curriculum e.g. VET or VCE must demonstrate readiness for acceleration. Student numeracy and literacy, and learning behaviours.

Students who wish to add a VET course to their selection MUST liaise with the VET Coordinator. If they have not completed this prior to Course Counselling, they will not be able to choose a “full” VET course.

A VET Taster course is also offered for students who wish to experience a “taste” of VET but who are not yet committed to a full course. The Taster courses cover elements from four different TAFE courses across the whole year. Students will be required to undertake all four elements of the program. This allows students to gain some experience of being a TAFE student but it does not provide a full certificate or qualification. Courses are run offsite at Chisholm Dandenong.

If you wish to and are eligible to choose a VET course, it must be selected as your first elective course.

Year 10 Core Subjects

English (8 periods per 10 day cycle)

Students do not have to choose an English subject – students will be allocated to the appropriate subject, based on the available data, later in the year.

| | | |
|---------|-----------------------------------|--|
| English | English as an Additional Language | |
|---------|-----------------------------------|--|

Mathematics (8 periods per 10 day cycle)

Students do not have to choose a Maths subject – students will be allocated to the appropriate subject, based on the available data, later in the year.

| | | |
|------------------|---------------|--|
| Specialist Maths | General Maths | |
|------------------|---------------|--|

Life Skills (4 periods per 10 day cycle)

Core “Electives” (6 periods per 10 day cycle)

Compulsory study of Health and Physical Education, Humanities, Science – but with choice from within these subjects. Choose one of the following (plus one reserve choice) for each subject.

| Health and Physical Education | Humanities | Science |
|---|--------------------------------------|--|
| Foundation to VCE - Advanced Physical Education | A Century of Change | Applied Science* |
| Health, Wellbeing and Lifestyle | Humanities in action | Foundation to VCE Chemistry and Biology |
| General Health and Physical Education | The Earth and Me | Foundation to VCE Chemistry and Psychology |
| Outdoor and Environmental Education | Doing the Books, Avoiding the Crooks | Foundation to VCE Chemistry and Physics |
| | | Foundation to VCE Psychology and Biology |

**Note: If students have only been recommended for Applied Science, please list this as both their first preference and their reserve subject*

Example: A Visual Planner

| CORE Year 10 (listed above) | | | | | Electives (page 11) | |
|-----------------------------|-----------------------------------|-------------------------------|--------------|--------------|---------------------|--------------|
| English and Maths | | Health and Physical Education | Humanities | Science | Electives 1 | Electives 2 |
| English or EAL | Specialist Maths or General Maths | First Choice | First Choice | First Choice | First Choice | First Choice |
| | | Reserve | Reserve | Reserve | Reserve | Reserve |

Year 10 Electives

6 periods per 10 day cycle.

Choose TWO of the following. If students wish to choose a VET subject (and they are eligible to do so) it must be chosen in position number 1.

Food

- VET – Certificate III in Kitchen Operations

Language

- Language – German

Performing Arts

- Dance
- Music – Live It, Play It
- Raise the Curtain
- VET – Certificate II in Dance

Sport

- VET – Certificate III in Sport and Recreation

Technology

- Technology - Computers
- Technology - Design Wood
- Technology - Food Studies
- Technology – Product Design Metal
- Technology - STEM
- VET – Certificate II in Automotive
- VET – Certificate II in Building and Construction (Partial completion)
- VET – Certificate II in Engineering Studies
- VET – Certificate II in Furniture Studies
- VET – Certificate III in information, Digital Media and Technology

VET Taster

- VET – Taster 1 - Hospitality, Patisserie, Hair, Beauty
- VET – Taster 2 – Carpentry, Furniture Making, Engineering, Electrotechnology

Visual Arts

- Art
- Media Studies
- Studio Arts – Photography
- Visual Communication Design



WANT TO COMBINE SCHOOL AND EMPLOYMENT? THEN LOOK AT **/HEADSTART** APPRENTICESHIPS AND TRAINEESHIPS

These programs allow students to combine school with a supported apprenticeship or traineeship.

You will

- Work with the Head Start Coordinator to identify an appropriate employer
- Commence or complete a Certificate III in your chosen field
- Access literacy and numeracy assessment and ongoing support
- Begin as a part time school based apprentice
- Transition into full time employment on completion of your secondary schooling

Contact your local Head Start Coordinator or
head.startOuterSE@education.vic.gov.au



/HEADSTART

APPRENTICESHIPS AND TRAINEESHIPS

AN APPLIED VOCATIONAL PATHWAY, COMBINING YEAR 12 COMPLETION & EMPLOYMENT

You will

- work between 2-3 days per week
- potentially work during weekends, after school and school holidays
- become an employee of the business
- complete training either on the job, or at TAFE

Industry opportunities include

- Building and Construction –carpentry, electrical plumbing, tiling, walls and ceilings etc.
- Manufacturing - engineering fabrication
- Business
- Health and Childcare
- IT
- Hairdressing
- Automotive - heavy and light, auto electrical
- Marine Technology and so many more options

**Act now by contacting your local Head Start Coordinator or
head.start.outerSE@education.vic.gov.au**



Advice for Subject Choice

How does a student choose which subject to study?

Read the subject description – do not just choose a subject based on its title. All subjects focus on developing skills and knowledge. ALL subjects have a theory component, and students are expected to undertake both theory and practical activities in your subject, which are demonstrated and assessed.

Consider the reserve choice carefully – although Cranbourne Secondary College will try to ensure that students receive their first choice of subjects this will not always be possible. Students will need to be prepared to study their reserve subject if necessary.

If students don't know what subjects they want to select, choosing the same as their friend is not a good idea. Classes are organised into blocks and in Year 10 students will be expected to move into different classes every period of the day.

Students won't be with their friendship group every period – but students will have the opportunity to make new friends. Students will not be granted permission to change classes based on friendships.

What subjects does a student need for the future? What is a prerequisite?

Do some research. If students think they know what their beyond school pathway is going to be, they should take some time to look up what kind of subjects they might need to study as a prerequisite. A prerequisite is a subject that **MUST** be taken in order to be able to gain access to a course.

Although lots of courses have prerequisites, it is particularly important to be aware of the Maths and Science prerequisites needed for future courses. Although it is not compulsory to do Maths in Year 11 & 12 VCE, further study beyond school might need students to have completed Maths to a certain level. Students' Maths Teacher will be able to tell them about the level of Maths they recommend for the student. Other career pathways might require students to have a design folio, or to have a certain science background. Students will need to know this to make sure that they choose subjects that will help them reach this goal.

What if the student doesn't know what they want to do?

If students don't know what they would like to do beyond school, refer to some of the careers testing they have done, eg WIRL, Morrisby. Perhaps students can find some ideas from here. Students can also talk with the Careers Team and look at some of the course information handbooks.

Remember it is okay to not know exactly what the student wants to do at this stage, but students need to be prepared to put some time into researching possibilities, and to reflecting about how students learn, their strengths and areas for improvements.

Should students go to Uni or TAFE? What if students want to do an apprenticeship or traineeship?

Students need to consider which one leads to the career or occupation students would like to pursue. Students also need to know about their own ability to learn, and about which will be the best pathway for them. Base their decision on research, not just what they think they already know.

If students think that they want to follow a different pathway that doesn't involve school in 2022, please speak to the Careers Team. There are Government requirements about being in school and students will need to meet their guidelines.

The Careers Team are able to provide some information about apprenticeships and traineeships. Students may also be interested in the HeadStart Apprenticeships Program – please see the insert available with this handbook.

Is Year 10 different to Year 9?

Yes! There is a change in what is expected at Year 10 in comparison to Year 9. Students will need to have good organisational skills as they will move around from classroom to classroom for most periods. Students will be in classes which are composed of many different people and they will need to be able to adjust to not having the same people in every class. Students will be expected to complete more complex work, and to work harder and smarter to meet deadlines. Students should be prepared to do both homework (work set by the teacher) and study (work done independently) to stay up to date with the work covered in class. This will be expected most nights. Students should create a study timetable to help them manage their time.

Will students get the subjects they choose? What happens if students have paid and they don't get their subjects?

At Cranbourne Secondary College we make an effort to offer a wide variety of subjects and programs but, sometimes subjects might not run, or classes might be full. If money has already been paid towards a course but this course does not run, then money will be applied to other aspects of the student's program. Any conversations about payment for courses should be directed to the General Office.

Can students do a VCE or VET subject while they are in Year 10?

Cranbourne Secondary College preference is that Year 10 students do a full Year 10 program, so that it enables them to be well prepared for senior studies.

In select circumstances it may be possible for a Year 10 to do a senior class if this is supported by evidence and teacher recommendation.

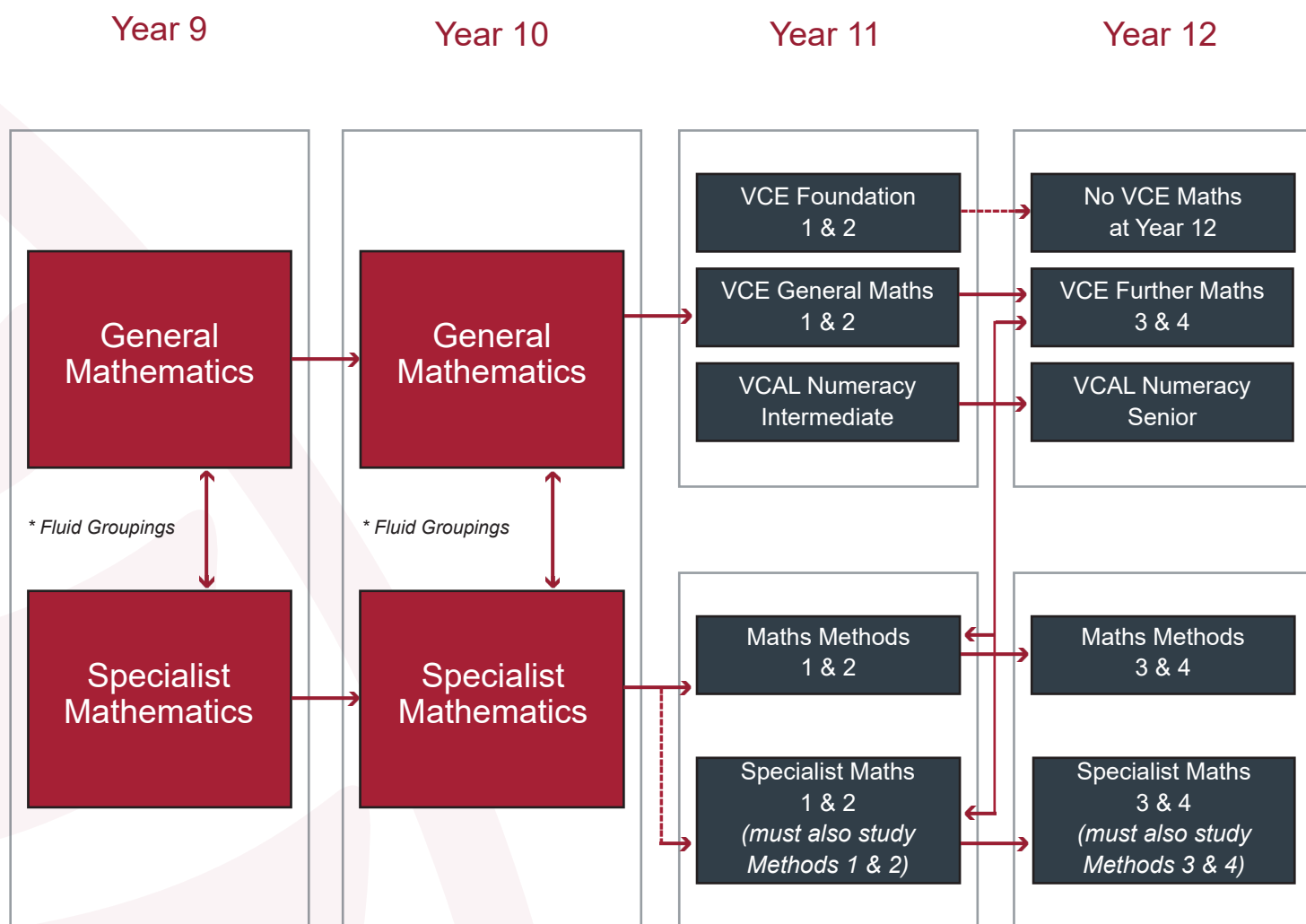
The process for this is as follows:

- At the time of Course Counselling, students and parents can indicate their interest in undertaking this option
- The College will then review this interest using a range of evidence
 1. Significant importance is placed on student English results demonstrating achievement above the Year 10 level
- An outcome will then be communicated to students and families

Can students change their subject if they decide they don't like it?

Once the student has selected their subjects and completed their course selection form, students will not be able to change their subjects. Students will need to think very carefully and discuss their plans with their teachers, family and the Careers Team if necessary. All Year 10 subjects run for one year, so students must be committed to these studies as they are unable to swap at the end of the semester.

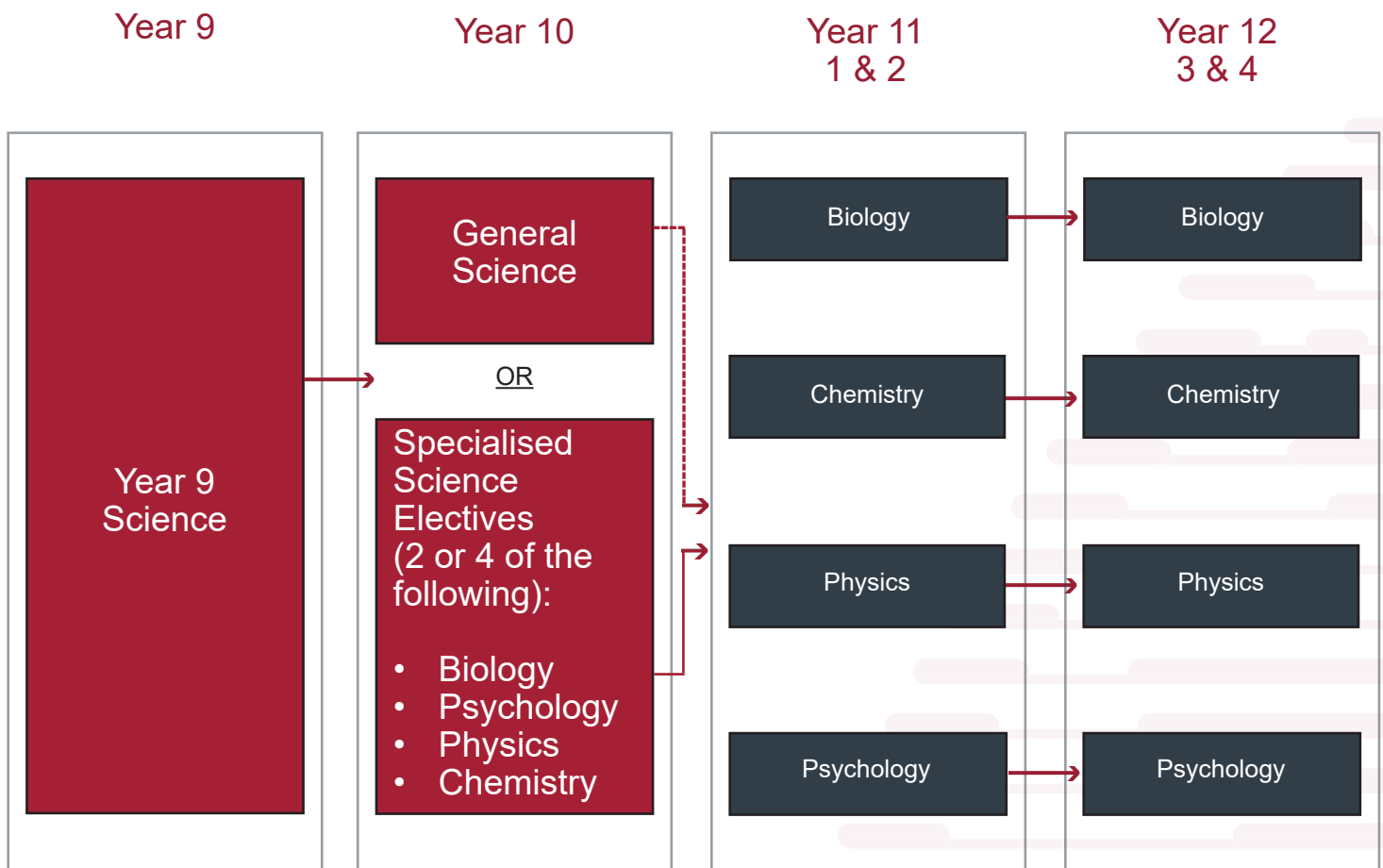
Mathematics Pathways Chart



The above represents the standard College Mathematics pathway map. Variations to this involve the use of a variety of evidence sources, including student assessment results, classroom teacher input and parent student conferences.

* Fluid groupings at Year 9 and 10 ensure students have the ability to move between classes based on academic data

Science Pathways Chart



Where students are considering a VCE Science in Year 11 it is highly recommended that they select the equivalent specified science elective in Year 10.



SENIOR SCHOOL PATHWAY CORE

CORE

English

Students interested in becoming a confident communicator, an imaginative thinker and an informed citizen.

What students do

Students will learn to analyse, understand, communicate and build relationships with others and with the world around us.

What students learn (skills, knowledge and understandings)

Students will aim to develop the knowledge and skills needed for education, training and the workplace, as well as improving the critical and analytical thinking skills needed for success in our future years of schooling and in life beyond formal education.

What students will be assessed on

- Writing analytical responses to things we read in the print, digital and social media.
- Responding to films, stories, and plays.
- Learning to more confidently communicate with other people.
- Common Assessment Tasks (CATs)

Students will need the willingness to develop a love of language and a love of communication.

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

VCE Study Design at:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/index.aspx>

VCAL Literacy

<https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/LiteracySkillsReadingandWriting.aspx>

<https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/LiteracySkillsOralCommunication.aspx>

English as an Additional Language (EAL)

Students interested in becoming a confident and competent communicator in the English language in both oral and written forms.

What students do in EAL

Students will learn to analyse, comprehend, communicate and build meaningful relationships with others and with the world beyond.

What students learn (skills, knowledge and understandings)

Students will aim to develop the knowledge and skills needed for education, training and the workplace, as well as improving the critical and analytical thinking needed for success in completing VCE or VCAL in the senior years.

Students aim to specifically cater for the individual language needs of each student within the EAL course.

What students will be assessed on

- Writing analytical responses to texts we read in the digital, print and social media.
- Responding to films, stories and plays in both oral and written forms.
- Learning to confidently communicate with others.
- Common Assessment Tasks (CATs)

Additional requirements

Enter the EAL classroom with a willingness to develop an appreciation of language and communication.

Note: This subject is available to those students who meet the criteria to undertake EAL. Please liaise with the EAL Coordinator to determine your eligibility for the subject.

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/default.aspx#:~:text=New%20EAL%20curriculum,use%20the%20new%20EAL%20curriculum>

Mathematics – General

Students interested in continuing to develop everyday Mathematical skills and keeping options open with regards to Mathematics pathways for the future. General Maths is designed as a lead into VCE General Maths, VCE Foundations Maths or Intermediate Numeracy at VCAL in Year 11. It is NOT recommended as a pathway into Year 11 Maths Methods or Year 11 Specialist Maths.

Note: please refer to the Mathematics Pathways Chart to help students understand the ways in which students may be able to access Maths at Cranbourne Secondary College.

What students do

In Year 10 General Mathematics students continue to study the compulsory strands of Mathematics according to the Victorian Curriculum. These include Number and Algebra, Statistics and Probability, Measurement and Geometry. Students will practice Mathematical skills and demonstrate an understanding of each topic by completing exercises and application activities, worksheets, topic tests and Problem Solving tasks.

What students learn (skills, knowledge and understandings)

Students are required to develop and practise skills necessary to find solutions to standard problems and to apply Mathematical knowledge and skills to model and solve problems, including real life situations. Topics include Algebra, Linear Graphs and Equations, Sequences and Series, Pythagoras' Theorem, Trigonometry, Measurement and Statistics. Students will also develop organisational skills, Mathematical reasoning, strong skills in Algebra, effective summarizing and revision.

What students will be assessed on

- Common Assessment Tasks (CATs) on Algebra and Financial Maths
- Common Assessment Tasks (CATs) on Linear Graphs and Trigonometry
- Common Assessment Tasks (CATs) on Measurement and Pythagoras' Theorem
- Common Assessment Tasks (CATs) on Statistics and Probability
- Maintaining an up-to-date and organised workbook
- End of semester exams

Additional requirements

NONE

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf>

Mathematics – Specialist

Students interested in studying an advanced level of Mathematics that will enable thorough preparation for any VCE Mathematics course. This subject is a prerequisite for Year 11 Mathematical Methods and Year 11 Specialist Mathematics. This is the most appropriate pathway for students interested in careers that require a high level of Mathematics at University.

Note: please refer to the Mathematics Pathways Chart to help students understand the ways in which students may be able to access Maths at Cranbourne Secondary College.

What students do

Practice Mathematical skills and demonstrate an understanding of each topic by completing exercises, problem solving activities, worksheets, topic tests and application tasks. Topics will be extended to challenge students and some Year 11 Mathematics will be integrated into the course. A focus on using the CAS technology effectively is also part of this course.

What students learn (skills, knowledge and understandings)

Students develop and practise skills necessary to find solutions to standard problems and to apply Mathematical knowledge and skills to model and solve problems, including real life situations. Topics include Algebraic Equations, Statistics, Linear Functions, Surds, Indices, Logarithms, Geometry, Measurement, Trigonometry and Quadratic Functions. Students will also develop organisational skills, Mathematical reasoning, strong skills in Algebra, effective summarizing and revision.

What students will be assessed on

- Topic tests
- Common Assessment Tasks (CATs) on Algebra, Linear Functions, Surds and Indices
- Common Assessment Tasks (CATs) on Geometry, Pythagoras' Theorem and Trigonometry
- Common Assessment Tasks (CATs) on Quadratic Functions
- Common Assessment Tasks (CATs) on Statistics and Probability
- Maintaining an up-to-date and organised workbook
- End of semester exams

Additional requirements

A CAS calculator is required to complete this subject.

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf>

Life Skills

Life Skills supports our students to become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

Students in Years 7-10 undertake Life Skills with a significant teacher in order to foster valuable relationships that support them in critical and creative thinking, personal and social capabilities and Careers education.

What students do

Lessons, activities and educational tutorials drawn from Respectful Relationships and Careers Curriculum. Students have the opportunity to engage in various events such as 'Shape Your Destiny', 'Try a trade Day' and visits to various tertiary education institutions. Students will also undertake a self-directed investigative project to develop connections within industry and community.

What students learn

A range of skills, knowledge and understandings that are transferable across all curriculum areas and support students to understand themselves and others, and manage their relationships, lives, work and learning more effectively.

They also learn to understand and manage influences relating to career planning and lifelong learning. Develop skills, knowledge and capabilities to make career decisions. Apply their learning to achieve educational and career aspirations and build resilience in their capacity to manage change throughout their lives.



Health and Physical Education – Advanced Physical Education (Foundation to VCE)

Students interested in playing sports and undertaking fitness activities. Students planning to continue to study Physical Education in VCE in Years 11 and 12. If students wish to make Physical Education a career, this is the ideal introduction to basic fitness and training concepts.

What students do

- Learn about and play different team sports as well as fitness activities
- Study body systems and how they relate to physical activity
- Study fitness components, training principles, types of training and energy systems
- Investigate performance enhancing drugs and how they affect athletes

What students learn (skills, knowledge and understandings)

- Students will develop skills in designing fitness training programs
- Students will develop skills in fitness testing and evaluating training programs
- Students will develop motor skills in a range of sports, including team sports, racquet sports as well as recreation activities.
- Investigate the fitness industry and visit local gyms and fitness centres

What students will be assessed on

- Practical participation
- Theory work, unit tests and Common Assessment Tasks (CATs)

Additional requirements

There is a cost for this subject

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf>

Health and Physical Education – General HPE

Students interested in participating in a range of Sports and Fitness activities, and Improving your motor skills and fitness.

What students do

Participate in a range of activities, games and sports including team sports and racquet sports to develop teamwork, enhanced motor skills and improved fitness.

Participate in an environment which allows students to learn and improve while having a lot of fun.

What students learn (skills, knowledge and understandings)

- Study the great outdoors and understand the role of outdoor recreation, sport and physical activity in Australian society
- Study what makes up fitness and develop a personal activity plan by looking at: fitness components, training principles, types of training and energy systems
- Investigate safety, relationships and first aid practices.
- Investigate nutrition by understanding what is in food, analyse eating habits and propose strategies for improvement.

What students will be assessed on

- Practical participation
- Theory work, unit tests and Common Assessment Tasks (CATs)

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf>

Health and Physical Education – Health, Wellbeing and Lifestyle

Students interested in participating in a range of recreation activities and games, and not focusing on competitive sports. Students wanting to improve motor skills and fitness in a less competitive class and have fun at the same time.

What students do

Participate in recreation activities and games as well as activities which enhances their basic motor skills in a non-confronting way. In this relaxed environment students improve their health and wellbeing while having a lot of fun. Investigate various recreational opportunities locally.

What students learn (skills, knowledge and understandings)

- Study the Great outdoors and understand the role of outdoor recreation, sport and physical activity in Australian society
- Study what makes up fitness and develop a personal activity plan by looking at: fitness components, training principles, types of training and energy systems
- Investigate safety, relationships and first aid practices.
- Investigate nutrition by understanding what is in food, analyse eating habits and propose strategies for improvement.

What students will be assessed on

- Practical participation
- Theory work, unit tests and Common Assessment Tasks (CATs)

Additional requirements

There is a cost for this activity

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf>

Outdoor Education

Students interested in participating in a range of outdoor recreation activities and learning about the environment.

What students do

Participate in a range of outdoor activities such as: indoor rock climbing, orienteering, camping and tree surfing. The classes are based around student participation in unique native environments which allow them to learn to live in a sustainable world.

What students learn (skills, knowledge and understandings)

- Students study the Great outdoors and understand the impact of human activity in Australian ecosystems.
- Students investigate the fundamentals of camping safely in outdoor environments.
- Students take a look at risks and hazards associated with outdoor activities and how to participate in them safely.
- Students will discover how to protect our native plants and animals and explore endangered species.
- Students will develop teamwork, communication and research skills in a theory based setting.

What students will be assessed on

- Practical participation
- Theory work, unit tests and Common Assessment Tasks (CATs)

Additional requirements

There is a cost for this activity

Note: This is NOT a practical Physical Education class

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf>

Students interested in where this subject may lead them. Please refer to the Bullseye chart for the names of occupations that might be linked to Outdoor and Environmental Education.

<https://myfuture.edu.au/bullseyes/details?id=26#/>

Humanities – A Century of Change

Students interested in the 20th Century, including WWII and other events that shaped the world that we live in today. Students wanting to improve and apply their critical and creative thinking skills. Students who choose this subject build their knowledge and skills, with a view to continue to study in this area at VCE level.

What students do

Students will use a wide range of primary sources including photos, music, and speeches to analyse the 20th Century and how it shaped the world we live in.

What students learn (skills, knowledge and understandings)

Students will use historical skills and concepts to examine significant events and developments in the 20th Century that influenced Australia and the broader world, such as WWII, the Civil rights movements in Australia and the US, and Popular Culture in Australia post WWII.

What students will be assessed on

- Class Participation
- Common Assessment Tasks (CATs)

Additional requirements

Note: Whilst there are not any fees associated with this subject, there is an expectation that students will participate in excursions that will benefit the curriculum being studied.

This subject is recommended for Year 10 students considering studying VCE History or other Humanities subjects as part of VCE.

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/history/2016HistorySD.pdf>

Humanities – Doing the Books, Avoiding the Crooks

Students interested in news and current affairs, crunching numbers, economics, business, legal studies and politics.
Students considering selecting the VCE subjects of Legal Studies, Sociology, Business Management or Accounting.

What students do

Students will use real world examples to explore Australia's economic, political and legal systems.

What students learn (skills, knowledge and understandings)

Students will use a range of inquiry and critical and creative thinking skills to study topics at the macro level including commerce, money, the law and democracy and the micro level including personal finances, financial security and their basic legal rights and responsibilities.

What students will be assessed on

- Participation in collaborative work, individual tasks and class discussions
- Common Assessment Tasks (CATs)

Additional requirements

Note: Whilst there are not any fees associated with this subject, there is an expectation that students will participate in excursions that will benefit the curriculum being studied.

This subject is recommended for Year 10 students considering studying VCE Humanities subjects in the senior school.

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/accounting/2019AccountingSD.pdf>

<https://www.vcaa.vic.edu.au/Documents/vce/businessmanagement/BusinessManagementSD-2017.pdf>

https://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf

<https://www.vcaa.vic.edu.au/Documents/vce/sociology/2018SociologySD.pdf>

Humanities – The Earth and Me

Students interested in studying Geography, learning about the environment, investigating how people interact with the environment and going on field trips.

What students do

Through research and fieldwork you will investigate:

- Environmental Geography, including the human impact, management and sustainability of coasts, rivers and forests
- Human Geography, including the differences in human wellbeing at global, national and local levels

What students learn (skills, knowledge and understandings)

Students will use geographical concepts and skills to study the environment, how people interact with that environment and the consequences of this interaction. Students will undertake field trips to gain practical experience and knowledge about the world and the forces which shape it, as well as the impacts humans have upon it. Student development of critical and creative thinking skills will provide a well-rounded understanding of the world in which we live, which are valuable assets in all pathways.

What students will be assessed on

- Participation in collaborative work, individual tasks and class discussions
- Research and fieldwork
- Common Assessment Tasks (CATs)

Additional requirements

Note: Whilst there are not any fees associated with this subject, there is an expectation that students will participate in excursions that will benefit the curriculum being studied.

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/geography/2016GeographySD.pdf>

Humanities in Action – (General Humanities)

Students interested in learning in a more applied way that gives students a number of 'real world' experiences and develops skills students will use throughout your life. Students have the opportunity to have some input into their course content, through negotiation and independent learning projects. Students thinking of an Applied Learning pathway.

What students do

Students will investigate a range of Humanities topics with a focus on practical and applied learning.

What students learn (skills, knowledge and understandings)

Have your say Civics!

Students will learn about what it means to be active and informed citizens in Australian democracy. Students will have their say about issues that affect them or that they feel strongly about and will have the chance to take action to create change in their community.

Hands on History

Students will get a first-hand look at the history around them. Students will find out about the events of the 20th Century that shaped the world today and they will follow their own interests to develop a passion project about the past.

Get out and Go Geography

Geography is all about people and places. Students will have the opportunity to get out of the classroom and go investigate how people are connected to different places and how the environment is changed and managed as part of that interconnection.

The Economics Experience

This subject aims to improve student consumer and financial literacy to help students make informed choices as participants in the Australian Economy. Students will also look at work and the future of work in Australia.

What students will be assessed on

- Participation in collaborative work, field work, individual tasks and class discussions
- Common Assessment Tasks (CATs)
- Creative Communication (which may include making movies, podcasts, artwork and narrative writing)

Additional requirements

Note: Whilst there are not any fees associated with this subject, there is an expectation that students will participate in excursions that will benefit the curriculum being studied.

Science – Applied Science

Students interested in learning about everyday scientific skills that students can apply in everyday life.

What students do

Students will have the opportunity to learn about real life Science, developing science skills that can be applied at home, and future job careers, through hands on activities based in a classroom environment.

The course will also help further student development of Science skills in research, interpreting data, decision making and problem solving skills which students will require in further education and the workforce.

What students learn (skills, knowledge and understandings)

This course is designed to extend students' knowledge, vocabulary and skills in the uses of sciences and technology in everyday life that will be covered through a range of topics including Road Science, Forensic Science, Electronics and Cosmetic Chemistry.

What students will be assessed on

- 4 Common Assessment Tasks (CATs) (One each term)
- Practical Reports

Additional requirements

This subject is especially designed for students who are wanting to take a VCAL pathway, however it also caters for students who have not decided on what Science pathway to select.

This subject gives the students the opportunity to learn about real life Science developing skills through hands on activities based in a classroom environment that can be applied at home too.

Science - Chemistry and Biology (Foundation to VCE)

Students interested in understanding the key structures and features of the body and how it functions, and learning about the elements and the building blocks of life and our universe. Students who choose this subject build their knowledge of these two essential science subjects, with a view to continue to study them at VCE level.

What students do

This course aims to continue the development of research and experimental skills required to succeed in Science. Students will learn how to explain data through reading and interpreting graphs and how to write experimental reports. Students will also do a research task.

What students learn (Science skills, knowledge and understandings)

For both subjects, students will learn key words, vocabulary and terminology to assist them with content in VCE Science. Students will also learn how to respond to exam questions.

Chemistry

This course introduces the key topics Organic and Inorganic Chemistry. Students will learn about the structure of the atom, the periodic table, chemical bonding, chemical reactions and how to write chemical equations.

Biology

This course introduces a range of topics including Cells and Genetics and Evolution. Students will learn about analysing biological theories in cells and how they function. Students will gain insight into how heredity and genetic inheritance leads to evolution.

What students will be assessed on

- Workbook containing research notes, worksheets
- Logbook containing practical reports
- Common Assessment Tasks (CATs) on investigation on Reaction Rates (Chemistry)
- Common Assessment Tasks (CATs) on investigation into Organic Chemistry (Chemistry)
- Common Assessment Tasks (CATs) Experimental Research Task on Genetics (Biology)
- Common Assessment Tasks (CATs) on Evolution (Biology)
- End of semester exams

Additional requirements

This subject is recommended for Year 10 students considering studying VCE Chemistry and VCE Biology.

Note Prerequisite: Students wanting to study this course must have a minimum requirement of working at or above the expected level for Year 9 students according to the Victorian curriculum and should have been recommended by their Year 9 Science teacher.

This subject is predominantly theoretical. The content and skills covered in this subject is important preparation for VCE Chemistry and VCE Biology.

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/biology/2016BiologySD.pdf>

<https://www.vcaa.vic.edu.au/Documents/vce/chemistry/2016ChemistrySD.pdf>

Science – Chemistry and Psychology (Foundation to VCE)

Students interested in understanding the key structures and features of the body and how it functions, and in learning about the elements and the building blocks of life and our universe. Students who choose this subject build their knowledge of these two essential science subjects, with a view to continue to study them at VCE level.

What students do

This course aims to continue the development of research and experimental skills required to succeed in Science.

Students will learn how to explain data through reading and interpreting graphs, and how to write experimental reports. Students will also do a research task.

What students learn

For both subjects, students will learn key words, vocabulary and terminology to assist students with content in VCE Science. Students will also learn how to respond to exam questions.

Chemistry

Students will learn about Organic and Inorganic Chemistry. Students will learn about the structure of the atom, the periodic table, chemical bonding, chemical reactions and how to write chemical equations.

Psychology

Students are introduced to the study of Psychology as a Science, and the use of the scientific method. Students will study topics including the human mind, emotions, body language and memory.

What students will be assessed on

- Workbook containing research notes, worksheets
- Logbook containing experimental practical reports
- Common Assessment Tasks (CATs) on investigation on Reaction Rates (Chemistry)
- Common Assessment Tasks (CATs) on investigation into Organic Chemistry (Chemistry)
- Common Assessment Tasks (CATs) on Research Methods - Scientific Report (Psychology)
- Common Assessment Tasks (CATs) on Memory (Psychology)
- End of semester exam

Additional requirements

This subject is recommended for Year 10 students considering studying VCE Chemistry and VCE Psychology.

Note Prerequisite: Students wanting to study this course must have a minimum requirement of working at or above the expected level for Year 9 students according to the Victorian curriculum and should have been recommended by their Year 9 Science Teacher.

This subject is predominantly theoretical. The content and skills covered in this subject is important preparation for VCE Chemistry and VCE Psychology.

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/chemistry/2016ChemistrySD.pdf>

<https://www.vcaa.vic.edu.au/Documents/vce/psychology/2016PsychologySD.pdf>

Science – Chemistry and Physics (Foundation to VCE)

Students interested in understanding the role of Chemistry and Physics in the way the world is formed and how it operates. Students who choose this subject build their knowledge of these two essential science subjects, with a view to continue to study them at VCE level.

What students do

This course aims to continue the development of research and experimental skills required to succeed in Science. Students will learn how to explain data through reading and interpreting graphs, and how to write experimental reports. Students will also do a research task.

What students learn (Science skills, knowledge and understandings)

For both subjects, students will learn key words, vocabulary and terminology to assist with the content in VCE Science. Students will also learn how to respond to exam questions

Chemistry

Students will learn about Organic and Inorganic Chemistry. Students will learn about the structure of the Atom, the Periodic Table, Chemical bonding and Chemical reactions and how to write Chemical equations.

Physics

Students' knowledge of Physics is developed through measurement, research, communication, decision making and problem solving skills and activities.

Topics taught include Electrical Circuits, students learn the fundamental physics concepts that explain how the different forms of electricity function. In the Forces and Motion topic, students learn how the laws of physics describe and predict the motion of objects.

What students will be assessed on

- Workbook containing research notes, worksheets
- Logbook including experiment practical reports
- Common Assessment Tasks (CATs) on investigation on Reaction Rates (Chemistry)
- Common Assessment Tasks (CATs) on investigation into Organic Chemistry (Chemistry)
- Common Assessment Tasks (CATs) on investigating key Electric circuit concepts (Physics)
- Common Assessment Tasks (CATs) on investigating application of forces (Physics)
- End of semester exam

Additional requirements

This subject is recommended for Year 10 students considering studying VCE Chemistry and VCE Physics.

Note Prerequisite: Students wanting to study this course must have a minimum requirement of working at or above the expected level for Year 9 students according to the Victorian curriculum and should have been recommended by their Year 9 Science teacher.

This subject is predominantly theoretical. The content and skills covered in this subject is important preparation for VCE Chemistry and VCE Physics.

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/physics/2016PhysicsSD.pdf>

<https://www.vcaa.vic.edu.au/Documents/vce/chemistry/2016ChemistrySD.pdf>

Science – Biology and Psychology (Foundation to VCE)

Students interested in understanding the key structures and features of the brain and the body, and how they function. Students who choose this subject build their knowledge of these two complementary science subjects, with a view to continue to study them at VCE level.

What students do

This course aims to continue the development of research and experimental skills required to succeed in Science. Students will learn how to explain data through reading and interpreting graphs, and how to write experimental reports. Students will also do a research task.

What students learn (skills, knowledge and understandings)

For both subjects you will learn key words, vocabulary and terminology to assist you with content in VCE Science. Students will also learn how to respond to exam questions.

Psychology

Students are introduced to the study of Psychology as a Science, and the use of the scientific method. Students will study topics including the human mind, emotions, body language and memory.

Biology

This course introduces a range of topics including Cells and Genetics and Evolution. Students will learn about analysing biological theories in cells and how they function. Students will gain insight into how heredity and genetic inheritance leads to evolution.

What students will be assessed on

- Workbook containing research notes, worksheets
- Log book including experiment practical reports
- Common Assessment Tasks (CATs) on Research Methods - Scientific Report (Psychology)
- Common Assessment Tasks (CATs) on Memory (Psychology)
- Common Assessment Tasks (CATs) Experiment on DNA (Biology)
- Common Assessment Tasks (CATs) Evolution (Biology)
- End of semester exam

Additional requirements

This subject is recommended for Year 10 students considering studying VCE Psychology and VCE Biology.

Note Prerequisite: Students wanting to study this course must have a minimum requirement of working at or above the expected level for Year 9 students according to the Victorian curriculum and should have been recommended by their Year 9 Science teacher.

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/psychology/2016PsychologySD.pdf>

<https://www.vcaa.vic.edu.au/Documents/vce/biology/2016BiologySD.pdf>



SUBJECT DESCRIPTIONS: ELECTIVES

ELECTIVES

Art

Students interested in a pathway in either VCE or VCAL. Art can support students into tertiary or Vocational Education (TAFE) pathways such as Fine Art, Graphic Design, Illustration, Animation, Game Design, Art Curating, Architecture and Industrial Design, to name but a few.

What students do

Theoretical and practical learning opportunities are offered in Art.

What students learn

Students develop visual solutions to set tasks through an exploration of varied media, techniques and processes, using experimentation and artistic research.

Students develop skills in a variety of methods to create artworks for different purposes.

What students will be assessed on

- Folio of development work
- Selected finished artwork
- Research and exploration of selected artists
- Studio practices
- Common Assessment Tasks (CATs) at the end of each term

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/art/ArtSD-2017.pdf>

Dance

Students interested in learning Urban Dance and Contemporary Dance styles.

What students do

Students will participate in conditioning techniques lessons to prepare your body for Urban and Contemporary Dance, learn sequences and dances from professional choreographers, work in groups to create dances in your preferred style, rehearse for the College dance performance and study anatomy and physiology in relation to dance.

What students learn (skills, knowledge and understandings)

Students will learn the history of Urban and Contemporary Dance, and body conditioning techniques including a Contemporary Dance style class, Yoga and Pilates. Students will learn dance sequences, choreographic elements, terminology and techniques and how choreographers develop their work. Students will learn how to prepare for and produce dance shows, and the anatomy and physiology of a dancer's body.

What students will be assessed on

- Common Assessment Tasks (CATs) - describe and document the expressive and technical features of their own and other choreographers' dance works; discuss influences on your own dance-making
- Perform a solo or group dance work

Additional requirements

Some dance background is desirable.

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

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

Language – German

Students interested in finding out about German culture and lifestyle, through a study of its language. Studying German can pathway into VCE Language – German, and also give you a new awareness of Germany's people, culture and lifestyle.

What students do

Develop the understanding and appreciation of German culture and prepares students for travelling and exchange programs with German speaking countries.

What students learn

The course has a strong practical approach and focuses on the four skills: writing (short essay, poetry, stories), speaking (discussions, pronunciation), reading and listening (comprehension of a variety of medium level texts and media).

What students will be assessed on

Oral and written skills in German, Common Assessment Tasks (CATs)

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/german/2019GermanSD.pdf>

Media Studies

Students interested in analysing film, filmmaking, animation and developing their own media production skills.

What students do

Students will learn about the codes and conventions of filmmaking. Students will analyse and study different genres of film such as the superhero and horror genres, feature length and short films, and animation films.

Students will work collaboratively to create their own short films and animations utilising the production process which involves scriptwriting, storyboarding, filming, editing and distribution to make their own media products aimed at particular audiences. Students will learn how technical and symbolic elements are used to create meaning and entertain audiences. Students will learn the fundamentals in using Adobe Premiere Pro and industry grade video editing software to produce their own media products.

What students learn (skills, knowledge and understandings)

Students will analyse how values and alternative viewpoints are portrayed in the media artworks they make, interact with and distribute. Students will use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic elements are manipulated to make representations and meaning for audiences. Students will learn to communicate alternative viewpoints in media artworks for different community and institutional contexts. Students will apply design, production and distribution processes to the media artworks they make.

What students will be assessed on

The production process in the analysis and creation of short films, animation film and genre. Analysis of technical and symbolic elements and media products students interact with and that they create; Common Assessment Tasks (CATs)

Additional requirements

None

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

https://www.vcaa.vic.edu.au/Documents/vce/media/MediaSD_2018.pdf

Music – LIVE IT, PLAY IT!

Students interested in developing their instrumental technique and performance skills, through group and solo performances in a variety of stylistic and historical settings.

What students do

Students will develop their aural, theory and written analysis skills through singing, critical listening and composition. The major focus of this subject is developing their instrumental technique and performance skills through group work and solo performances in a variety of stylistic and historical settings. This course focuses on making and creating music.

What students learn (skills, knowledge and understandings)

Students will learn about developing instrumental technical skills, critical listening and composition. Students will learn about the music industry as a commercial product. Students will learn how to discuss, evaluate and create music. Students will develop their theoretical and analytical skills. Students will learn to work independently and to be accountable for their own plans and progress throughout the semester. Students will develop their performance skills and have the opportunity to perform to a range of audiences.

What students will be assessed on

Students will participate in rehearsals to prepare for musical performances both solo and in groups. Students will analyse a performance, complete music theory and Common Assessment Tasks (CATs). Students will complete a task focused on recording studio experience.

Additional requirements

While not compulsory, it would be an advantage to have completed the Year 9 Music elective.

Note: this subject aims to give Year 10 students a structured pathway and relevant learning tasks to assist them with achieving the best possible results in Music Performance Unit 1 - 4.

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

VCE Musical Performance: <https://www.vcaa.vic.edu.au/Documents/vce/music/2017MusicSD.pdf>

VCE/VET Music: <https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/musicindustry.aspx>

Note: VCE Music courses are very demanding with regards to the discipline of musical performance and the theory and aural components are also advanced.

Raise the Curtain

Students interested in developing their performance skills on stage as well as developing their knowledge and skills in a range of stagecraft areas such as costume, lighting and set design.

What students do

Students will experiment with and explore a range of theatrical styles and performance techniques. Working individually and as part of an ensemble, students will workshop, develop and present performances to different audiences, within a variety of performance spaces. Students will develop an understanding of, and apply the relevant skills to a range of stagecraft such as costume, lighting and set design. Students will analyse scripts and watch a professional theatre performance.

What students learn (skills, knowledge and understandings)

Students will develop skills in creating, refining and performing a monologue performance and an ensemble performance. Students will learn about acting techniques and how to analyse and evaluate professional theatre performances. Students will research and explore a range of stagecraft and apply the relevant skills to a performance. Students will develop their skills both on stage and back stage.

What students will be assessed on

Students will participate in acting workshops, devise and perform a monologue and ensemble task, develop a design brief, analyse a script and produce a written performance analysis Common Assessment Tasks (CATs)

Additional requirements

Students will develop practical (acting and design) skills as well as written analysis and evaluation skills, therefore an aptitude to both would be beneficial.

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

VCE Theatre Studies: <https://www.vcaa.vic.edu.au/Documents/vce/theatre/2019TheatreStudiesSD.pdf>

VCE Drama: <https://www.vcaa.vic.edu.au/Documents/vce/drama/2019DramaSD.pdf>

Studio Arts Photography

Students interested in learning about how to use a DSLR camera, taking creative photographs and using Photoshop.

What students do

Students will create a folio of photographs that explore a variety of skills and processes. Students will analyse photographers' techniques and the ideas behind their work and display their own work in exhibitions.

What students learn (skills, knowledge and understandings)

Students will develop skills in how to use a DSLR camera, composing of strong photographs and using Photoshop for processing and creative imagery. Students will develop skills in visual analysis and evaluation. Students will also learn about using studio lighting.

What students will be assessed on

- Student folio of works
- Common Assessment Tasks (CATs)

Additional requirements

Students are not required to have a camera.

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf>

Computing - Program or be Programmed

Students interested in using computers as a tool for work and play as well as delving deeper into their knowledge of software and programming.

What students do

Further develop an understanding of software and extend programming skills. Students have an active role in this class, and complete projects and computer-based tasks every lesson. Students challenge their problem-solving skills and use their critical thinking skills to investigate new ideas.

What students learn

Students will learn techniques skills in regards to the Microsoft Office suite, with programs such as Excel and Access. Students will learn skills in the programming languages of HTML and CSS. Students will additionally extend themselves with animation work and image manipulation.

What students will be assessed on

- Common Assessment Tasks (CATs)
- Ability to create and design working computer programs highlighting skills learnt in class
- Ability to relate learnt skills to investigation tasks
- Ability to resolve computer errors and create functioning software

Additional requirements

Lap top

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

<https://www.vcaa.vic.edu.au/Documents/vce/computing/ComputingSD-2016.pdf>

Technology – Food Studies

Students interested in designing and producing meals and snacks, and understanding about the role of food in our society, while also learning about health, the environment and nutrition.

What students do

Students learn about what influences their food choices, and how to set nutritional goals. Students learn about where food comes from, and how this relates to sustainability and the environment. Students will learn about dietary related diseases and how food plays a large role in preventing and/or contributing to certain diseases.

What students learn (skills, knowledge and understandings)

Students will learn about the design process, to investigate, generate and produce a designed product for a specific purpose. Students will plan and manage the steps needed to complete their product, and will then analyse their achievements.

What students will be assessed on

- Common Assessment Tasks (CATs)
- Select and work safely and hygienically with the correct equipment
- Investigate, generate, produce, plan & manage and evaluate products that fulfil the design brief (design a healthy snack & design a meal suitable for a dietary related disease)
- Investigate, generate, produce, plan & manage and evaluate products that fulfil the design brief (functional properties of food and meal planning)

Additional requirements

Fully enclosed black leather school shoes and a food grade container

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/FoodStudiesSD_2017.pdf

<https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevelopment/2018HealthHumDevSD.pdf>

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

Technology – Product Design (Metal)

Students interested in the study of metal design and production.

What students do

Students develop the skills to work with Ferrous and Non-Ferrous metals, and show their understanding of basic manufacturing processes, working properties and construction sequences. They develop the ability to achieve close tolerance to dimensional accuracy. Every student will aim to focus on their own individual work to ensure an accurate reflection of their skill level.

What students learn (skills, knowledge and understandings)

Once students have learnt the skill sets to enable them to work independently and accurately, they will progress to the use of machine tools and heat treatment processes to enable the manufacture of a more complex project. They follow the design process to improve manufacture, aesthetics and ergonomics, and may use other materials to complement the projects such as wood & plastic. Students evaluate their completed projects to ensure standards of manufacture and the quality of a tried and tested outcome.

What students will be assessed on

- Common Assessment Tasks (CATs)
- Select materials and work safely in compliance with the OH&S Policy
- Construct a range of basic components which progressively build on the techniques demonstrated in the workshop
- Learn to use precision measuring instruments
- Ability to follow and understand the specific manufacturing processes of each project
- Pay close attention to accuracy and surface finish
- Create artefacts of a very high standard which are dimensionally accurate and reflect sound design judgements.

Additional requirements

Safety work boots (steel cap)

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/ProductDesignTechnology_SD_2018.pdf
<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/engineering.aspx>

Technology – Product Design (Wood)

Students interested in the study of wood design and production.

What students do

Students learn what factors affect the design of a finished product, and then design their own projects (within the limitations of the resources available). They learn to work safely with a range of hand tools, powered tools and wood cutting/shaping machinery.

What students learn (skills, knowledge and understandings)

Students study a given item or theme of furniture where they learn the skill sets to enable them to work independently. They follow the design process to meet the basic requirements of a Design Brief, Specification and evaluate their products having applied function testing to ensure compliance with the Specification.

What students will be assessed on

- Common Assessment Tasks (CATs)
- Compliance with the OH&S Workshop Policy
- Create basic furniture components using techniques demonstrated in class
- Gain a basic understanding of how style and trends have influenced furniture production.
- Understand the factors involved in creating more sustainable furniture products
- Follow the design process to produce an item of furniture.
- Small scale projection of project components
- Final assembly, applied surface finish, testing and evaluating the realised project

Additional requirements

None

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/ProductDesignTechnology_SD_2018.pdf

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

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

Technology – STEM

(Science, Technology, Engineering, Maths)

Students interested in solving real world problems using the latest 21st century technology.

What students do

STEM gives our students the opportunity to look at 21st century, scientific and technological innovations such as sustainability, 3D printing, Laser cutting, electronics, coding, prototyping and robots,

What students learn (skills, knowledge and understandings)

Enterprise skills - creativity, problem solving, team work, critical thinking, digital literacy, financial literacy, communications, presentation skills, confidence, resilience

Technical Skills - robotic operations, scientific method, biomedical technologies, manufacturing technologies, statistical and computational analysis

Career management, self-awareness, lifelong learning, decision making

What students will be assessed on

- Working safely in the STEM classroom
- Common Assessment Tasks (CATs) – design process and practical skills
- Completion of all theory and practical work

Additional requirements

Lap top

Visual Communication Design

Students interested in understanding about how information is conveyed via drawing and design elements. Learn how to use different design and drawing techniques to communicate with their audience.

What students do

Students communicate messages, ideas and information by using freehand and technical drawing methods.

What students learn (skills, knowledge and understandings)

Develop skills in manual and digital methods to create drawings for different purposes.

Techniques include:

- 3D drawing to show the structure of objects and architectural forms, including isometric and planometric paraline drawings
- Freehand rendering drawing techniques to draw objects from real life, both organic and man-made. This is known as observational drawing.
- Develop skills in analysing existing visual communications, to help students understand how to design their own concepts and ideas.
- Students learn the techniques used in applying varied media that are suitable for the design process, including Copic markers and inks
- Students design logos, market and advertising products, architectural and environmental designs

What students will be assessed on

Development folio work and a Common Assessment Tasks (CATs) at the end of each term.

Additional requirements

None

For further information about how this subject connects to the senior curriculum, please refer to the study design at:

https://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesignSD_2018.pdf

SUBJECT DESCRIPTIONS: VET ELECTIVES

VET

VET TASTER Subjects



Students who wish to choose a VET Taster subject, must be chosen as your first elective choice. Students who wish to choose a taster course DO NOT have to gain approval from the VET Coordinator (but all other VET courses DO require approval).

Students are advised that the Taster courses are run at Dandenong Chisholm. Cranbourne Secondary College will transport students to the course but they will have to make their way home at the end of the day.

VET Taster Program 1 – Hospitality & Patisserie / Hair & Beauty

- Contribute to Health and Safety of others
- Use hygienic practices for food safety
- Provide head, neck and shoulder massage
- Participate in safe work practices
- Maintain personal health and wellbeing
- Prepare and present sandwiches
- Participate in safe food handling practices
- Package prepared foodstuff

VET Taster Program 2 – Carpentry & Furniture Making / Engineering & Electrotechnology

- Work in a team
- Perform basic machining processes
- Prepare surfaces for finishing
- Interact with computing technology
- Hand make timber joints
- Repair basic electrical app faults

Cranbourne VET – Certificate II in Automotive



The Certificate II in Automotive aims to provide students with the knowledge and skills to enhance their employment prospects in the automotive industry.

Special Requirements

Students are required to have the following at all classes:

- Uniform in line with Personal Protective Equipment requirements (to be advised)
- Safety work boots (steel capped)

High level Maths and English skills are recommended.

Contribution to the VCE / VCAL

VCE

Students who undertake a qualification from the VCE/VET Automotive program will be eligible for up to five units credit towards their VCE: up to three units at Unit 1 & 2 and a Unit 3 & 4 sequence. Automotive is NOT a scored program.

VCE/VET students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence will be calculated using 10% of the primary four scaled studies.

VCAL

Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

Training & Employment Outcomes

Completion of the VCE/VET Automotive program leads to the award of a qualification that articulates to further qualifications within the Automotive Industry including Diesel Mechanic, Automotive Mechanic, etc.

Program Details

1st Year

- Follow environmental and sustainability best practice in automotive workplace
- Follow safe working practices in an automotive workplace
- Identify automotive electrical systems and components
- Inspect, test and service batteries
- Identify automotive mechanical systems and components
- Carry out basic vehicle servicing operations
- Dismantle and assemble single cylinder four stroke petrol engines
- Use and maintain tools and equipment in an automotive workplace

2nd Year

- Communicate effectively in an automotive workplace
- Resolve routine problems in an automotive workplace
- Operate electrical test equipment
- Identify automotive electrical systems and components
- Inspect, test and service batteries
- Identify automotive mechanical systems and components
- Dismantle and assemble single cylinder four stroke petrol engines

Cranbourne VET – Certificate II in Building and Construction (Partial Completion)



The Certificate II in Building and Construction is a partial completion of the course that aims to provide students with the knowledge and skills to enhance their employment prospects in the building and construction industry. Upon successful completion of the program, students have achieved approximately two-thirds of the pre-apprenticeship certificate. Students wishing to complete the entire pre-apprenticeship certificate need to undertake additional modules.

Special Requirements

Students are required to have the following at all classes:

- Hi-vis polo shirt and beige work shorts
- Safety work boots (steel capped)

High level of Maths and English skills are recommended.

Contribution to the VCE / VCAL

VCE

Students who undertake a qualification from the VCE/VET Building and Construction program will be eligible for up to five units credit towards their VCE: up to three units at Unit 1 & 2 and a Unit 3 & 4 sequence. Building and construction is NOT a scored program. VCE/VET students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence will be calculated using 10% of the primary four scaled studies.

VCAL

Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

Training & Employment Outcomes

Completion of the VCE/VET Building and Construction program leads to the award of a qualification that articulates to further qualifications within the diverse options of the Building Industry.

Program Details

1st Year

- Work effectively and sustainably in the construction industry
- Conduct workplace communication
- Carry out measurements and calculations
- Apply OHS requirements/policies/procedures in construction industry
- Prepare to work safely in the construction industry
- Identify and handle carpentry tools and equipment

2nd Year

- Provide basic emergency life support
- Prepare for work in the construction industry
- Introduction to scaffolding and working platforms
- Levelling
- Safe handling and use of plant and selected portable power tools
- Basic setting out
- Sub-floor framing
- Wall framing
- External cladding

Cranbourne VET – Certificate II in Dance



The Certificate II in Dance aims to provide students with the knowledge and skills to enhance their employment prospects in the Dance industry.

Special Requirements

Students are required to have the following at all classes:

- USB
- Drink bottle
- Dance attire

High level of Maths and English skills are recommended.

Contribution to the VCE / VCAL

VCE

Students undertaking the VCE/VET Dance are eligible for credit of up to four VCE/VET units on their VCE statement of Results – two units at Unit 1 & 2 (first year) and a Unit 3 & 4 sequence (second year). Students may accumulate VCE/VET units over more than one year. Students wishing to receive an ATAR contribution for CUA20113 must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

VCAL

Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

Training & Employment Outcomes

The Certificate III in Dance is an ideal introduction to enter the world of Dance. Completing this certificate course provides a pathways or entry level program for the higher level Certificate III, IV and Diploma in a range of Dance areas.

Program Details

1st Year

- Work effectively with others
- Develop basic dance techniques
- Perform basic jazz dance techniques
- Perform basic contemporary techniques
- Perform basic street techniques
- Follow basic safe dance practices
- Develop a basic level of physical condition for dance performance

2nd Year

- Incorporate artistic expression into basic dance performances
- Increase depth of jazz dance techniques
- Increase depth of contemporary techniques
- Increase depth of basic street techniques
- Develop and apply creative arts industry knowledge
- Prepare for performances
- Develop audition techniques

Cranbourne VET – Certificate II in Engineering Studies



The Certificate II in Engineering Studies aims to provide students with the foundation knowledge and skills to achieve competencies which will enhance the employment prospects within the manufacturing, engineering and related industries.

Special Requirements

Students are required to have the following at all classes:

- Uniform in line with Personal Protective Equipment requirements – to be advised
- Safety work boots (steel capped)

High level of Maths and English skills are recommended.

Contribution to the VCE / VCAL

This program may provide VCE Units at Unit 1 & 2 level, and additional units along with a study score at Unit 3 & 4 level. Two units towards the Industry Specific Skills strand for VCAL may also be applicable. Please refer to VET Coordinator for more details.

Training & Employment Outcomes

Completion of the Certificate II Engineering Studies program leads towards further qualifications within the diverse options of the manufacturing, engineering and related industries.

Program Details

1st Year

- Apply OHS requirements/policies/procedures in a work environment
- Report on a range of sectors in the manufacturing, engineering and related industries
- Use hand tools
- Select and interpret drawings and prepare three dimensional (3D) sketches and drawings
- Perform basic machining processes
- Apply basic fabrication techniques
- Use power tools/hand held operations
- Perform metal machining operations

2nd Year

- Undertake a basic engineering project
- Perform intermediate engineering computations
- Produce basic engineering components and products using fabrication and machining operations.

Cranbourne VET – Certificate II in Furniture Making



The Certificate II in Furniture Making provides students with the knowledge and skills to enhance their employment prospects in the furnishing industry. The program will enable students to gain a recognised qualification and make a more informed choice of vocation and career paths

Special Requirements

Students are required to have the following at all classes:

- Hi-vis polo shirt and beige work shorts
- Safety work boots (steel capped)

High level of Maths and English skills are recommended.

Contribution to the VCE / VCAL

Scored assessment is available for MSF20516 Certificate II in Furniture Making Pathways.

Students wishing to receive an ATAR contribution for VCE/VET Furnishing must undertake scored assessment. This consists of three coursework tasks, worth 66% of the overall study score, and an end of year examination which is worth 34% of the overall study score.

Scored assessment is based on the units 3 & 4 sequence of VCE/VET Furnishing.

Training & Employment Outcomes

Completion of the VCE/VET Furniture Making program leads to the award of a qualification that articulates to further qualifications within the diverse options of the Building and Design industries.

Program Details

1st Year

- Develop a career plan for the furnishing industry
- Participate in environmentally sustainable work practices
- Demonstrate care and apply safe practices at work
- Prepare surfaces
- Apply domestic surface coatings
- Join furnishing materials
- Make simple timber joints
- Make a simple upholstery product.

2nd Year

- Use furniture making sector hand and power tools
- Assemble furnishing components
- Undertake a basic furniture making project
- Make measurements and calculations.

Cranbourne VET – Certificate II in Kitchen Operations



This course offers students the opportunity to attain a Cert II in Kitchen Operations. The qualification is designed to reflect the role of employees who perform a range of tasks in hospitality establishments. Students who complete the full VCE/VET program will receive Certificate II in Hospitality (Kitchen Operations). This can lead to other Hospitality qualifications including apprenticeships and traineeships, including Cert III Commercial Cookery (Apprenticeship).

Special Requirements

Details of uniform requirements, equipment and textbooks to be purchased by students will be provided prior to commencement.

Contribution to the VCE / VCAL

VCE

Students who complete the Certificate II in Hospitality (Kitchen Operations) will be eligible for two units at Unit 1 & 2 and a Unit 3 & 4 sequence credit towards their VCE. Students wishing to receive an ATAR contribution for VCE VET Hospitality must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

VCAL

Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

Program Details

1st Year

- Organise and prepare food
- Present food
- Receive and store kitchen supplies
- Clean and maintain kitchen premises
- Use basic methods of cookery
- Develop and update hospitality industry knowledge
- Work with colleagues and customers
- Work in a socially diverse environment
- Follow health, safety and security procedures
- Follow workplace hygiene procedures

2nd Year

- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetables, fruit, eggs and farinaceous dishes
- Select, prepare and cook poultry
- Prepare food and cold desserts
- Prepare, cook and serve food for food service

Cranbourne VET – Certificate III in Information Digital Media and Technology (1st year and 2nd year)



The Certificate III in Information, Digital Media & Technology aims to provide students with the foundation knowledge and skills to achieve competencies which will enhance the employment prospects within the Information Technology industry.

Special Requirements

Students are required to have the following at all classes:

- 4GB USB memory stick

Year 10 level of Maths or higher is recommended.

Training & Employment Outcomes

The Certificate III in Information, Digital Media & Technology is an ideal introduction to enter the dynamic world of information technology. Completing this certificate course provides a pathways or entry level program for the higher level Certificate IV and Diploma in a range of IT areas.

Future career paths include: Database Administrator, Games Artist, Designer Programmer, Information Technology Manager, Software Testing, Systems Administration, etc.

Contribution to the VCE / VCAL

VCE

Students undertaking the VCE/VET Information, Digital Media & Technology program are eligible for credit of up to four VCE/VET units on their VCE statement of Results – two units at Unit 1 & 2 (first year) and a Unit 3 & 4 sequence (second year). Students may accumulate VCE VET units over more than one year. Students wishing to receive an ATAR contribution for ICA30105 Certificate III in Information, Digital Media & Technology must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

VCAL

Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

Program Details

1st Year

- Operate application software packages
- Participate effectively in WHS communication and consultation process
- Work and communicate effectively in a n ICT environment
- Run standard diagnostic tests
- Produce digital images for web
- Use social media tools for collaboration
- Implement and monitor environmentally sustainable work practices
- Care for computer hardware
- Organise personal work priorities and development

2nd Year

- Create user documentation
- Install and optimise operating system software
- Install, configure and secure a small office or home office network
- Provide ICT advice to clients
- Maintain equipment and software
- Create a simple mark-up language document
- Build simple websites using commercial programs

Cranbourne VET – Certificate III in Sport and Recreation (1st and 2nd year)



This program is designed to introduce the student to the employment and educational opportunities within the Sport and Recreation industries. The focus of the program will be on developing the skills, knowledge and confidence to work in the area of community recreation. Students will develop leadership and organisational skills through theory and practical sessions, in the classroom, the workplace and on a camp. Students who complete the full VCE/VET Program will receive Certificate III in Sport and Recreation and a Statement of Attainment for additional units of competence providing credit towards other sport and recreation qualifications.

Training & Employment Outcomes

Completion of the VCE/VET Sport and Recreation Program leads to the award of a qualification that articulates to further qualifications within the Sport and Recreation Training Packages listed below:

- Outdoor Recreation
- Fitness
- Community Recreation
- Sport Industry

Contribution to the VCE / VCAL

VCE

Students who undertake a qualification from the VCE/VET Sport and Recreation Program will be eligible for up to five units credit towards their VCE: up to three units at Unit 1 & 2 and a Unit 3 & 4 sequence. Sport and Recreation is a scored program. Students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

VCAL

Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

Program Details

Units delivered over 2 years may include:

1st Year

- Develop and extend critical creative thinking
- Organise personal work priorities and development
- Provide First Aid
- Use social media tools
- Demonstrate bushwalking skills in a controlled environment
- Demonstrate navigation skills in a controlled environment
- Demonstrate surf survival and self-rescue skills
- Demonstrate basic controlled surfing manoeuvres
- Provide customer service
- Respond to Emergency situations
- Follow work health and safety policies

2nd Year

- Provide orientation/health screening
- Instruct and monitor fitness programs
- Conduct basic warm-up and cool-down program
- Plan/conduct sport and recreation session
- Facilitate groups
- Provide public education on use of resources
- Undertake risk analysis of activities
- Manage conflict

Vocational Guidance and Course Research Directory

TAFE Course Directories - This book lists all the available courses in the TAFE system, the colleges (and campuses) at which they are offered and the prerequisites required.

Tertiary Institution Handbooks - Lists all the courses available and the prerequisites.

Centrelink Career Information Centre: First Floor, 176 Bridge Road Richmond Vic 3121

JOB GUIDE: www.joboutlook.gov.au lists approximately 600 occupations, the description involved and the training required.

COURSELINK: www.vtac.edu.au A computer program where students are able to list their VCE subjects and the program will give them a list of institutions and courses for which they are eligible. Follow link at VTAC website.

VCAA: www.vcaa.vic.edu.au for all VCE information, including course outlines and past exams.

MYFUTURE: www.myfuture.edu.au is a comprehensive career information service. It has a career exploration tool, career information, advice for those supporting others making decisions.

STUDY ASSIST: www.studyassist.gov.au gives information for Commonwealth supported students about costs and payments of fees. It replaces HECS.

JOB ACTIVE: www.jobactive.gov.au Australian Government's key employment program

CAREERS ONLINE: www.careersonline.com.au Excellent Job Search Site, with information modelled on Job Guide, including details of training and descriptions of 1000+ jobs.

APPRENTICESHIPS AND TRAINEESHIPS: www.australianapprenticeships.gov.au

Targets students, employees, job seekers and careers teachers with information on all aspects of new apprenticeships, training, wages and case studies of individuals.

TERTIARY INSTITUTIONS

Provide information on courses, studying, events and open days, admissions, scholarships, accommodation.

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|-----------------|--|
| Monash: | www.monash.edu.au |
| Melbourne: | www.unimelb.edu.au |
| Latrobe: | www.latrobe.edu.au |
| Deakin: | www.deakin.edu.au |
| Ballarat: | www.ballarat.edu.au |
| Swinburne: | www.swin.edu.au |
| Victoria Uni: | www.vu.edu.au |
| RMIT: | www.rmit.edu.au |
| Holmesglen: | www.holmesglen.vic.edu.au |
| Box Hill: | www.bhtafe.edu |
| Swinburne TAFE: | www.tafe.swin.edu.au |

Notes:



Notes:





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