

YEAR 10 COURSE HANDBOOK 2023



CRANBOURNE

SECONDARY COLLEGE



Principal's Perspective

Dear students, parents and families,

Welcome to the Year 10 Subject Handbook for 2023.

The move from Year 9 into Year 10 is very important and exciting step at our College. Students are moving from the middle years of school into the beginning of their final years as a secondary student. This transition provides many opportunities for students to either deepen and consolidate their skills and knowledge while also enabling further exploration of new subjects and learning experiences.

This handbook has been designed to help you successfully navigate some of the decisions regarding subject and certificate selection. Our course counselling process and associated learning experiences are also designed to support the information in this handbook to ensure you are making informed decisions regarding your learning and future pathways.

In 2023 the College will be implementing a new timetable model that greatly improves access to Year 11 subjects and certificates for our Year 10 students. These changes mean that our Year 10 students will be able to begin either a Victorian Certificate of Education (VCE) subject or a Vocational Education and Training (VET) certificate. This option is especially advantageous for students who have identified specific area(s) of interest in terms of their pathway. It is also suitable for students with a consistently positive academic record and are seeking an additional challenge with their learning. Our staff will work with students and families through the course counselling process regarding suitability for these subject options.

In addition to these opportunities, our broader Year 10 program will also be modified to include most elective subjects on a semester basis. The advantage for our students is that they have improved access to a broader variety of electives while at the same time they can begin to focus on areas of interest to deepen their skills and knowledge before their full transition into Years 11 and 12.

Overall, I believe our Year 10 program design both encourages and supports students to discover and follow their interests, passions and abilities. The program provides an outstanding framework for students to prepare for success in their final years of schooling.

Our College takes great pride in its commitment to ensure all students reach their potential in obtaining excellent learning and pathways outcomes. I would strongly encourage you to read this handbook thoroughly and to deeply engage with us as we work together to design program for the young person in your care.

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



A stylized, handwritten signature in black ink, appearing to read 'D. Caughey'.

David Caughey
College Principal

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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 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, 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 Pathways staff through the school office to arrange an appointment time.

Careers at Cranbourne Secondary College has a dedicated website where students, parents/guardians and staff can access all information Careers related. It is a "One Stop Shop" for assistance with Career planning, information, VCE, VCE VM 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 Careers Curriculum Framework.

Goals at each step are organised into three stages:

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



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 program. 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.

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

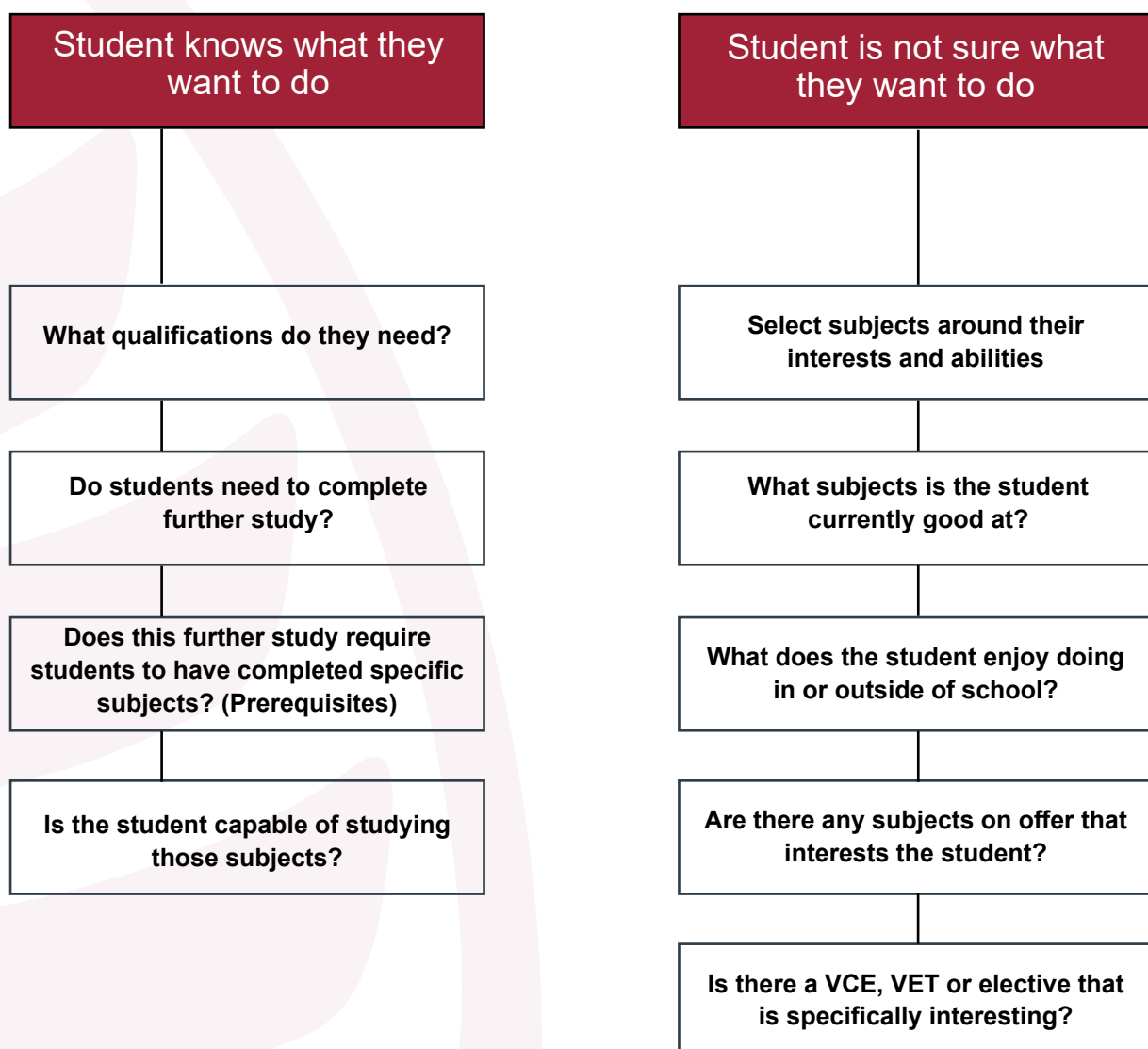
Prerequisite	Prerequisites are requirements that must be met. E.g. a prerequisite of biology means that a student who has not studied that will not be considered for that course. Prerequisite knowledge and skills highlight aspects of the training or work undertaken e.g. if you don't like Maths then an 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 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 the 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 (for those students who meet the relevant criteria)
- Mathematics
- Senior Transition into Education Pathways (STEP)

Students must select at least one semester of a subject from each of the following curriculum areas:

- Health & Physical Education
- Humanities
- Science

All remaining studies are selected electives from all curriculum areas. Most electives run for a semester to allow students greater access to various studies in order to support their subject selection in year 11 and year 12.

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, EAL or Literacy.

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 Year Level 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.

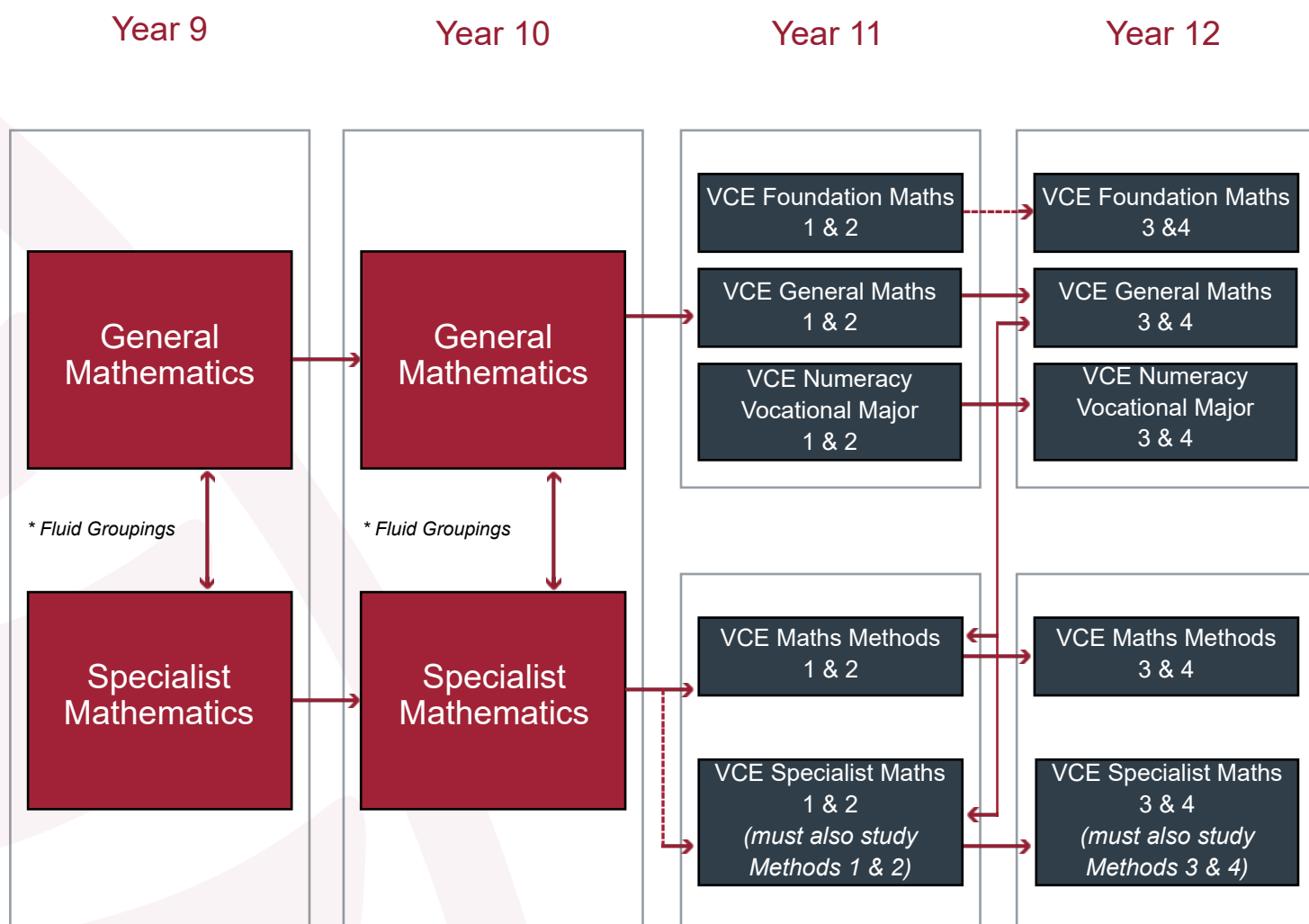
Mathematics

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 complete and submit an application form which can be obtained from their Year Level Leader and discuss this decision with relevant teachers prior to their course counselling meeting.

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.

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

Senior Transitions into Education Pathways (STEP)

All senior school students at the College undertake STEP as a core subject.

The STEP program includes proactive programs, pathway programs, study skills, and other programs as required.

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.

Health and Physical Education, Humanities and Science

It is compulsory for students to study these subjects, however, 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. Students must complete one subject from each of these areas once throughout the year.

Electives

Students must select five elective subjects from the elective lists. Most electives run for a semester.

Electives range from subjects within Visual and Performing Arts, Technology, Health and Physical Education, Humanities, and Science.

Please note, Year 10 Languages - German runs for a year and as such will count as two electives

Year long Electives

Students who undertake the following subjects will study them for a year. To be eligible to study in these areas students are required to complete and submit an Accelerated Subject Application Form prior to course counselling.

- Languages (other than German)
- Year 11 Unit 1 & 2
- Vocational Education and Training (VET)

If eligible, 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.

Students selecting to undertake senior curriculum Language, Unit 1 & 2, or VET must demonstrate readiness for acceleration. Student numeracy and literacy, as well as exhibiting positive learning behaviours will be examined. Students are expected to have consistently demonstrated positive behaviors and school values.

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.

Elective choices need to be in order of preference.

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
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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
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STEP (2 periods per 10 day cycle)

Core “Electives” (8 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
Fit for Life	A Century of Change	Biology: Twisted DNA
Health, Wellbeing and Lifestyle	Australian Society: The Good, the Bad and the Ugly	Chemistry: Bond, Hydrogen Bond
Human Movement and Performance	Global Studies: Around the World in 20 Weeks	Physics: Velocity-raptors
Outdoor and Environmental Education	Law and Order	Psychology: The Mind of the Modern World
	Saving Planet Earth	Space and Earth Science: Rocks and Rockets

Example: A Visual Planner

CORE Subjects					
Year long			Semester long		
English	Maths	STEP	Health and Physical Education	Humanities	Science
English or EAL	Specialist Maths or General Maths		First Choice	First Choice	First Choice
			Reserve	Reserve	Reserve

Electives (incl. Humanities, Science, Health & PE, Performing Arts, Technology, Visual Arts) Semester Long				
Elective 1	Elective 2	Elective 3	Elective 4	Elective 5
First Choice	First Choice	First Choice	First Choice	First Choice
Reserve	Reserve	Reserve		

Year 10 Electives

8 periods per 10 day cycle.

Choose five (5) 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.

Health and Physical Education

- Fit for Life
- Health Wellbeing and Lifestyle
- Human Movement and Performance
- Outdoor Education

Humanities

- A Century of Change
- Australian Society: The good the bad and the ugly
- Global Studies: Around the world in 20 weeks
- Law and Order
- Saving Planet Earth

Languages

- German
- Unit 1 & 2 Languages[^]

Performing Arts

- Dance: Dance that tells a story
- Dance: Dancing through time and place
- Drama: Acting Greats
- Drama: Page to Stage
- Music: Live It, Play It!
- Performing Arts

Science

- Biology: Twisted DNA
- Chemistry: Bond, Hydrogen Bind
- Physics: Velocity-raptors
- Psychology: The Mind of the Modern World
- Space and Earth Science: Rocks and rockets

Science and Technology

- STEAM (Science, Technology, Engineering, Arts, Mathematics)

Technology - Food

- Fundamentals of Food Preparation
- Global Cuisine

Technology - Information Technology

- Program or be programmed

Technology - Materials

- Product Design Metal
- Product Design Wood

Visual Arts

- Creative Drawing Practice
- Creative Painting Practice
- Creative Photography
- Digital Art and Design
- Media Studies (What is a television?)
- Media Studies (Whatcha filming?)
- Photography Essentials
- VCD – Industrial and Environmental Design
- VCD – Visual Communication Design

VET*

- 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 Making Studies
- VET – Certificate III in Health and Support Services
- VET – Certificate III in information, Digital Media and Technology
- VET – Certificate II in Kitchen Operations
- VET - Certificate III in Music Industry (Performance Specialisation)
- VET - Certificate III in Sport and Recreation

Accelerated VCE Subjects*

Please refer to the Senior School Course Handbook for details of Unit 1&2 subjects

*These subjects require an Accelerated Subject Application Form filled out and returned to the Year Level Leader prior to course counselling

^ Students who select units 1 & 2 languages will complete a separate enrolment procedure and won't include it in their preferences.

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 every 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. Moving subjects after timetables have been completed is very difficult.

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 many 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, it is compulsory in the VCE VM, also further study beyond school might need students to have completed Maths to a certain level. Students' Maths teachers 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, e.g. 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 University 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 2023, 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 Head Start 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:

- Prior to Course Counselling, students and parents can indicate their interest in undertaking this option by completing an *Accelerated Subject Application Form*
- The College will then review this interest using a range of evidence
- Significant importance is placed on student English and Maths results demonstrating achievement above the year 10 level
- An outcome will then be communicated to students and families before course counselling

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. Many year 10 elective subjects run for a semester, this gives students the opportunity to delve into many different curriculum areas and demonstrate a growth mindset to their studies.

Students who wish to study VET require a Unique Student Identifier (USI)

A USI is your individual education number for life. It also gives you an online record of your VET training undertaken in Australia. If you're at university, TAFE or doing other nationally recognised training, you need a USI. (www.usi.gov.au)

At Cranbourne Secondary College your USI is necessary to finalise enrolment in VET and some short course programs. It is also needed to enrol at university, TAFE or apprenticeships and traineeships.

How to apply for a USI

Please head to the website www.usi.gov.au/students to make your individual USI. This process is easy and will take around 5 minutes as long as you have the correct ID that is listed to use via the website. There is also email and phone help available for those who are having difficulty. USI information is also available in other languages www.usi.gov.au/languages.

Forms of ID are:

- Driver's Licence (Learners Permit for Senior Students)
- Medicare Card (Must display students name)
- Australian Passport
- Non-Australian Passport (with Australian Visa) for international students
- Birth Certificate (Please note a Birth Certificate Extract is not sufficient)
- Certificate of Registration by Descent
- Citizenship Certificate
- ImmiCard

What if I have a USI?

If you already have a USI, please share this with the Cranbourne Secondary College VET Coordinator.

What if I have forgotten my USI?

It is easy to look up your USI by visiting www.usi.gov.au/students/find-your-usi. There are four ways to find your USI; email address, mobile number, personal details and check questions or personal details and ID document. You choose whichever is most convenient for you.

Some information to remember when making a USI?

- You will need to have access to your USI for life. Make sure you print a copy and keep an electronic detail of your USI somewhere that is easy to remember and access.
- You should use your personal email address rather than your school email to create your details. This is because your school email address will expire once you have graduated and prohibit you access to your USI log in.
- Make sure that your password and check questions are easily remembered.

Additional information

If you are selecting a VET elective have your USI ready at your interview.

If you have any queries please contact the College General Office on 5996 3544.

Vocational Guidance & Course Research Directory

Cranbourne Secondary College Careers: www.cranbournesccareers.com

VICTORIAN SKILLS GATEWAY: www.skills.vic.gov.au/s/ - This website helps explore up to date Victorian TAFE and training opportunities.

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

VTAC (Victorian Tertiary Admissions Centre): www.vtac.edu.au 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.

GOOD UNIVERSITIES GUIDE: www.gooduniversitiesguide.com.au Find courses, compare university ratings and explore careers.

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

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.

Monash:	www.monash.edu
Melbourne:	www.unimelb.edu.au
Latrobe:	www.latrobe.edu.au
Deakin:	www.deakin.edu.au
Swinburne:	www.swinburne.edu.au/
Victoria Uni:	www.vu.edu.au
RMIT:	www.rmit.edu.au
Holmesglen:	www.holmesglen.vic.edu.au
Box Hill:	www.boxhill.edu.au/
Chisholm TAFE:	www.chisholm.edu.au/
Federation University:	www.federation.edu.au/
ACU (Australian Catholic University):	www.acu.edu.au



CRANBOURNE
SECONDARY COLLEGE

**Complete your secondary education at
Cranbourne Secondary College
while starting an**

Apprenticeship or Traineeship

- Students are able to replace some of their subjects by adding in an apprenticeship or traineeship.
- This allows you to combine paid training as well as time spent in the industry.
- Get support through the process.
- Earn a working wage.
- Spend your time developing the skills that industry wants.
- Combine work, school and training.
- Certificate II and III programs in any field.



Scan through to the
Department of Education page

Contact us:

Outer South Eastern Melbourne Cluster
head.start.OuterSE@education.vic.gov.au

or

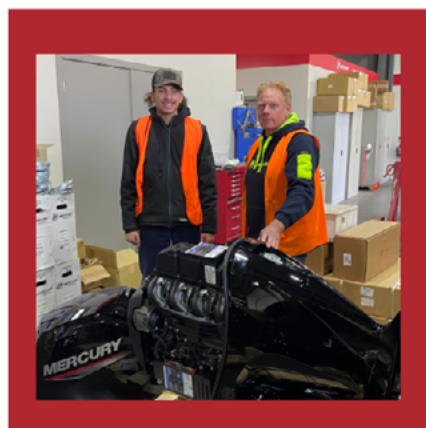
ring the school and speak with Alison Fox



CRANBOURNE
SECONDARY COLLEGE

/HEADSTART
APPRENTICESHIPS AND TRAINEESHIPS

Working + School + Industry equals an Apprenticeship or Traineeship



/HEADSTART
APPRENTICESHIPS AND TRAINEESHIPS



Course Subjects

Subjects

English

Students interested in becoming a confident communicator, an imaginative thinker and an informed citizen. Students in year 10 will develop their critical and creative thinking skills by reading a wide variety of texts and responding to such texts in written, verbal and multimodal forms.

What students do

Students will learn to analyse, understand, communicate and build relationships with others and with the world around us. Students studying English will need the willingness to develop a love of language and a love of communication as well as an understanding of the Writing Process and a willingness to edit and revise their work based on the feedback from both their teachers and their peers

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.
- Oral presentations
- Learning to more confidently communicate with other people.
- Common Assessment Tasks (CATs)

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>

VCE VM Literacy Study Design at:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMLiteracy/Pages/Index.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. EAL classes offer the chance for students to learn in smaller class sizes.

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

What students do in EAL

Students will learn to comprehend, analyse, respond, to communicate in written and spoken forms, 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 VCE VM in the senior years.

What students will be assessed on

- Writing analytical responses to texts.
- Responding personally and creatively 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. Be willing to make mistakes and have a growth mindset.

Note: This subject is available to those students who meet the criteria to undertake EAL. Please liaise with the EAL Coordinator to determine 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.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/index.aspx>

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 VCE VM Numeracy. 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 practise 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

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

Practise 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>



SUBJECT DESCRIPTIONS: ELECTIVES

ELECTIVE

Health and Physical Education – Fit for Life

Students interested in participating in a range of fitness activities, community practical classes and games. Students wanting to improve their motor skills and overall fitness levels. Students will learn how to manage a healthy lifestyle while having fun at the same time. Students who are not interested in competitive team sports and more in personal fitness and health. Students who are planning to continue to study Physical Education in VCE in Years 11 and 12 this subject helps give you the skills and knowledge to be successful. If you wish to be involved with the sports industry, fitness industry, health industry and many more this is the subject to choose.

What students do

- Participate in a range of recreation activities and games
- Undertake activities which enhance basic motor skills
- Study a range of body systems such as cardiovascular respiratory system
- Investigate and design individual training programs to improve their overall fitness levels
- Engage with local recreational facilities
- Study respectful relationships

What students learn (skills, knowledge and understandings)

- Study the various aspects of fitness and develop a personal activity plan by looking at; fitness components, training principles, types of training and energy systems
- The purpose and method of laboratory tests in health and physical education
- Understanding of what makes a respectful relationship
- Knowledge of the benefits of coaching feedback and the fitness trends and technology.

What students will be assessed on

- Practical Participation
- Laboratory reports
- Fitness programs – participation and creation
- Coaching inclusive games
- Common Assessment Tasks (CATs)

Additional information

Studying this subject will allow you to select Unit 1 and 2 Physical Education

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Health and Physical Education – Health, Wellbeing and Lifestyle

In this subject, students will explore Australia's health through the dimensions of health and wellbeing looking at the ideal conditions for optimal health and then applying this to a global perspective. Students will then learn about Human Development, Community and Global health through creating a country profile and analysing case studies looking at the differences in the health status of high, middle and low-income countries. Students get to explore the different standards of living throughout the world and how these can impact a communities' health. Looking into health promotion within communities and analysing how effective health promotion can help promote social change in different countries.

What students do

- Study human development globally and locally
- Study health dimensions and how they relate to community and global health
- Study impact of media on local and global communities
- Study respectful relationships.

What students learn (skills, knowledge and understandings)

- Critically analysing the impact of media on health
- Comparing human development locally and globally
- Determining the impact of relationships on personal identities
- Examining the health dimensions and how they apply to all areas of health

What students will be assessed on

- Case Study
- Data Analysis
- Written Report
- Common Assessment Tasks (CATs)

Additional requirements

This subject has no practical classes. It is the subject students should choose if they are interested in studying VCE Health and Human Development Units 1 and 2.

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Health and Physical Education – Human Movement and Performance

Students interested in playing competitive sports and undertaking fitness activities to improve motor skills, fitness and overall health. Students will study a range of concepts which will help improve performance in any team environment. Students who are planning to continue to study Physical Education in VCE in Years 11 and 12 this subject helps give you the skills and knowledge to be successful. If you wish to be involved with the sport industry, fitness industry, health industry and many more this is the subject to choose.

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 programs, energy systems, nutrition and biomechanics
- Study respectful relationships.

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 competitive sports
- Students will develop skills in connecting how body and energy systems interact with physical activity.

What students will be assessed on

- Practical Participation
- Laboratory reports
- Fitness programs – participation and creation
- Use of biomechanical principles to improve performance
- Common Assessment Tasks (CATs)

Additional information

Studying this subject will allow you to select Unit 1 and 2 Physical Education

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Outdoor Education

Students interested in learning about the environment while obtaining skills and knowledge to safely participate in outdoor activities. Students will participate and study outdoor environments to understand and value diverse environments. There is no practical sport in this class.

What students do

Students will participate in examining motivations for and responses to nature and outdoor experiences. They will examine a variety of different types of outdoor environments and learn to participate safely in outdoor experiences and develop relevant practical skills including first aid to enable safe participation in practical experiences. Through theory, students will refine their knowledge through participating in practical excursions such as Melbourne Cable Park, Orienteering at Cardinia Reservoir Park, camping at Walhalla, Indoor rock-climbing and Tree Surfing.

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.
- Study respectful relationships.

What students will be assessed on

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

Additional requirements

Students need to attend all excursions as they relate to the learning and assessment of this subject.

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#/>

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Humanities – A Century of Change

A Century of Change will assist students to understand themselves, others, and the contemporary world. It will help broaden perspective by examining events, ideas, individuals, groups and movements and develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present.

Humanities is of value to any career. It helps people understand how others think by giving them the background of where ideas come from and how ideas are affected by the social and physical environments that people live. It also helps to understand the world we live in, how it has been in the past and how it could be in the future. Jobs that may be directly related to this subject include historian, lawyer, journalist or museum curator.

This unit will be useful if students are considering studying the VCE subjects of History, Sociology, Legal Studies or Australian and Global Politics.

What students do

Students will explore the twentieth century and major events that shaped Australia and the present world. In this subject, students will be exposed to a range of historical debates, perspectives, and interpretations. They will have the opportunity to develop their own opinions and learn how to use historical sources as evidence to justify those opinions.

What students learn (skills, knowledge and understandings)

Students will examine the causes of major world events and how they shaped the present world that we live in including the aftermath of World War I and the ideologies that shaped the interwar period. They will evaluate impact of major world events on Australian society including World War II and the Holocaust. Students will also explore contested debates concerning World War II and its significance to contemporary Australia.

What students will be assessed on

- Historical debates and inquiry
- Demonstration of historical skills
- Understanding of key historical content knowledge
- Participation in individual tasks, collaborative work 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 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/2022HistorySD.docx>

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

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

<https://www.vcaa.vic.edu.au/Documents/vce/politics/2018AustGlobalPoliticsSD.pdf>

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Humanities – Australian Society: The good, the bad and the ugly

Are you interested in current affairs? Do you think about the world around you, how it has been in the past and what it could be like in the future? Do you care about issues in Australian society like racism, sexism and homophobia?

Humanities is of value to any career. It helps people understand how others think by giving them the background of where ideas come from and how ideas are affected by the social and physical environments that people live. Jobs that may be directly related to this subject include sociologist, youth or social work, historian, journalist, criminologist or lawyer.

This subject will be useful if students are considering studying the VCE subjects of Sociology, History, Legal Studies, Geography or Australian and Global Politics.

What students do

In this subject students will be:

- exposed to a range of historical and contemporary debates, perspectives, and interpretations.
- explore major global influences during the twentieth century that have shaped Australian society today.

Students will have the opportunity to develop and express their own opinions and learn how to use sources as evidence to justify those opinions.

What students learn (skills, knowledge and understandings)

In the first part of this subject, students will investigate how migration experiences of the twentieth century have shaped Australian society today. They will engage with a range of sources to explore the history of migration to Australia and examine the social, cultural, and political impact on a changing Australian society. Students will explore the different perspectives of people, as well as historical interpretations and debates from the period.

In the second part of this subject students will examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity, including how ideas about Australian identity may be influenced by global events. They will investigate the idea of 'an Australian identity' and what it means to be 'an Australian'. Students will do this by examining contemporary issues that are of interest to them and discuss challenges to, and ways of sustaining, a resilient democracy and cohesive society in Australia today.

What students will be assessed on

- Historical and contemporary debates and inquiry
- Demonstration of skills concerning history and civics and citizenship
- 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.

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

<https://www.vcaa.vic.edu.au/Documents/vce/history/2022HistorySD.docx>

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

<https://www.vcaa.vic.edu.au/Documents/vce/geography/2022GeographySD.docx>

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Humanities - Global Studies: Around the world in 20 weeks

This Humanities subject will suit you if you are curious about current affairs and global issues and how they link to Australia. This subject will involve you considering Australia's connections to the world in relation to economic and business issues.

Humanities is of value to any career. It helps people understand how people think by giving them the background of where ideas come from and how ideas are affected by the social and physical environments that people live. It also helps to understand the world we live in, how it has been in the past and how it could be in the future. Jobs that may be directly related to this subject include importer or exporter, foreign affairs and trade officer, economist, business manager or industrial relations officer.

This subject will be useful if you are considering studying the VCE subjects of Business Management, Legal Studies, Accounting, Sociology, Geography or Australian and Global Politics.

What students do

Students will investigate, analyse and evaluate Australia's place in a global world through a variety of learning strategies including individual research, collaborative work, class discussions, debates and role plays.

What students learn (skills, knowledge and understandings)

Students will look at a variety of global issues as they relate to Australia. These include the impacts of global events on Australia, economic aspects such as Australia as a trading nation, natural and man-made resource issues including renewable energies for the 21st Century on a national and global level, the roles of Australian business in a global competitive setting and Australian innovation, business and governmental strategies.

This course will also investigate Australia's international obligations, the economic support Australia provides around the world, Australia's involvement in different global organisations and how Australia is perceived by other countries.

What students will be assessed on

- Participation in individual tasks, collaborative work 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:

<https://www.vcaa.vic.edu.au/Documents/vce/businessmanagement/2023BusinessManagementSD.docx>

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

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

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

<https://www.vcaa.vic.edu.au/Documents/vce/geography/2022GeographySD.docx>

<https://www.vcaa.vic.edu.au/Documents/vce/politics/2018AustGlobalPoliticsSD.pdf>

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Humanities – Law and Order

This Humanities subject will suit you if you are curious about current affairs, police, law and order, politics and how changing legal and political systems impact our society and everyday lives.

Humanities is of value to any career. It helps people understand how people think by giving them the background of where ideas come from and how ideas are affected by the social and physical environments that people live. It also helps them to understand the world we live in, how it has been in the past and how it could be in the future. Jobs that may be directly related to this subject include law enforcement, courts, journalism, receptionist, telemarketer, or lawyer.

This subject will be useful if you are considering studying the VCE subjects of Legal Studies, Accounting, Business Management, Sociology or Australian and Global Politics.

What students do

Students will use real world examples to explore Australia's political and legal systems. They will investigate a variety of laws, changes in laws and how changes in society impact individuals. In this subject, students will be exposed to a range of contemporary issues, looking at strategies such as discussion, analysis and evaluation to develop strategies to navigate the modern and changing world. Learning activities will include analysis, debates, evaluation, and role plays.

What students learn (skills, knowledge and understandings)

Students will investigate how the rights of individuals are protected through the justice system, how laws are made and the types of laws used in Australia. They will investigate the features and principles of Australia's court system, including its role in applying and interpreting law in terms of Civil Law and Criminal Law.

Through examination of contemporary political issues students will be able to explain the values and key features of Australia's system of government. They will also compare Australia's system of government with other countries in the Asian region.

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:

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

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

<https://www.vcaa.vic.edu.au/Documents/vce/businessmanagement/2023BusinessManagementSD.docx>

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

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

<https://www.vcaa.vic.edu.au/Documents/vce/politics/2018AustGlobalPoliticsSD.pdf>

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Humanities - Saving Planet Earth

Are you interested in going on field trips, learning about the environment and investigating how people engage with the world around them?

Humanities is of value to any career. It helps you understand how people think by giving you the background of where ideas come from and how ideas are affected by the social and physical environments that people live. It also helps you to understand the world we live in, how it has been in the past and how it could be in the future. Jobs that may be directly related to this subject include conservation, heritage and land management, meteorologist, emergency management, community development or environmental impact assessment.

This subject will be useful if you are considering studying the VCE subjects of Geography, Sociology or Australian and Global Politics.

What students do

Through research and fieldwork students will investigate:

- Coastal environments including the causes and consequences of environmental change and the human impact, management and sustainability of these environments.
- Geographies of human wellbeing, including the causes and consequences of 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. They will develop critical and creative thinking skills that 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.

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

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

<https://www.vcaa.vic.edu.au/Documents/vce/geography/2022GeographySD.docx>

<https://www.vcaa.vic.edu.au/Documents/vce/politics/2018AustGlobalPoliticsSD.pdf>

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Language – German

Students will explore the German language, to communicate ideas, thoughts, feelings and information related to relationships, school experiences, their community and plans for the future. They will collaborate with others to make decisions, solve problems, and negotiate and plan action in response to contemporary issues that affect them and their German peers.

Studying German in Year 10 provides a pathway into VCE Language – German, allowing you to converse with German speaking people and opens opportunities to explore music, literature, film and digital media of another culture.

What students do

- Students will develop an understanding and appreciation of German language and culture, in a European and global context.
- Students will investigate topics such as contemporary German music and song; German youth culture; global environmental concerns and innovations; planning to travel in Germany, manage transport, tourist destinations and accommodation.
- Students will learn and practice German grammar and vocabulary to achieve greater fluency.

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).
- Students will learn how to identify textual conventions in a range of texts and explain how they shape meaning and influence responses. They will identify how features of German in familiar spoken and written texts vary according to audience, context and purpose.
- They will reflect on their own cultural identity in light of their experience of learning German.

What students will be assessed on

Students will complete at least one Common Assessment Task for each unit, allowing them to demonstrate growth in each of the four skills over the year.

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

VCE Languages Studies - Victorian School of Languages

The Victorian School of Languages is a government school committed to the provision of language programs for students who do not have access to the study of those languages in their mainstream schools. The school's languages program is delivered through both face-to-face teaching in centres across the state and through distance education mode.

Languages available for study at VCE are available in several different study streams, and the Victorian School of Languages offers the following VCE Language Studies via face-to-face class options as well as some via remote/online class options:

First Language Studies

- [Chinese First Language](#)
- [Indonesian First Language](#)
- [Japanese First Language](#)
- [Korean First Language](#)
- [Vietnamese First Language](#)

Classical Language Studies

- [Classical Greek](#)
- [Latin](#)

Second Language Studies

- [Arabic](#)
- [Chinese Second Language](#)
- [French](#)
- [German](#)
- [Greek](#)
- [Indonesian Second Language](#)
- [Italian](#)
- [Japanese Second Language](#)
- [Korean Second Language](#)
- [Spanish](#)
- [Vietnamese Second Language](#)

Collaborative Curriculum Languages Studies

- [Bosnian](#)
- [Chin Hakha](#)
- [Croatian](#)
- [Dutch](#)
- [Filipino](#)
- [Hebrew](#)
- [Hindi](#)
- [Hungarian](#)
- [Karen](#)
- [Khmer](#)
- [Macedonian](#)
- [Persian](#)
- [Polish](#)
- [Portuguese](#)
- [Punjabi](#)
- [Romanian](#)
- [Russian](#)
- [Serbian](#)
- [Sinhala](#)
- [Tamil](#)
- [Turkish](#)

Additional requirements

Students who want to undertake a language subject are required to complete an Accelerated Learning Application Form prior to course counselling.

Students who are considering studying a language as part of their VCE studies are encouraged to research this option and contact the Victorian School of Languages for more information.

Victorian School of Languages: www.vsl.vic.edu.au

The VCE Modern Languages group comprises the following studies:

Arabic, Armenian, Bengali, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, French, German, Greek, Hebrew, Hindi, Hungarian, Italian, Karen, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Spanish, Swedish, Tamil, Turkish and Yiddish.

Enrolment into VCE Modern Languages at Units 3 and 4 requires students to declare their status as either a First Language Learner or a Second Language Learner. Students will need to complete the Declaration for enrolment in VCE Modern Languages Units 3 and 4 form and submit this to their home school.

[Pages - Enrolment in VCE Modern Languages \(vcaa.vic.edu.au\)](http://vcaa.vic.edu.au)

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Dance: Dancing through time and place

Students interested in developing their technique and skills in dance will benefit from taking this course as they explore how dance has shaped and influenced our world. Students will practically explore dance through the lens of time and place as they develop their knowledge, skills and technique.

What students do

Students will participate in conditioning technique lessons to prepare their bodies for complex movements and sequences. They will work together exploring, learning and creating choreography to meet different performance intentions and audiences. Students will be provided with the opportunity to perform in a range of performance spaces as they develop their performance intention.

What students learn (skills, knowledge and understandings)

Students will learn dance sequences, choreographic elements, terminology and techniques including how choreographers develop their work and utilise production elements effectively. 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 their 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>

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Dance: Dance that tells a story

Students interested in creating dances that communicate and connect with an audience through storytelling will enjoy this unit. As well as creating and performing, dancers they will watch professional artists and be able to discuss and analyse their work.

What students do

Students will attend a live performance where they will have the opportunity to explore and discuss the performance intention and style developing their analytical and evaluative skills. They will apply this knowledge practically as they create choreography that tells a story.

What students learn (skills, knowledge and understandings)

Students will learn how to create choreography which engages an audience and communicates a story for an emotional response. Students will work individually and as a class to create, manipulate, rehearse and perform dance to a range of audiences. Students will manipulate the technical and expressive skills whilst incorporating musicality, the elements of dance and choreographic devices. 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 their own dance-making
- Perform a solo or group dance work

Additional requirements

Although completing the semester one unit of drama will be extremely beneficial, it is NOT a prerequisite for the course.

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>

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Drama: Acting Greats

Students interested in developing their performance skills, acting techniques and confidence on stage will benefit from taking this unit as they practically explore how to polish their performance skills when making and creating drama. Students will explore different theatre spaces, making theatre in unique and innovative ways. Students will develop their knowledge and skills in a range of stagecraft areas through intricate costume, lighting sequences, sound and set designs.

What students learn (skills, knowledge and understandings)

Students will experiment with a range of theatrical styles and performance techniques through practical activities and workshops. Studying the works of renowned theatre practitioners' students will learn and practice foundational acting methods and techniques used in the industry. Working 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. This is a practical unit based on collaborating with like minded peers to create drama in a fun and formative way.

What students will be assessed on

Students will participate in acting workshops, devise and perform an ensemble task and keep a design portfolio throughout the semester. Students will demonstrate their knowledge and skills through 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/theatre/2019TheatreStudiesSD.pdf>

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

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

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Drama: Page to Stage

Students interested in creating performances will benefit from taking this unit as they discover how to put on a theatre performance. Students will develop their knowledge and skills in developing, writing, performing and stagecraft areas as they are given the creative licence to develop their own performance event.

What students learn (skills, knowledge and understandings)

Students will develop skills in creating, refining and performing a monologue performance as they explore the different areas of the theatre. Students will be taught the process of staging their own professional piece of theatre as they are guided through the development of a monologue script, designing and implementing the technical processes of stagecraft in the theatre, and refining their performance skills. As part of this performance unit, students will attend a live performance with their class and learn how to analyse and evaluate professional theatre performances. Students will develop their skills both on stage and backstage as they build towards their own performance evening where they will be given the opportunity to create their own theatre experience from start to finish.

What students will be assessed on

Students will participate in various skills building workshops throughout the semester. They will develop a design brief to guide the research and process of their monologue task and participate in the running of their performance event. Students will analyse and evaluate a professional performance as part of their 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/theatre/2019TheatreStudiesSD.pdf>

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

☐ I want to do this subject

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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.

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.

☐ I want to do this subject

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☐ I am not interested in this subject

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Performing Arts

Students interested in developing their performance skills on stage as well as developing their knowledge and skills in the production process, from the generation of ideas through to rehearsals, publicity and performance. Students will contribute to several performances throughout the semester including assemblies, showcases and targeted performances to select audiences.

What students do

Students will experiment and explore the world of Performing Arts through the lens of their chosen field (dance, drama or music). This unit of work focuses on the process of creating a performance for a specified purpose and audience, how to create and shape the performance, organisation of an event including promotion and bookings, as well as performance to an audience. Students will also get hands on experience with the operation and function of technical equipment used in performance.

What students learn (skills, knowledge and understandings)

Students will develop skills in creating, refining and performing on stage. Students will learn about the process of creating a performance in either dance, drama or music – with a specific intention, purpose and audience. Students will develop their practical skills as well as their written skills in analysing performances and techniques. Students will develop their skills on stage and back stage. Learn about production timelines, identification of risks and assessments and seeing a performance through from inception right through to bump out.

What students will be assessed on

Students will participate in practical workshops, devise and perform an ensemble performance with an intended purpose and audience in mind (including a rehearsal diary) and complete Common Assessment Tasks (CATs).

Additional requirements

Students will develop their organisational, practical and performance skills in this subject. Students should be self-directed and creative.

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>

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

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

☐ I want to do this subject

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Biology: Twisted DNA

What students do

In the first unit about genetics, students learn about DNA, analyse biological theories about cell division and how these relate to genetic inheritance and diversity among populations.

In the second unit about evolution, students learn how genetic inheritance leads to the change in the characteristics of a species over several generations and relies on the process of natural selection.

What students learn (skills, knowledge and understandings)

- Planning and conducting practical investigations
- Collection, measurement, and display of data
- Researching scientific concepts
- Evaluating practical outcomes
- Communicating ideas
- Decision making
- Problem-solving
- Teamwork and collaboration

What students will be assessed on

Students will complete a Common Assessment Task each term.

Pathways

This subject links to Units 1-4 Biology which provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology, and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy, and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research, and sports science.

Link to VCAA Biology Page:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx>

☐ I want to do this subject

☐ I would like to find out more about this subject

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☐ I may want to do this subject

☐ This subject is linked to my career pathway

Chemistry: Bond, Hydrogen Bond

What students do

In the first unit about inorganic chemistry, students learn about the atomic structure and properties of elements, how elements are organised in the periodic table, and investigate the chemical activity of metals.

In the second unit about organic chemistry, students learn how chemicals bond together, explore how chemical reactions involve rearranging atoms to form new substances, and explore the conservation of mass in a chemical reaction demonstrated by simple chemical equations.

What students learn (skills, knowledge and understandings)

- Planning and conducting practical investigations
- Collection, measurement, and display of data
- Researching scientific concepts
- Evaluating practical outcomes
- Communicating ideas
- Decision making
- Problem-solving
- Teamwork and collaboration

What students will be assessed on

Students will complete a Common Assessment Task each term.

Pathways

This subject links to Units 1-4 Chemistry which provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry, and biochemistry. In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science, and viticulture.

Link to VCAA Chemistry Page:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/Index.aspx>

☐ I want to do this subject

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☐ This subject is linked to my career pathway

Physics: Velocity-raptors

What students do

In the first unit about electrical circuits, students learn the fundamental physics concepts that explain how the different forms of electricity are generated and how electricity functions. Students will use STELR kits to generate electricity and explore sustainable energy sources.

In the second unit about force and motion, students learn how the laws of physics describe and predict the motion of objects.

What students learn (skills, knowledge and understandings)

- Planning and conducting practical investigations
- Collection, measurement, and display of data
- Researching scientific concepts
- Evaluating practical outcomes
- Communicating ideas
- Decision making
- Problem-solving
- Teamwork and collaboration

What students will be assessed on

Students will complete a Common Assessment Task each term.

Pathways

This subject links to Units 1-4 Physics in which provides a contextual approach to exploring selected areas including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound, and sports science.

Link to VCAA Physics Page:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Physics/Pages/Index.aspx>

☐ I want to do this subject

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☐ This subject is linked to my career pathway

Psychology: The Mind of the Modern World

What students do

In the first unit about emotions, students learn about the structure and function of the brain, how the brain develops over time, the process of developing and displaying complex emotions, as well as exploring models and theories related to emotion that have been refined over time through a process of review by the scientific community.

In the second unit, students will work through various mini units of psychology based on sleep patterns and dreaming, forensic psychology: the mind of a criminal, and social psychology: the mysteries behind human behaviour.

What students learn (Science skills, knowledge and understandings)

- Planning and conducting practical investigations
- Collection, measurement, and display of data
- Researching scientific concepts
- Evaluating practical outcomes
- Communicating ideas
- Decision making
- Problem-solving
- Teamwork and collaboration

What students will be assessed on

Students will complete a Common Assessment Task each term.

Pathways

This subject links to Units 1-4 Psychology which provides for continuing study pathways within the discipline and can lead to a range of careers. These opportunities include careers and roles that do not involve being a registered psychologist, including roles in aged, family and child services, case managers, communications specialists, counsellors, community health and welfare roles, health services support roles, human resource specialists, managers, marketing and market research roles, office administration roles, policy and planning roles, probation and parole services roles, and social work and teaching roles.

Link to VCAA Psychology Page:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/psychology/Pages/Index.aspx>

☐ I want to do this subject

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Space and Earth Science: Rocks and Rockets

What students do

In the first unit about space, students learn about the contents of the universe including galaxies, stars, and solar systems, and they will explore how the Big Bang theory can be used to explain the origin of the universe.

In the second unit about earth science, students learn how human activity affects global systems, distinguish between natural and enhanced greenhouse effects, and investigate the effect of climate change on sea levels and biodiversity.

What students learn (skills, knowledge and understandings)

- Planning and conducting practical investigations
- Collection, measurement, and display of data
- Researching scientific concepts
- Evaluating practical outcomes
- Communicating ideas
- Decision making
- Problem-solving
- Teamwork and collaboration

What students will be assessed on

Students will complete a Common Assessment Task each term.

Additional Requirements

- Laptop

Pathways

This subject links to Units 1-4 Environmental Science and Units 1-4 Geography which both provide opportunities for continuing study pathways within the discipline and can lead to a range of careers related to atmospheric sciences, ecology, environmental chemistry/biology, and geosciences. The interdisciplinary nature of the study leads to pathways including, but not limited to, architecture, environmental law, engineering, environmental consultancy, environmental advocacy, government policy development, industrial management, landscape design, regional and urban planning, geospatial industry (including military operations), and teaching and research.

Link to VCAA Environmental Science Page:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/environmentalscience/Pages/Index.aspx>

Link to VCAA Geography Page:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/geography/Pages/Index.aspx>

☐ I want to do this subject

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☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Technology – STEAM

(Science, Technology, Engineering, Arts, Maths)

What students do

In the first unit called Mission to Mars, students learn about space exploration and how the design thinking framework can be applied to the improvement of space equipment, such as rockets, rovers and living capsules.

In the second unit about Paralympians, students learn about how we can empower Paralympians using advanced science, such as nanotechnology, biomechanics, and biometrics, so that they can improve and regulate their health and wellbeing.

What students learn (skills, knowledge and understandings)

- Planning and conducting practical investigations
- Collection, measurement, and display of data
- Use of 3D printers and pens
- Laser cutting
- Electronics
- Coding
- Robotics
- Critical and creative thinking
- Prototyping solutions to problems
- Evaluating prototype outcomes
- Communication
- Problem-solving
- Teamwork and collaboration

What students will be assessed on

Students will complete a design thinking project each term

Additional requirements

- Laptop

Pathways

This subject links to multiple subjects, including Unit 1-4 Science, Unit 1-4 Mathematics, Unit 1-4 Art, VET Engineering and Electrotechnology, VET Information Digital media and Technology, and VET Engineering Studies. STEAM can lead to a range of careers related to engineering, architecture, website/app designer, orthopaedic technologist, product designer, animator, sound engineer, video game designer, astrophysicist, graphic designer, interior designer, pilot, astronaut, archaeologist, or scientific imaging.

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Technology – Fundamentals of Food Preparation

A subject for students interested in strengthening their fundamental (scientific) knowledge of food preparation.

What students do

Students gain a deeper understanding about how our food changes as a result of the processes and cookery methods selected during preparation. Through a range of theoretical and practical experiments student explore how modifications during cooking can result in better quality meals. Students become more capable cooks who can make informed decisions to improve both the nutritional value and sensory properties of the dishes that they produce.

What students learn (skills, knowledge and understandings)

Complimenting students' knowledge of nutrition, this subject focuses on how nutrients change during processing and cooking. By understanding the functional properties for food, students develop a more comprehensive approach to food preparation to enhance both nutritional value and sensory appeal.

What students will be assessed on

- Common Assessment Tasks (CATS).
- Safely, hygienically, and correctly using a range of tools and processes in the kitchen.
- Applying knowledge of foods' sensory properties for high impact appeal.
- Applied implementation of food science when cooking.

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Technology – Global Cuisine

A subject for students interested in learning international dishes.

What students do

Through immersion in the cuisines of our world, students develop a broad range of practical skills and repertoire of interesting dishes. Students learn about the influences which have helped shape many cultures worldwide, and how today they come together to provide a diversity of nutritious meal options.

What students learn (skills, knowledge and understandings)

Further building on students' understanding of hygiene, safety, and basic cookery processes; this subject aims to provide students the opportunity to develop a more technical range of skills. With each week focusing on a new cuisine, students also experience a range of unique ingredients.

What students will be assessed on

- Common Assessment Tasks (CATS).
- Safely, hygienically, and correctly using a range of tools and processes in the kitchen.
- Demonstrated understanding of factors which influence a cuisine's ingredients and cookery methods used.
- Implications of global cuisines in modern Australian food consumption patterns.

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Information Technology - 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

Students will further develop their understanding of web pages and programming through the languages of HTML, CSS and Javascript. Students will actively participate in coding-based projects including game design and use the design process, along with their critical thinking skills to create digital solutions.

What students learn

- Use of HTML / CSS / Java Script / XML in more advanced website design
- Coding languages such as Python to create apps and games
- Database management in programs such as MS Access.

What students will be assessed on

- Website Design CAT
- Coding CAT

VCAA Curriculum Links

- Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics
- Evaluate critically how well student-developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation
- Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

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 and 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>

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

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

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>

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Creative Drawing Practice

Creative Drawing Practice can support students that are interested in following a creative pathway into VCE Art Creative Practice, VCE Art Making and Exhibiting and VCE Visual Communication Design. Some industry careers that Art can lead into are: Artist, Curator, Visual Arts Teaching, Art Therapy, and Art Director.

What students do

Year 10 Creative Drawing Practice offers students a full semester of opportunities to develop their creative abilities. The subject involves both theoretical and practical learning opportunities to gain the creative thinking and folio development skills specifically focused on drawing techniques. Students explore practical drawing skills that explore a wide range of mediums such as: pencils, charcoal, pens, and pastels.

What students learn

Students are shown a diverse range of drawing techniques, whilst following the creative practice to develop and make artworks. Students are firstly shown basic rendering techniques which then are developed into advanced drawing abilities. This is achieved through set tasks that each encourage experimentation, artistic research, development, and final presentations. In addition to creating and displaying their artwork, students also explore different ideas and concepts, and work independently on Visual Arts analysis and evaluations.

What students will be assessed on

Students will be assessed both formally and informally on the following through the semester:

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

Additional requirements

Creative Drawing Practice and Creative Painting Practice are designed as a sequence and it is recommended for students to select both in Year 10.

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

Art Making and Exhibiting

<https://www.vcaa.vic.edu.au/Documents/vce/studioarts/2023ArtMakingExhibitingSD.docx>

Art Creative Practice

<https://www.vcaa.vic.edu.au/Documents/vce/art/2023ArtCreativePracticeSD.docx>

Visual Communication Design

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

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Creative Painting Practice

Creative Painting Practice can support students that are interested in following a creative pathway into VCE Art Creative Practice, VCE Art Making and Exhibiting and VCE Visual Communication Design. Some industry careers that Art can lead into are: Artist, Curator, Visual Arts Teaching, Art Therapy, and Art Director.

What students do

In year 10, Creative Painting Practice offers students a full semester of opportunities to develop their creative abilities. The subject involves both theoretical and practical learning opportunities to gain the creative thinking and folio development skills required for the VCE creative subjects. Students will explore practical skills with a focus on painting. Additionally, students will experiment with a variety of painting styles and learn practical skills such as stretching a canvas.

What students learn

Students will create a folio of artwork that explores a wide range of materials and techniques, whilst following technical processes in painting. This is achieved through set tasks that each encourage experimentation, artistic research, development, and final presentations. In addition to creating and displaying their artwork, Students also explore different ideas and concepts, and work independently on Visual Arts analysis and evaluations.

What students will be assessed on

Students will be assessed both formally and informally on the following through the semester:

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

Additional requirements

Creative Drawing Practice and Creative Painting Practice are designed as a sequence and it is recommended for students to select both in Year 10.

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

Art Making and Exhibiting

<https://www.vcaa.vic.edu.au/Documents/vce/studioarts/2023ArtMakingExhibitingSD.docx>

Art Creative Practice

<https://www.vcaa.vic.edu.au/Documents/vce/art/2023ArtCreativePracticeSD.docx>

Visual Communication Design

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

☐ I want to do this subject

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☐ I am not interested in this subject

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Creative Photography

Creative Photography is for those students considering a creative pathway. Creative Photography gives students the opportunity to develop and explore their creativity through photography and photo manipulation. Senior Pathways that Creative Photography can lead into are VCE Art Creative Practice and VCE Art Making and Exhibiting.

Some industry careers that photography can lead into are: Freelance photographer, Real estate photography, Photojournalist, Wedding photographer, Fashion photographer, Portrait photographer, Commercial photographer, Photo editor, Graphic Design, Curator and Visual Arts Teaching.

What students do

Creative Photography offers students a semester of opportunities to develop and extend creative and photographic skills. Students are given the opportunity to explore studio lighting techniques, creative manipulation of photographs and conceptual possibilities within photography. In addition to practical learning opportunities, Creative Photography contains theoretical components in analysis and evaluation of photographic artists, their work and professional practices. This learning will give students the opportunity to gain a wider understanding of materials, techniques and concepts to inform their own individual creative practice.

What students learn (skills, knowledge and understandings)

Creative Photography aims to give those students who want to explore artistic photography, the opportunity to learn through the creative process, photographic practice and application. Students will create a photographic journal that explores a variety of skills and processes including various aspects of exploring composition, conceptual ideas, subject matter and creative imagery. They will plan, create and present photographic artworks. Students will use and develop photo manipulation skills using Adobe Photoshop to extend their photographic creativity.

What students will be assessed on

Students will be assessed both formally and informally on the following through the year:

- Journal of development work
- Selected refined and presented photographic artworks
- Research and exploration of influences
- 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/curriculum/vce/vce-study-designs/studioarts/Pages/Index.aspx>

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

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Digital Art and Design

Digital Art and Design can support students that are interested in following a creative pathway in VCE. The subject will appeal to students who are interested in learning an in-depth introduction to Adobe Creative Cloud programs such as Photoshop, Illustrator and other computer-based skills required to creating designs and artworks. Senior pathways that Digital Art and Design can lead into are VCE Art Creative Practice, VCE Art Making and Exhibiting, and VCE Visual Communication Design. Some industry careers that Digital Art and Design can lead into are: Digital Artist, Graphic Designer, Illustrator, Curator, Visual Arts Teaching, Animation and Web Designer.

What students do

In year 10, Digital Art and Design offers students a full semester of opportunities to develop your creative abilities. The subject involves students creating a folio of development, based around the Design Process to create a final outcome. Students will complete digital tasks that are both evolved around designing and art making skills. In addition to practical learning opportunities, the subject involves theoretical components where students will analyse and evaluate other designers and digital based artists to gain a wider understanding of professional techniques and concepts to inform their own folio to produce and display final outcomes.

What students learn (skills, knowledge and understandings)

The aim of this subject is to introduce students to the concepts of digital artwork, design processes and applications. The subject will teach students how digital technology can be used as an artistic work or practice as part of the creative or presentation process. Students will be taught Adobe Creative Cloud applications with a focus on Adobe Illustrator and Adobe Photoshop. As well as the techniques involved in digital application and editing, students will explore to a variety of ways to exhibit and display their work. Throughout the year, students will gain exposure to both art and design practices within a theoretical framework, with the intention to inform their own folio of work.

What students will be assessed on

Students will be assessed both formally and informally on the following through the year:

- Folio of development work
- Selected finished artworks and designs
- Research and exploration of influences
- 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:

Art Making and Exhibiting

<https://www.vcaa.vic.edu.au/Documents/vce/studioarts/2023ArtMakingExhibitingSD.docx>

Art Creative Practice

<https://www.vcaa.vic.edu.au/Documents/vce/art/2023ArtCreativePracticeSD.docx>

Visual Communication Design

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

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Media Studies - What is a Television?

Students will learn about the codes and conventions of making television products. Students will analyse and study the evolution of television through its history, changes to the genres and how news programs represent the various stories shown within our society. The range of media products they will see will range from entertainment, news and sports productions.

What students do

Students will work collaboratively to create their own short fictional episodes, factual (news program/current affairs/documentary) episodes and be introduced to the production process that will assist their future in VCE Media. The production process involves: scriptwriting, storyboarding, filming, editing and distribution to make their own media product aimed for a specific audience. Students will learn how technical and symbolic codes are used to inform and entertain audiences. Students will learn the fundamentals in using production organisational programs and various industry grade software from the Adobe Creative Suite, including Adobe Premiere Pro while producing 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 and distribute. Students will use intent, structure, setting, characters and television conventions to evaluate how technical and symbolic codes are manipulated to make representations and connect to audiences. Students will learn to communicate alternative viewpoints in media artworks for different community and institutional contexts. Students will apply design, produce and distributions processes to the media artworks they make.

What students will be assessed on

The production process in the analysis and creation of short episodes, news programs and how television has evolved since its creation. Analysis of technical and symbolic codes and media television products students interact with and that they create; Common Assessment Tasks (CATs).

Additional requirements

It is recommended that students complete both Media Studies - Whatchafilming & Media Studies - What is a Television?

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

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Media Studies - Whatchafilming?

Students will learn about the codes and conventions of film making. Students will analyse and study different genres and how film represents social issues within a media product. Students will view movies that are feature length, short and animation films.

What students do

Students will work collaboratively to create their own short films and be introduced to the production process that will assist their future in VCE Media. The production process involves: scriptwriting, storyboarding, filming, editing and distribution to make their own media product aimed for a specific audience. Students will learn how technical and symbolic codes are used to create meaning and entertain audiences. Students will learn the fundamentals in using production organisational programs and various industry grade software from the Adobe Creative Suite, including Adobe Premiere Pro while producing 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 and distribute. Students will use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic codes 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, produce and distributions 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 products and genre. Analysis of technical and symbolic codes and media products students interact with and that they create; Common Assessment Tasks (CATs).

Additional requirements

It is recommended that students complete both Media Studies - Whatchafilming & Media Studies - What is a Television?

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

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Photography Essentials

Photography Essentials is for those students considering a creative pathway. Photography essentials gives students the opportunity to learn and use basic photography skills that can be used in a creative pathway or to support other learning areas for recording and presentations.

Senior pathways that Photography Essentials can lead into are VCE Art Creative Practice and VCE Art Making and Exhibiting.

Some industry careers that photography can lead into are: Freelance photographer, Real estate photography, Photojournalist, Wedding photographer, Fashion photographer, Portrait photographer, Commercial photographer, Photo editor, Curator and Visual Arts Teaching

What students do

In year 10, Photography Essentials offers students a semester of opportunities to develop creative abilities and photographic skills. Students are given the opportunity to develop skills and knowledge in using a Digital SLR, composition, photographic workflow and basic Photoshop skills in editing.

In addition to practical learning opportunities, Photography Essentials contains theoretical components in analysis and evaluation of photographic artists, their work and professional practices. This learning will give students the opportunity to gain a wider understanding of materials, techniques and concepts to inform their own individual creative practice.

What students learn (skills, knowledge and understandings)

Photography Essentials aims to introduce students to the creative process through photographic practice and application. Students will create a photographic journal that explores a variety of skills and processes including various aspects exploring composition, subject matter and creative imagery. They will plan, create and present photographic artworks. Students will be introduced to Adobe Photoshop and essential skills in basic photo editing.

What students will be assessed on

Students will be assessed both formally and informally on the following through the year:

- Journal of development work
- Selected refined and presented photographic artworks
- Research and exploration of influences
- 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/curriculum/vce/vce-study-designs/studioarts/Pages/Index.aspx>

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

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

VCD - Visual Communication Design

Students interested in understanding about how information is conveyed through drawing and design elements. They look at a range of communications such as logos, poster and advertising designs and work towards creating a range of manual and digital designs to satisfy a design brief. Students learn how to use different design and drawing techniques to communicate with their audience. This unit has a strong focus on the use of digital applications within design.

Visual Communication Design can support students into Tertiary or Vocational Education (TAFE) pathways such as Graphic Design, Character Design, Communication Design/Advertising, as well as Architecture and Interior Design.

What students do

Year 10 students communicate messages, ideas and information by using freehand and digital drawing methods. Students explore a range of practical and digital applications to create designs that are suitable to design briefs. They study design elements and principles, contexts and purpose of communication designs.

What students learn (skills, knowledge and understandings)

Students develop skills in manual and digital methods to create drawings and designs for different purposes.

Techniques include:

- 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, magazines and other visual communications.
- Use of digital applications including the Adobe Creative Suite to create and enhance designs.

What students will be assessed on

Students will be assessed both summatively and formatively throughout the semester. Their assessments include:

- Development folio work including the use and application of the design process.
- Final presentations that are suitable to a design brief.
- Common Assessment Tasks (CATs) at the end of each term.

Additional requirements

VCD Communication Design and VCD Industrial and Environmental Design are designed as a sequence and it is recommended for students to select both in Year 10.

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

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

VCD - Industrial and Environmental Design

Students interested in understanding about how information is conveyed through technical drawing and design elements. Students learn how to create a range of drawings to best demonstrate floor plans and elevations, as well as technical processes to create a range of 3 dimensional and 2 dimensional drawings (including Isometric, Planometric and Orthogonal).

Visual Communication Design can support students into Tertiary or Vocational Education (TAFE) pathways such as Architecture, Interior Design, Graphic Design, Character Design and Communication Design/Advertising.

What students do

Year 10 students communicate messages, ideas and information by using technical drawing methods to explore a range of industrial and environmental designs. Students explore a range of practical and digital applications to create designs that are suitable to design briefs. They study design elements and principles, contexts and purpose of industrial and environmental designs.

What students learn (skills, knowledge and understandings)

Students develop skills in manual and digital methods to create drawings and designs for different purposes.

Techniques include:

- 3D drawing to show the structure of objects and architectural forms, including isometric and planometric paraline drawings.
- 2D drawing to show the structure of objects and industrial forms, including floor plans, elevations and orthogonal 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.
- Use of digital applications including the Adobe Creative Suite to create and enhance designs.

What students will be assessed on

Students will be assessed both summatively and formatively throughout the semester. Their assessments include:

- Development folio work including the use and application of the design process.
- Final presentations that are suitable to a design brief.
- Common Assessment Tasks (CATs) at the end of each term.

Additional requirements

VCD Communication Design and VCD Industrial and Environmental Design are designed as a sequence and it is recommended for students to select both in Year 10.

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

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Certificate II in Automotive



Certificate II in Automotive aims to provide students with a broad range of skills and knowledge to pursue a career or further training in the automotive industry. The course includes skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is a foundation level appropriate for pathway into this industry. Successful achievement of this certificate comprises completion of both practical and theory work.

Course location: Lyndhurst Secondary College
Duration: Two years

Contribution

This is a non-scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways enrolments.

For complete details please go to www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/automotive.aspx.

What to bring to class

Students will need to bring their laptop, pen, pencil and notebook to class each week. There is also a Personal Protective Equipment (PPE) requirement of steel cap work boots, work pants and high vis top.

Structured Workplace Learning

SWL is recommended but not mandatory for this course. Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

Further Education & Pathways Examples

myfuture.edu.au/bullseyes/details/2--automotive

- Certificate III in Automotive
- Mechanic – Light, Diesel, Marine, Heavy Vehicle
- Panel Beater
- Auto Electrician
- Spare Parts Manager
- Automotive Engineer

Sample Units of Study

Year 1

- AURITJ113 - Remove, inspect and refit light vehicle wheel and tyre assemblies
- AURTTB007 - Remove and replace brake assemblies
- AURAEA002 - Follow environmental and sustainability best practice in an automotive workplace
- AURTTA127 - Carry out basic servicing operations
- AURETR103 - Identify automotive electrical systems and components
- AURTTK102 - Use/maintain tools/equipment in an automotive workplace
- AURASA102 - Follow safe working practices in an automotive workplace

Year 2

- AURAF103 - Communicate effectively in an automotive workplace
- AURTE008 - Dismantle and assemble multi cylinder four stroke petrol engines
- AURETR006 - Solder electrical wiring and circuits
- AURETR048 - Construct and test basic electronic circuits
- AURETK003 - Operate electrical test equipment
- AURAF104 - Resolve routine problems in an automotive workplace

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Certificate II in Building and Construction (Partial Completion)



Certificate II in Building & Construction is a pre-apprenticeship course that is designed to provide students with the basic industry specific knowledge and skills to enhance their employment prospects in the building and construction industry. Included in the course is opportunity to complete the construction induction (white) card. Successful achievement of this certificate comprises completion of both practical and theory work.

Class location: Cranbourne Secondary College
Duration: Two years

Contribution

This is a non-scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways enrolments.

For complete details please go to www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/buildconst.aspx.

What to bring to class

Students will need to bring their laptop, pen, pencil and notebook to class each week. There is also a Personal Protective Equipment (PPE) requirement of steel cap work boots, work pants/shorts and high vis Cranbourne Secondary College VET top.

Structured Workplace Learning

SWL is suggested but not mandatory for this course. Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

Further Education & Pathways Examples

myfuture.edu.au/bullseyes/details/8--construction

- Certificate III Bricklaying
- Certificate III in Carpentry
- Certificate III in Carpentry and Joinery
- Certificate III in Joinery (Stairs)
- Certificate III in Painting and Decorating
- Certificate III in Shop fitting
- Certificate IV in Building and Construction (Building)
- Certificate IV in Building and Construction (Specialist Trades)
- Diploma of Building and Construction (Building)
- Apprenticeships
- Site Foreman
- Building Inspection

Sample Units of Study

Year 1

- CPCCCM1015A - Carry out measurements and calculations
- CPCCCM2006 - Apply basic levelling procedures
- CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry
- CPCCWHS1001 - Prepare to work safely in the construction industry
- HLTAID002 - Provide basic emergency life support
- VU22014 - Prepare for work in the building and construction industry
- VU22022 - Identify and handle carpentry tools and equipment
- VU22023 - Perform basic setting out
- VU22024 - Construct basic sub-floor
- VU22031 - Construct basic formwork for concreting

Year 2

- CPCCCM1012A - Work effectively and sustainably in the construction industry
- CPCCCM1014A - Conduct workplace communication
- VU22015 - Interpret and apply basic plans and drawings
- VU22016 - Erect and safely use working platforms
- VU22025 - Construct basic wall frames
- VU22026 - Construct a basic roof frame
- VU22027 - Install basic external cladding
- VU22028 - Install basic window and door frames
- VU22029 - Install interior fixings
- VU22030 - Carry out basic demolition of timber structures

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Certificate II in Engineering studies



Certificate II in Engineering is designed to allow students entry level exploration and knowledge interested in engineering, manufacturing and other related industries. The course aims to instil positive perceptions of the engineering related industries by introducing young people to the wide range of employment opportunities, career choices and study pathways to further training. Successful achievement of this certificate comprises completion of both practical and theory work.

Class Location - Cranbourne Secondary College

Duration - Two years

Contribution

This is a scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways enrolments.

For complete details please go to www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/engineering.aspx.

What to bring to class

Students will need to bring their laptop, pen, pencil and notebook to class each week. There is also a Personal Protective Equipment (PPE) requirement of steel cap work boots, work pants and high vis Cranbourne Secondary College VET top.

Structured Workplace Learning

SWL is recommended but not mandatory for this course. Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

Further Education & Pathways Examples

myfuture.edu.au/bullseyes/details/20--industrial-arts
myfuture.edu.au/bullseyes/details/24--metal-work-and-engineering

- Certificate III in Engineering – Mechanical & Fabrication
- Certificate IV in Engineering
- Diploma of Engineering
- Bachelor of Engineering
- Electrical Engineer
- Fitter & Turner
- Boiler Maker
- Automotive Engineer
- Mechanical Engineer

Sample Units of Study

Year 1

- MEM13015 - Apply principles of Occupational Health & Safety in the work environment
- MEM18001 - Use hand tools
- VU22329 - Report on a range of sectors in the manufacturing, engineering and related industries
- VU22330 - Select and interpret drawings and prepare three dimensional (3D) sketches and drawings
- VU22331 - Perform basic machining processes
- VU22332 - Apply basic fabrication techniques
- MEM18002 - Use power tools/hand held operations
- VU22336 - Perform metal fabrication operations

Year 2

- MEMPE006A - Undertake a basic engineering project
- VU22333 - Perform immediate engineering computations
- VU22337 - Perform basic welding and thermal cutting processes to fabricate engineering structures

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Certificate II in Furniture Making Studies



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 participants to gain a recognised qualification and make a more informed choice of vocation and career paths.

Class Location - Cranbourne Secondary College

Duration - Two years

Contribution

This is a scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways enrolments.

For complete details please go to www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/furnishing.aspx.

What to bring to class

Students will need to bring their laptop, pen, pencil and notebook to class each week. There is also a Personal Protective Equipment (PPE) requirement of steel cap work boots, work pants and Cranbourne Secondary College VET high vis top.

Structured Workplace Learning

SWL is recommended but not mandatory for this course. Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

Further Education & Pathways Examples

myfuture.edu.au/bullseyes/details/20--industrial-arts

- Certificate III in Furniture Making
- Certificate IV in Furniture
- Diploma of Furniture Design and Technology
- Bachelor of Design
- Cabinet Maker
- Wood Machinist
- Upholsterer
- Furniture Restorer

Sample Units of Study

Year 1

- MSFFP2002 - Develop a career plan for the furnishing industry
- MSMENV272 - Participate in environmentally sustainable work practices
- MSMPCI103 - Demonstrate care and apply safe practices at work
- MSFFM2003 - Select and apply hardware
- MSFFP2003 - Prepare surfaces
- MSFFP2005 - Join furnishing materials
- MSFFP2006 - Make simple timber joints
- MSMSUP106 - Work in a team

Year 2

- MSFFM2001 - Use furniture making sector hand and power tools
- MSFFM2002 - Assemble furnishing components
- MSFFP2001 - Undertake a basic furniture making project
- MSFGN2001 - Make measurements and calculation

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Certificate III in Health Support Services



Certificate III in Health Support Services is designed to provide students with a broad range of skills and knowledge to pursue a career or further training in related industries in an entry-level role within a range of health related areas. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients. This program includes a First Aid certificate. Students who complete the first year receive HLT23215 Certificate II in Health Support Service. Successful achievement of this certificate comprises completion of both practical and theory work.

Class Location - Cranbourne Secondary College

Duration - Two years

Contribution

This is a scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways enrolments.

For complete details please go to www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/health.aspx.

What to bring to class

Students will need to bring their laptop, pen, pencil and notebook to class each week. Students will also need to wear VET uniform during class and for placement and practical activities undertaken.

Structured Workplace Learning

SWL is mandatory for this course. Students will need to complete at least 80 hours of industry specific SWL to complete their certificate. Students will work with their VET teacher and the SWL Coordinator to ensure they find suitable placement. SWL paperwork will need to be completed for both the VET provider and the school. Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

Further Education & Pathways Examples

myfuture.edu.au/bullseyes/details/16--health

- Certificate III in Hospital/Health Services – Pharmacy Support
- Certificate IV in Mental Health
- Nurse
- Community Service Worker

Sample Units of Study

Year 1

- HLTINF001 - Comply with infection prevention policy
- CHCCCS002 - Assist with movement
- CHCCCS010 - Maintain a high standard of service
- CHCCOM005 - Communicate/work in health or community services
- CHCCCS009 - Facilitate responsible behaviour
- CHCCCS026 - Transport individuals
- CHCDIV001 - Work with diverse people
- HLTWHS001 - Participate in workplace health and safety
- BSBFLM312 - Contribute to team effectiveness
- CHCCCS020 - Respond effectively to behaviours of concern
- BSVWOR203 - Work effectively with others
- HLTAID011 - Provide First Aid
- HLTWHS005 - Conduct manual tasks safely

Year 2

- BSBWOR301 - Organise personal work priorities and development
- CHCPRP005 - Engage with health professionals & the health system
- BSBMED301 - Interpret and apply medical terminology appropriately
- HLTAAP001 - Recognise healthy body systems
- HLTPS001 - Take clinical measurements

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Certificate III in Information and Communications Technology



Certificate III in Information and Communications Technology provides the foundation skills and knowledge to use information and communications technology in any industry. The course includes skills and knowledge an individual requires to be competent in a wide range of general information and communications technology technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Successful achievement of this certificate comprises completion of both practical and theory work.

Class Location - Cranbourne Secondary College

Duration - Two years

Contribution

This is a scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways enrolments.

For complete details please go to www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/idmt.aspx.

What to bring to class

Students will need to bring their laptop, pen, pencil and notebook to class each week. There is also a VET uniform to be worn to class.

Structured Workplace Learning

SWL is recommended but not mandatory for this course. Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

Further Education & Pathways Examples

myfuture.edu.au/bullseyes/details/7--computing

- Certificate IV in Information Technology – Networking, Programming, Support, Systems Analysis
- Diplomas - Networking, Programming, Support, Systems Analysis
- Bachelor of Information Technology
- Database Administrator
- Software Testing
- Systems Administrator
- Programmer
- Support Technician
- IT Manager

Sample Units of Study

Year 1

- ICTICT213 - Use computer operating systems/hardware
- BSBXTW301 - Work in a team
- ICTPRG302 - Apply introductory programming technique
- BSBXCS303 - Securely manage personal/work ID information
- BSBCRT301 - Develop/extend critical thinking skills
- ICTICT214 Operate application software packages
- ICTSAS308 Run standard diagnostic tests

Year 2

- ICTICT313 - Identify IP/ethics/privacy policies–ICT
- ICTSAS304 - Provide basic system administration
- ICTSAS305 - Provide ICT advice to clients
- ICTSAS309 - Maintain/repair ICT equipment/software
- ICTSAS310 - Install/configure/secure a small office

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Certificate II in Kitchen Operations



Certificate II in Kitchen Operations gives students a fundamental range of food preparation and cookery skills to prepare food and menu items. These industry skills are appropriate for a diverse range of career opportunities in the food service industries. Students enrolled in this course will receive their Safe Food Handler certificate upon successful completion. Successful achievement of this certificate comprises completion of both practical and theory work.

Class Location - Cranbourne Secondary College

Duration - Two years

Contribution

This is a scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways enrolments.

For complete details please go to www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/hospitality.aspx.

What to bring to class

Students will need to bring their laptop, pen, pencil and notebook to class each week. Students will have a Cranbourne Secondary College VET uniform and apron to wear during class time.

Structured Workplace Learning

SWL is recommended but not mandatory for this course. Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

Further Education & Pathways Examples

myfuture.edu.au/bullseyes/details/19--hospitality

- Certificate III in Hospitality
- Certificate IV in Hospitality
- Diploma of Hospitality Management
- Bar attendant
- Café attendant
- Caterer
- Chef

Sample Units of Study

Year 1

- BSBWOR203 - Work effectively with others
- SITHCCC001 - Use food preparation equipment
- SITHCCC002 - Prepare and present simple dishes
- SITHCCC005 - Prepare dishes – basic methods of cookery
- SITHKOP001 - Clean kitchen premises and equipment
- SITXCOM002 - Show social and cultural sensitivity
- SITXFSA001 - Use hygienic practices for food safety
- SITXINV002 - Maintain the quality of perishable items
- SITXWHS001 - Participate in safe work practices

Year 2

- SITHCCC006 - Prepare appetisers and salads
- SITHCCC007 - Prepare stocks, sauces and soups
- SITHCCC008 - Prepare vegetable/fruit/eggs dishes
- SITHCCC011 - Use cookery skills effectively
- SITHCCC012 - Prepare poultry dishes

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

☐ I may want to do this subject

☐ This subject is linked to my career pathway

Certificate III in Music Industry (Performance Specialisation)



The Certificate III in Music Industry (Performance Specialisation) provides students with a broad range of skills and knowledge to pursue a career or further training within the music industry. This includes preparing students with the foundation knowledge and skills required for entry into the music industry and offering the opportunity to apply a broad range of knowledge and skills in varied work contexts within the music industry. Successful achievement of this certificate comprises completion of both practical and theory work.

Class Location - Cranbourne Secondary College

Duration - Two years

Contribution

This is a scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways enrolments.

For complete details please go to www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/musicindustry.aspx.

What to bring to class

Students will need to bring their instrument, stationery as listed on the booklist, pen and laptop to all classes. There is also a VET uniform to be worn to class and events.

Structured Workplace Learning

SWL is suggested but not mandatory for this course. Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL

Further Education & Pathways Examples

myfuture.edu.au/bullseyes/details/27--performing-arts

- Certificate IV in Music Industry
- Bachelor of Arts (Music)
- Bachelor of Music Industry
- Bachelor of Music Performance
- Music Technician
- Studio Teacher
- Band Member

Sample Units of Study

Year 1

- BSBWHS201 - Contribute to health and safety of self and others
- CUACMP301 - Implement copyright arrangements
- CUAIN303 - Work effectively in the music industry
- CUAMLT302 - Apply knowledge of style and genre to music industry practice
- CUAMCP301 - Compose simple songs or musical pieces
- CUAMPF203 - Develop ensemble skills for playing or singing music

☐ I want to do this subject

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Certificate III in Sport and Recreation



Certificate III in Sport and Recreation provides students with the foundation skills and knowledge to work in the sport and recreation industries. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program. This program includes a First Aid certificate. Successful achievement of this certificate comprises completion of both practical and theory work.

Class Location - Cranbourne Secondary College

Duration - Two years

Contribution

This is a scored VCE VET program. Successful completion of competencies can contribute to VCE, VCE – Vocational Major and VCE – Vocational Pathways enrolments.

For complete details please go to www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/sportrecreation.aspx.

What to bring to class

Students will need to bring their laptop, pen, pencil and notebook to class each week. Students will also need to wear their VET Sport & Recreation uniform to class for participation in physical and sporting activities.

Structured Workplace Learning

SWL is recommended but not mandatory for this course. Please speak to the SWL Coordinator or the VET Coordinator to find out more information and the process to follow to engage in SWL.

Further Education & Pathways Examples

myfuture.edu.au/bullseyes/details/28--physical-education

myfuture.edu.au/bullseyes/details/26--outdoor-education

- Certificate IV in Sport & Recreation
- Certificate IV in Outdoor Recreation
- Diploma – Outdoor Education/Sport & Recreation
- Bachelor of Sports – Physiology, Coaching
- Leisure/Recreation Officer
- Coach
- Fitness Instructor
- Sports Manager

Sample Units of Study

Year 1

- BSBWOR301 - Organise personal work priorities and development
- HLTAID003 - Provide first aid
- HLTWHS001 - Participate in workplace health and safety
- ICTWEB201 - Use social media tools for collaboration and engagement
- SISXCAI003 - Conduct non-instructional sport, fitness or recreation sessions
- SISXCCS001 - Provide quality service
- SISXEMR001 - Respond to emergency situations
- SISSPAR009 - Participate in conditioning for sport
- SISXCAI003 - Conduct non-instructional sport, fitness or recreation sessions
- SISXIND006 - Conduct sport, fitness or recreation events

Year 2

- SISXCAI004 - Plan and conduct programs
- SISXCAI006 - Facilitate groups
- SISXRES002 - Educate user groups
- BSBWHS303 - Participate in WHS hazard identification, risk assessment and risk control
- SISSSCO001 Conduct sport coaching with foundation level participants
- ICTSAS310 - Install/configure/secure a small office

☐ I want to do this subject

☐ I would like to find out more about this subject

☐ I am not interested in this subject

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