SENIOR YEARS
COURSE HANDBOOK
2026

CRANBOURNE
SECONDARY COLLEGE

Learning
Community
Contribution
Care

Principal's Perspective

Dear students, parents, and families,

Welcome to our Senior School Course Handbook for 2026.

The final years of schooling are often exciting, challenging and rewarding for students.

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 senior school experience and potential future pathways. The range of supports available at the College to assist student and parent decision making regarding subjects, certificates and pathways is of the highest quality.

The range of subjects and certificates available to Year 11 and 12 students at the College is outstanding. The Victorian Certificate of Education (VCE) is the certificate for senior education. Included as part of the VCE framework is the VCE Vocational Major (VCE VM). Students work over a two years to successfully obtain either the VCE or VCE VM.

Sitting alongside the VCE are Vocational Education and Training (VET) certificates. At least one VET must be included as part of the VCE VM and is optional for all other students. All students should strongly consider including a VET certificate as part of their senior program, as many VETs offer the option of a study score, as well as increments on the Australian Tertiary Admissions Rank (ATAR).

Tailoring the combination of subjects and VET certificates enables students to proceed with success and confidence to further education and training, including university, TAFE, apprenticeships, traineeships, and employment.

We encourage and support students to discover and follow their interests, passions and abilities when considering certificates and subjects in the senior years.

Our aim is for students to approach this next step with a sense of pride in their achievements, respect for themselves and others, confidence in their abilities, as well as an optimistic outlook on learning and life.

Our College takes great pride in its commitment to ensure all students reach their potential in obtaining excellent learning and pathways outcomes.

I look forward to celebrating both academic and personal successes with you all in the years to come..

David Caughey
College Principal

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Positive Behaviour Support (PBS)

Cranbourne Secondary College is a School-wide Positive Behaviour Support school. This means that students are explicitly taught behavioural, social and emotional skills that assist students to engage in their learning, within their community and their lives post school. The specific behaviours from our matrix are aligned with our behavioural expectations: respectful, responsible, learning and community. Below is a selection of behaviours from across our matrix and how they assist students with their learning and lives outside of school. You can view our entire matrix on our school website or in the student handbook.

Behaviour		Learning at school	Life outside of school
Respectful	We follow our active listening steps	Allows students to listen to and actively process the information and skills being taught to them.	Supports students to actively listen to their friends, family and colleagues. This improves communication and relationships.
Responsible	We arrive on time	Ensures students are present at the beginning of the lesson, excursion, camp or activity. This helps students to be present for instructions so that they know what is happening during the lesson/activity	This supports students to arrive on time to social events, job interviews, work and recreational events. Arriving on time supports relationships with others, assists with retaining a job and helps people to not miss out on any aspect of an event.
Learning	We complete study and homework	This supports students to know the difference between homework and study. It also helps students to learn how to prioritise, balance and schedule their time to ensure they fulfil their school, work and personal commitments	The prioritisation, balancing and scheduling skills learnt whilst studying at school are transferable to the students lives post school and assist them to manage their time effectively whilst meeting all of their family, social, work, health and wellbeing commitments.
Community	We are upstanders	This behaviour supports students to speak up when they observe bullying or an injustice which helps students to develop their confidence, voice and ability to ensure others are included in our community.	This skill is transferable to the workplace and future relationships. Being able to respectfully call out bullying, discrimination or abuse supports the students to have healthy relationships and to live and work within a supportive, inclusive community.

At Cranbourne Secondary College we are a respectful, responsible, learning community.

Introduction

This handbook contains information about course pathways and subjects available for selection in the Victorian Certificate of Education (VCE) and the Victorian Certificate of Education Vocational Major (VCE VM) for students enrolled at Cranbourne Secondary College.

Cranbourne Secondary College also offers a comprehensive range of Vocational Education and Training (VET) courses available throughout the South East at local schools and TAFE.

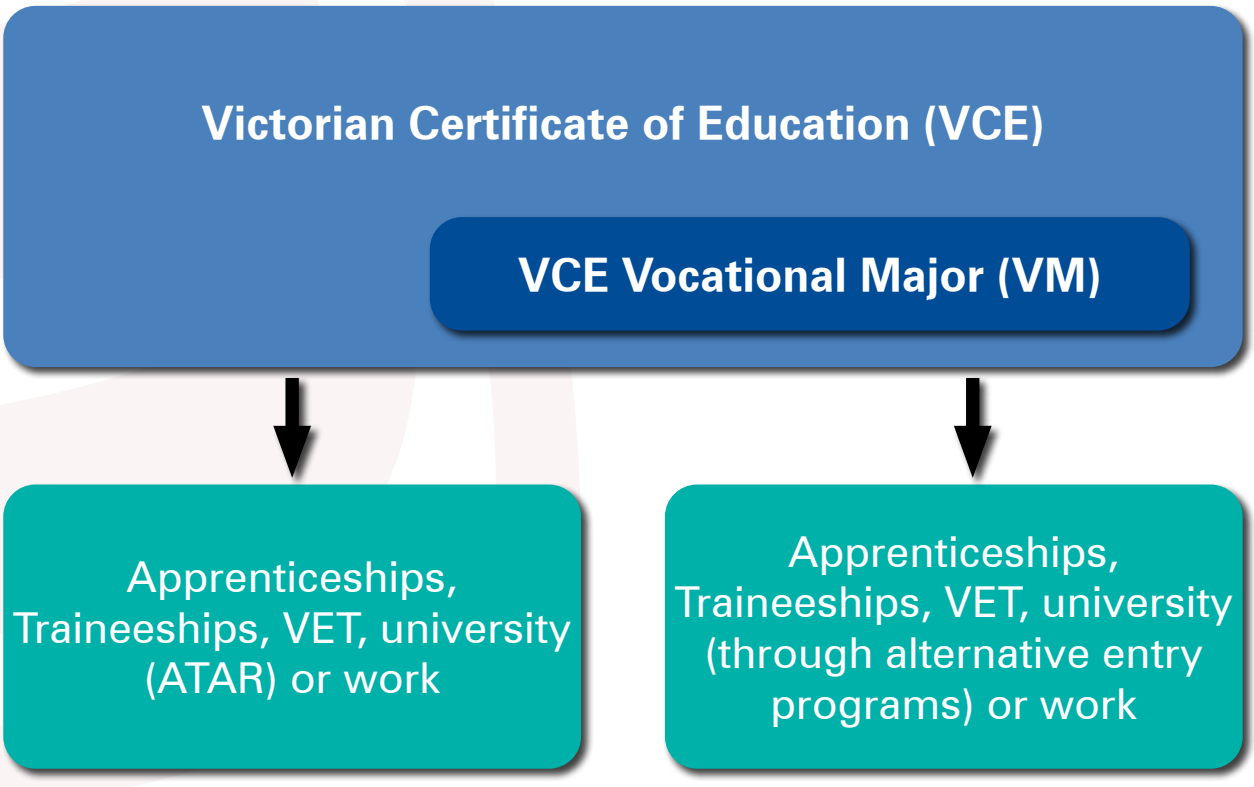
This handbook should be used by students and their family to help them plan their pathway through the senior school by selecting a program and subjects that lead to their intended career and post school destination.

In selecting their senior years program, students will be provided with extensive counselling from within the school to assist them in making these important decisions.

Course Options

Cranbourne Secondary College offers two certificates – the Victorian Certificate of Education (VCE) and the Victorian Certificate of Education Vocational Major (VCE VM), this is a nationally recognised certificate awarded to students who satisfactorily complete Years 11 and 12 of secondary schooling. We also offer access to Vocational Education and Training (VET) courses.

- The **VCE** provides pathways to further training or work and is the most commonly accepted way to gain entry to tertiary study.
- The **VCE Vocational Major** focuses on applied learning and develops knowledge and skills that will prepare students for further tertiary study (TAFE), an apprenticeship, training and employment.
- **VET** is a nationally recognised industry-based training that can provide credit to a VCE or VCE VM program. VET is a mandated subject for any students enrolling in the VCE VM.



COURSE OUTLINE

VCE

What is the VCE?

The Victorian Certificate of Education (VCE) is a recognised course of study that provides pathways for students into employment, TAFE, and tertiary institutions. Students are assessed and ranked, and it is this Australian Tertiary Admission Ranking (ATAR) that is required for university entrance.

Where a VCE can take you?

The VCE offers a direct pathway to university and can provide you with an ATAR.

Who should do the VCE?

- Students who are seeking a university pathway
- Students who have a proven track record in their English studies
- Students who work well independently
- Students who can complete the minimum number of hours of homework per night; i.e. 3 hours in Year 12
- Students aiming for a high ATAR will study for 4-5 hours, as a minimum, per day, in addition to the extra time they devote to their studies on the weekend
- Students who are well equipped to devote the time and energy to the production of sustained written responses to prompts in all subjects
- Students who passionately conceptualise and produce folios reflecting their creativity
- Students who are prepared to challenge themselves and are able to comprehend abstract concepts
- Students who achieve satisfactory results in tests and exams and have demonstrated the capacity to prepare for their exams
- Students with excellent organisation and time management skills
- Students who are prepared to work intensively with their teachers both inside and outside of class time
- Students who are prepared to devote a significant amount of time to their studies over school holiday periods and attend holiday classes if and when required

What does a typical VCE program look like?

To obtain a VCE, students must satisfactorily complete at least 16 units of study including:

- Three units from the English curriculum area with at least one Unit 3 & 4 sequence
- Three sequences of Unit 3 & 4 (or VET equivalent) other than English

All students must complete English (or EAL if applicable) as a compulsory subject in both Year 11 and Year 12.

EAL students are also encouraged to choose Bridging EAL as an additional subject at Units 1 & 2, as this is designed to support EAL students to develop their language skills and confidence.

In Year 11, students choose six Unit 1 & 2 sequences (this could include a VET subject).

In Year 12, it is expected that students would drop one of these subjects, to complete five Unit 3 & 4 sequences.

You can only undertake the VCE VM studies of Literacy and Numeracy if you are enrolled in the VCE Vocational Major.

Assessment and Reporting in VCE Outcomes

Every unit has learning outcomes that are obtained through a set of varied activities directly related to the areas of study. The classroom teacher (using a range of assessment methods) is responsible for assessing outcomes.

- Units 1 & 2 in the VCE are graded differently from Units 3 & 4
- Students completing a Unit 1 & 2 subject will receive an overall mark of S (Satisfactory) or N (Not Satisfactory) for every unit they undertake
- For Unit 3 & 4 students' work is graded on a scale from A+ to E. These marks are used with students' external exam results to calculate a study score, which is used to determine their Australian Tertiary Admissions Rank (ATAR)
- Each unit of the VCE study has a number of learning outcomes that are assessed by tasks that are common to all students
- An N for any one of these outcomes gives the student an N for the unit. It is from the study's outcomes that satisfactory (S) or not satisfactory (N) completion of a unit is determined

Graded Assessment Tasks

For students undertaking Units 1 & 2, there will be graded tasks in each unit. Students will also be required to sit a school based examination at the end of each unit.

For students undertaking Units 3 & 4, there will be School Assessed Coursework (SAC), School Assessed Tasks (SAT) and/or Externally Assessed Tasks for each unit. In each unit there will be a combination of school assessed work and examinations that are assessed directly by the VCAA.

Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA. All marks and grades awarded by the school are conditional and may change as a result of statistical moderation conducted by the VCAA.

Calculating the Australian Tertiary Admissions Rank (ATAR)

The Australian Tertiary Admissions Rank is a rank – not a score. It is represented as a number between 0 and 99.95 in intervals of 0.05, with 99.95 being the highest rank.

Because the ATAR is a rank, there is no pass or fail ATAR. **Everyone who receives an ATAR has successfully passed the VCE**. The ATAR simply demonstrates each student's achievement in relation to all other Victorian students in the Year 12 age group. Someone receiving an ATAR of 55, for example, has performed better than 55 per cent of the Year 12 age group that year.

Study Scores

If you complete the SACs and Exams as well as achieve an S for both Units 3 and 4 in a study, you will receive a study score.

A study score is a number between 0 and 50 that indicates your ranking in terms of all students doing that study in that year, in the state.

An ATAR aggregate is calculated by adding:

- The scaled study score in any one of the English studies, plus
- The scaled study scores of the students next best three permissible studies, plus 10 per cent of the scaled study score for a fifth study (where available), plus
- 10 per cent of the scaled study score for a sixth study (where available).

The aggregate will be converted into a ranking of between 0 and 99.95 (the ATAR).

For more information on ATAR and Scaled Study Scores, please refer to the following official publications:
www.vtac.edu.au/results-offers/atar-explained.html
pras.resultsandatar.vic.edu.au/vtac.html

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VCE VOCATIONAL MAJOR

VCE VM

What is the VCE Vocational Major (VCE VM)?

The VCE Vocational Major is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- Equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- Empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

The VCE VM curriculum (Literacy, Numeracy, Personal Development Skills and Work Related Skills) is engaging, based in real life and gives students in-demand skills needed for the future world of work.

Applied learning teaches skills and knowledge in the context of 'real life' experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interests, goals, and experiences.

This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. Students learn and apply the skills and knowledge required to solve problems, implement projects or participate in structured workplace learning.

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VCE VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

Where can the VCE VM take you?

The VCE Vocational Major offers a pathway into:

- Apprenticeships
- Traineeships
- Further education and training
- University (through alternative entry programs)
- Employment.

Who should consider the VCE VM?

- Students who like to learn from real world experiences
- Students who learn from doing
- Students interested in developing academic and work related skills, knowledge and confidence
- Students who want to be prepared for work and further education and training

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What does a typical VCE VM program look like?

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English/EAL units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.

Assessment and Reporting in the VCE VM

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

Certification

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

For students undertaking Units 1 & 2, there will be graded tasks in each unit. Students will also be required to sit a school based examination at the end of each unit.

For students undertaking Units 3 & 4, there will be School Assessed Coursework (SAC), School Assessed Tasks (SAT) and/or Externally Assessed Tasks for each unit. In each unit there will be a combination of school assessed work and examinations that are assessed directly by the VCAA.

Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA. All marks and grades awarded by the school are conditional and may change as a result of statistical moderation conducted by the VCAA.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, will be awarded the VCE.

VOCATIONAL EDUCATION AND TRAINING DELIVERED TO SCHOOL STUDENTS

VETDSS

Vocational Education and Training – VET Delivered to School Students - VETDSS

What is VETDSS?

Vocational Education and Training (VET) is training for a certain industry or career (vocation) that emphasises the opportunity to learn industry specific and practical skills. VETDSS allows school students to gain vocational qualifications that contribute towards the completion of secondary schooling while gaining a certificate qualification.

Most certificates offered at secondary school are at Certificate II or Certificate III level. Generally, it will take two years to satisfactorily complete the full certificate. Certificate achievement is awarded based on Unit of Competency (UoC) completion. Coursework is a combination of practical and theory work. Students need to successfully complete all UoCs within the time frame of the course for completion of the certificate.

Work Placement/Structured Workplace Learning (SWL)

Some VETDSS courses have a mandatory SWL component. This means successful completion of the certificate is reliant on students having a work placement within the industry of study for a specified time. It is important to identify if the certificate undertaken has a mandatory work placement component and how this will be able to be achieved. Please speak to the Pathways Team to find out more information and the process to follow to engage in work placement.

Contribution to school program

VET Delivered to School Students (VETDSS) offers a range of certificate options which may be undertaken alongside, or as part of your VCE, VCE VM or a school-based apprenticeship or traineeship. Some courses offer a Study Score, some are block credit and some are partial completion. Please check the VCAA website and the provider specific course design and talk to Cranbourne Secondary College's Pathways Team to ensure the course you are choosing is giving you the program contribution you need.

What does VETDSS look like at Cranbourne Secondary College?

VETDSS classes are held at a variety of venues over multiple days and times throughout the week. The full list of VETDSS courses that are offered at Cranbourne Secondary College as well as those attended off campus can be found to the back of this course handbook.

Some VETDSS classes at Cranbourne Secondary College will be run within the timetable and others will be offered as a block of time. This information will not be known until the final construction of the timetable; thus students should be prepared for either.

Students who have a VETDSS that is delivered in a block time may miss some classes and will have a Study Hall as part of their timetable. Students need to manage this time effectively to ensure they stay up to date with their other studies. Study On is also available for students who may need extra help.

Advantages of choosing VETDSS

VETDSS offers students the opportunity to:

- Combine general and vocational studies
- Explore career options and pathways – TAFE, university and/or work
- Engage in the industry area they are passionate about
- Undertake learning in the workplace
- Gain a nationally recognised qualification or credit towards a qualification that contributes to the VCE or VCE VM
- Develop skills that equip students for the workforce and further study - technical, employability and industry specific.

Who should consider VETDSS as part of their course?

VETDSS suits students best who are:

- Mature
- Able to manage their time and workload without consistent follow-up
- Have the ability to participate in a non-school setting
- Motivated to complete all aspects of the course
- Able to work independently and responsibly
- Able to work with diverse range of people; and
- Able to travel to and from the VETDSS venue independently.

Which VETDSS should I choose?

Sometimes the choice involved in making a decision about subjects can be a little overwhelming, this is why Cranbourne Secondary College provides individual Course Counselling to all students. There are many opportunities for students to investigate their pathway options and understand their individual strengths and motivators. These include:

- Year 9 Morrisby Testing.
- Subject information sessions leading up to course selection day.
- Cranbourne Careers website (www.cranbournesccareers.com).
- Subject Selection appointments.
- Delivery of Career Curriculum through STEP classes.
- Individual profiling tests and tasks undertaken and results reviewed.
- Senior Years Handbook.

Further to the above, on the following pages there is a resource guide 'Which VET are you?' which may assist students in their VET subject choice.

VETDSS courses

VETDSS classes are held at a variety of venues over multiple days and times throughout the week. Please see the following list of courses and their locations that Cranbourne Secondary College students can access. As Cranbourne Secondary College is reliant on outside TAFEs and RTOs (Registered Training Organisation) for delivery of some of the VETDSS courses, students should understand that an application process is involved to be enrolled in these classes. Where there is a greater number of applicants than spaces available in VETDSS courses, a prioritisation strategy will be implemented to ensure equitable access and opportunity.

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Considerations when applying for VETDSS

- Students must have a USI to be able to apply for a VETDSS course.
- Students will need to complete all aspects of the VETDSS course to gain success for the year. This includes both practical and theory work and tasks.
- Where the VETDSS class is delivered as a block (not in the timetable), missing one class of VETDSS is equivalent to a week of learning in this course. Missing more than one VETDSS class may put the student at risk of not completing the certificate or not meeting their program requirements.
- Students will need to successfully complete all Unit of Competencies (UoC) over the span of the certificate, which may be one or two years, to receive the certificate.
- All Cranbourne Secondary College school policies and procedures apply; no mobile phones or electronic devices. Students will also be expected to follow the policies and procedures of the venue they are attending VETDSS.
- Where required, VETDSS uniform or PPE (Personal Protective Equipment) is expected to be worn during VETDSS classes only.
- All students are expected to be ready for both theoretical and practical classes, bringing their laptops to class and being prepared to engage in both theory and practical work.
- Students should arrive on time and be adequately prepared.
- Students are responsible for their own travel to and from external VETDSS venues.
- Some VETDSS classes will be held outside of regular school hours, students are expected to be able to attend in these hours and avoid timetabling any other activities during this time.

More information about VETDSS

Further VETDSS information and videos can be found at the following links:

Shape Your VCE

VCAA VET

VCE VET Programs

SELLEN

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, Taster 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 one of the forms of ID listed on the website and below. 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 Student 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 Cranbourne Secondary College so that your enrolment can be completed.

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

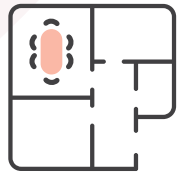
- You will need to have access to your USI for life. Make sure you print a copy and keep an electronic detail of your USI somewhere that is easy to remember and access.
- You should use your personal email address rather than your school email to create your details. This is because your school email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

USI details below

Student First Name										
Student Surname										
Year Level										
USI Number										

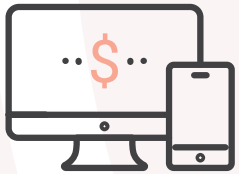
Which VET are you?

SHAPE YOUR VCE
with VET subjects that feel like you

1 Find your passion	 Animals		 Arts		 Building and furnishing	
2 Pick a career that interests you	Animal Attendant Animal Welfare Officer Pet Groomer Veterinary Physician Veterinary Nurse Zoo Keeper	Equestrian Coach Equine Event Manager Equine Nutritionist Foaling Attendant Horse Trainer Stud Manager Strapper	Artist Ceramic artist Digital artist Glasswork artist Illustrator Painter Photographer Printmaker Sculptor Textile designer Visual artist Woodwork designer	Bricklayer Builder Carpenter Glazier Painter and Decorator Plasterer Stonemason Tiler	Cabinet Maker French Polisher Furniture Designer Furniture Maker Interior Designer Kitchen and Bathroom Designer Upholsterer	
3 See what you can get with VET	If caring for animals makes you happy, you can develop skills in animal health, welfare and nutrition. When you complete the qualification you will be able to assist with the care of animals in a variety of environments.	If horses set your heart racing, saddle up for an exciting opportunity to learn about their behaviour, care, nutrition and biology. Gain an entry level qualification to work in an industry that includes sport, recreation and primary production.	If you feel inspired to express your creativity through visual art, these qualifications provide you with a broad range of skills and knowledge to pursue a career or further training in the visual arts industry in a range of areas such as: ceramics, digital art, glasswork, illustration, painting, photography, printmaking, sculpture, textile design and woodwork design.	If you want to start building your future, you can get hands-on with bricklaying, carpentry, painting and decorating, tiling and more. This course is a pre-apprenticeship, giving you the basic skills and knowledge to move onto an apprenticeship in the building and construction industry.	If you like working with wood and have an interest in making furniture and cabinets, you can learn how to make timber joints using hand and power tools, as well as developing skills in construction, assembly, timber preparation, sustainability and safe work practices. You can also make a piece of furniture to keep.	
4 Discover your VCE VET program	**Animal Care**	**Equine Studies**	**Visual Arts**	**Building and Construction**	**Furnishing**	

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government



Business and finance

Administration Officer
Business Administration Officer
Financial Administration Officer
Human Resources Officer

Franchisee
Marketing Manager
Office Manager
Retail Manager
Shop Manager
Small Business Owner
Small Business Manager

If you want to get down to business, you can learn about business terminology, financial processes, document creation, customers and services. This course will open up opportunities for further study and work in private and public organisations throughout the world.

If you want to be your own boss, it's time to learn what it takes to run your own business. Learn about money, marketing, public relations, product research and development, financial and physical resources and sales. Kick-start your journey into the world of small business.

Business

Small Business

Cars, trucks, and anything with an engine

Auto Electrician
Engine Reconditioner
Marine Engineer
Mechanic
Motorsport Technician
Panel Beater
Pit Crew

If cars and trucks get you revved up, you can learn how to maintain and repair a range of vehicles. With further training you could go on to become a mechanic, an engineer or technician in a range of industries including motorsport, the military or mining.

Automotive

Children and the community

Child Welfare Officer
Community Health Worker
Counsellor
Disability Support Officer
Early Childhood Educator
Residential Carer
Youth Worker
Personal Support Worker
Mental Health Program Coordinator

If you're passionate about improving the lives of others in the community, you can develop skills in early childhood education and care, and community services work. Learn how to support community development, implement educational programs, understand legal and ethical requirements, and develop knowledge in social welfare and the human services industry.

Community Services

Design

Costume Designer
Fashion Designer
Production Manager
Sales Consultant
Textile Designer

Animator
Digital Designer
Game Developer
Graphic Designer
Multimedia Developer
Photographer
Set Designer

If you follow fashion and want to get ahead of the game, you can uncover the trends and technologies shaping the industry. You will develop skills for the design and production of clothing and fabric.

If you want to let your imagination run free, you can develop a broad range of skills in creative design and production. Depending on your interests you can learn 2D digital animation, visual design for broadcast, lighting, animation, digital effects, web design, editing or set construction.

Applied Fashion Design and Technology

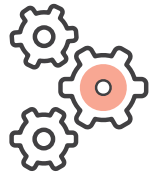
Creative and Digital Media

Electrical

Flight Surveyor
Communications Electrical Engineer
Electrician
Engineering Technician
Railway Signal Electrician
Technical Officer

If electrical systems ignite your passion, power up with skills across a range of sectors, including electrical, electrotechnology and mechanical engineering. Develop safety practices and other workplace skills that will prepare you for working in the industry.

Electrical Industry



Engineering and manufacturing

Air Conditioning Engineer
Avionics Technician
Boilermaker
Fitter
Hydraulic Controls Technician
Mechanical Engineer
Metal Fabricator

Whether you want to do an engineering apprenticeship or follow a professional engineering career, this course can give you valuable hands-on experience in fabrication, general engineering, machining, producing basic engineering sketches and drawings, handling engineering materials and performing computations.

Engineering Studies

Entertainment

Arts Administrator
Choreographer
Dancer
Dance Teacher
Physical Therapist

A&R Coordinator
Audio Engineer
Concert Promoter
Music Producer
Music Teacher
Musician
Tour Manager

Whether you dance for fun, fitness or a future career, this course has the versatility to develop your dance techniques, prepare you to work in the industry and develop a range of complementary skills like preparing for auditions.

If you've got the music in you, get behind the scenes and see what it takes to be successful in an industry that is always changing with new technology and trends. You can study Music Performance or Sound Production, learning about the industry, recording and the music business.

Dance

Music

Farming and the environment

Agricultural Scientist
Animal Nutritionist
Conservation Worker
Farmer
Fisheries Officer
Horticulturalist
Landscape Designer
Nursery Manager
Park Ranger

If you want to grow or conserve nature, you can develop skills in farming, animal handling, animal health and feeding, milking, growing plants, restoring natural areas, pest control, agricultural technology, sustainability and much more.

Agriculture, Horticulture, Conservation and Ecosystem Management

Food, coffee, restaurants and hotels

Barista
Caterer
Chef
Event Coordinator
Guest Services Officer
Hotel Manager
Restaurant Manager
Waiter

Whether you see yourself behind the scenes preparing fantastic food and drinks or front-of-house creating memorable customer experiences, you can develop the cookery and service skills that will prepare you for a career in hospitality. You can learn to prepare food, cook, process payments, and follow hygiene and health and safety procedures.

Hospitality

Hair and beauty

Barber
Beauty Consultant
Beauty Therapist
Hairdresser
Makeup Artist
Salon Assistant
Salon Manager
Stylist

If you want to give your subject selections a makeover, you can learn what it takes to stand out from the crowd with an introduction to the hair and beauty industry. You will learn to provide advice to clients, perform a variety of hair and beauty treatments and services, apply makeup, sell hair and beauty products, handle money and keep records.

Hair and Beauty

Health

Allied Health Assistant
Hospital Orderly
Medical Practice Assistant
Nurse
Nursing Assistant
Operating Theatre Assistant
Patient Service Assistant
Technician
Therapist's Assistant

If you see yourself working in a hospital, health clinic, medical facility or lab, you can begin to develop a range of entry level skills in patient care and supporting health services. Learn about medical terminology, infection prevention and control, patient transport, body systems and health support.

Health

Infrastructure

Civil Construction Plant Operator
Civil Construction Technician
Construction Manager
Design Engineer
Driller
Miner
Safety Manager
Structural Engineer
Transport Planner
Stationary
Tunnel Technician
Urban Planner

If you see yourself being involved in the design, construction, and maintenance of the built environment, such as roads, railways, buildings, bridges, tunnels, and dams, this qualification will give you the entry level skills and knowledge to enter the world of civil construction.

Civil Infrastructure

Languages

Adult-Education Teacher
Customer Service Officer
Interpreter
Lecturer
Tour Guide
Translator

If you love foreign languages and culture or you are thinking about living and working overseas, you can develop your foreign language skills. In your chosen language, you can learn how to listen, speak and write in social, casual and professional situations.

Applied Language

Plumbing

Gas Fitter
Hydraulic Designer
Mechanical Services Plumber
Plumber
Plumbing Contractor
Roofing and Mechanical Plumber
Site Manager

If you value a safe, clean water supply, quality sanitation facilities and dry and comfortable shelter, this qualification will prepare you with the skills and knowledge to enter into an apprenticeship in one of the various sectors of the plumbing industry.

Plumbing

Science

Agricultural Technician
Field Assistant
Food Scientist
Instrument Operator
Laboratory Assistant
Metallurgist
Pathology Collector

If you want to see a career in science under the microscope, you can get technical training in laboratory operations. Carry out laboratory procedures and develop technical skills and scientific knowledge for entry-level positions including laboratory assistant and instrument operator.

Laboratory Skills

Sports and outdoor activities

Aquatic Centre Manager
Community Sports Manager
Lifeguard
Outdoor Adventure Guide
Personal Trainer
Sports Administrator
Recreation Centre Manager
Sports Coach
Sports Trainer

If you are sports minded or love physical activities, you can get a new set of skills in sport and outdoor recreation. Develop skills and knowledge in a range of different sports. Learn how to plan and conduct activities, events, warm-ups, cool downs, fitness programs, recreation, coaching and risk assessment.

Sport and Recreation

Technology

Database Administrator
Game Developer
Multimedia Developer
Network Administrator
Software Developer
Technical Support
Web Developer

If you have ever wanted to build computers and networks, now you can. You can also learn to troubleshoot and repair faulty hardware, diagnose malware, maintain software and operating systems, and protect and secure ICT systems.

Information and Communications Technology

Aircraft Electronics
Computer Systems Technician
Electronics Technician
ICT Support Technician
Robotics Engineer

If you want to change the world, Integrated Technologies might give you the spark. Almost every product and service you use depends on electronic technologies. This is creating new and growing career opportunities in robotics, advanced manufacturing, 3D printing and more.

Integrated Technologies

Hardware Engineer
IT Support Worker
Network Systems Engineer
Project Manager
Security Engineer
Technical Specialist

Learn how to manage and optimise Cisco® systems, and develop the skills and knowledge to undertake the exams for internationally recognised Cisco® qualifications. You will also develop advanced problem solving and analytical skills appropriate for studies in engineering, mathematics and science.

Cisco®

HEAD START

APPRENTICESHIPS AND TRAINEESHIPS

Get a career Head Start at school

Kickstart your career with a school-based apprenticeship or traineeship through Head Start.

School-based apprenticeships and traineeships (SBATs) are an employment-based learning pathway that you can take during your secondary schooling. You will combine your senior school years with paid part-time employment and skills training in your chosen field.

Paid work in your industry + training = complete a nationally recognised certificate

You can undertake an SBAT if you are:

- over 15 years old
- enrolled in years 10, 11 or 12
- an Australian citizen or permanent resident*
  *please check with the Head Start staff in relation to your work rights

Consider the following

- increase your future employability and earning potential by gaining the skills, confidence and knowledge you need to succeed in the future workplace.
- undertake a secondary certificate such as the VCE, including the VCE Vocational Major, or the Victorian Pathways Certificate.
- undertake paid employment to build the career you want.
- access quality VET courses in a wide range of industries with an approved training provider. Courses include building and construction, trades, community services, early childhood education, health, digital media and technologies, hospitality, engineering and more.
- combine regular school attendance with a minimum of 7 hours per week of employment and a minimum of 6 hours per week of structured training, (averaged over 3 periods of 4 months in each year of the SBAT).
- At least 1 day per week is timetabled by your school to be spent on the job or in training during the normal school week.

Want to find out more.
Speak to your school Head Start Coordinator or
Email: headstart.sm@education.vic.gov.au

HEADSTART THE EDUCATION STATE VICTORIA State Government

Cranbourne Secondary College students get a Head Start in their career






HEADSTART THE EDUCATION STATE VICTORIA State Government

Head Start Apprenticeships and Traineeships

What is Head Start?

Head Start is the School-Based Apprenticeships and Traineeships (SBATs) program that supports secondary school students to succeed while they study and work towards a career.

Where can Head Start take you?

Students begin their apprenticeship and complete their senior school studies at the same time (being paid as an apprentice while also studying). Students will continue the apprenticeship once they have finished Year 12, but by this time may have already completed one or two years of their apprenticeship training.

Who should consider a Head Start as part of their course?

If a student is interested in an Apprenticeship or a Traineeship, they might wish to consider the HeadStart Apprenticeship program. The program aims to match students with an employer who will take them on as an apprentice.

Who do I speak to about Head Start?

Speak to the Pathways Team to discuss Head Start.

SUPPORTING STUDENT DECISION MAKING

Making Pathway Decisions

It is important to research deeply and think carefully about student choices. Students are making a decision about their program for the next two years. Students will only be able to make changes to their subjects or programs in exceptional circumstances, after consulting with their Year Level Leaders, Year Level Engagement Coordinators and the Pathways Team.

- Make sure that the student's choices keep their options open wherever possible. Make sure that they know about prerequisites and other matters that might affect their ability to move into a course in the future (e.g. fees, location of courses, personal requirements). Make sure they understand the maturity and commitment required for success.
- Students should read about all the programs on offer and reflect upon their suitability for them.
- Read subject descriptions carefully and talk to the teachers of those subjects for specific information.
- Consult career development resources (websites, handbooks, etc.) and speak with the Pathways Team to ask questions relating to your plans.
- Be actively involved in the careers and pathways information programs offered at the College.

What is the future career pathway for the student?

When considering the final years of school, students are faced with the decision of what pathway they wish to take to achieve their future goals. For some, this is an exciting moment – others may feel a bit confused.

Students should research their choices thoroughly so that they ensure they are on the right pathway and that all prerequisites are met.

What are prerequisites?

Prerequisites are requirements that must be met. For example, 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. For example, if you don't like Maths then an engineering or electrical apprenticeship may not be the best choice for you.

Some things to consider

- What possible career or job directions do students wish to follow?
- Why are they considering these?
- Are they a "good fit" for the student?
- Is it realistic that they will be able to achieve this goal?
- What experiences and understandings are they basing these decisions on?
- Are students able to access this field via a VCE Vocational Major Pathway?
- Or via a VCE Pathway?
- How can VET contribute?
- In many cases, both programs can direct students to a similar career, with both Vocational Education (TAFE) and Higher Education (University) pathways into many industries.
- In which program are students most likely to achieve success? What suits students and their learning needs the best?
- Are there prerequisites to enter tertiary courses at University? Are there certain entry requirements needed by TAFE programs?
- Make sure students understand the requirements of subjects and certificates so they can make an informed choice.
- When considering your future pathway need to reflect on your ability; what talents or skills do you individually possess?
- What interests you?
- What do you want to know or learn more about?
- What are your future intentions? What work or personal choices are important to you in the future?

Specific Advice for You

Current Year 10 Students Transitioning into Year 11

All students will select 6 Unit 1 & 2 subjects. Students enrolling in VCE may elect to select a VCE-VET (Cranbourne VET) to include into their program. This will replace one Unit 1 & 2 subject and will contribute towards their ATAR. These VET courses can only be chosen from VCE-VET offered at Cranbourne Secondary College.

Students wishing to enrol in a VCE VM program also must choose 6 Unit 1 & 2 subjects, and are required to select a VET program either onsite at Cranbourne Secondary College, or at another VET provider. This will replace one Unit 1 & 2 subject.

Students are planning a two-year study program. The majority of students will study 6 subjects in Year 11. In Year 12 students complete 5 subjects.

Students need to include prerequisites for any university or TAFE courses that they intend to pursue. Students should visit the VTAC website to complete research into course prerequisites.

Mathematics is compulsory under the VCE VM but is not a compulsory subject in VCE. However, it is highly recommended for students who are unsure about their career pathway. Please refer to the Maths Pathways chart on page 53.

Current Year 11 Students Transitioning into Year 12

A student's choice is mostly to do with confirming the pathway they are currently on.

Year 12 students choose five subjects including English, EAL, or Literacy. Most students will have to decide which subject they will drop from their VCE Year 11 study program.

Students cannot pick up a VCE-VET program in Year 12 VCE. They can do a VET subject if they transition into the VCE VM program.

In some cases, students will need to make changes. In this case, please note that some subjects cannot be studied at Unit 3 & 4 level unless a student has completed the Unit 1 & 2 sequence in the same subject. Please see the Subject List for further information.

In most cases, students will continue the VET program they have already started. In some instances, students might wish to change courses. Students have committed to complete the whole two year program (most VET programs are a two year study). In some circumstances, students may change their VET program. Any VET program changes need to be discussed with our VET Coordinator.

Students who complete their two year VET program at the end of year 11 will need to consult the VET Coordinator about picking up another VET course. This could be a one year VET program or perhaps the first year of a different VET program. Students are also advised to read the information about the Head Start Apprenticeship program, as it might be possible to sign up to this program and make a "head start" on an apprenticeship in your area of interest.

Transitioning from year 11 VCE into year 12 VCE VM

If a current Year 11 student wishes to move into the VCE VM program next year, they will need to complete and submit a Year 12 Transition course application form at course counselling.

It is recommended that students who wish to move into the VCE VM program speak to the Pathways team prior to submitting an application form at course counselling and do not delay their decision.

To transfer into VCE VM, students will need to have successfully completed Year 11 VCE, and especially English and Maths.

Students are advised to discuss the possibility of transferring from VCE to VCE VM with the Year Level Leader.

Students looking to move from Year 11 VCE to 12 VCE VM without successful results in a VET subject during Year 11 are at greater risk of not completing the senior certificate.

Course Additions

Some VCE students might have a slightly unusual program – for example, if a student is enrolled in an external language study, or they are completing additional units, or they are completing a course over three years.

If this is your situation, you need to speak directly to the Senior School Year Level Leader to discuss the implications of this for your subject selection.

VCAA Study Guides

Study designs can provide specific details and support subject selection.
Information on VCE and VCE VM Study Designs is based on VCAA documents. A full list of all VCE studies available in Victoria can be found on the VCAA website.

Additional Programs

What are the additional programs available?

Additional Program	What is it?	What benefit would an additional program offer?	Who should consider additional programs in their course?	Who do I speak to about additional programs?
Accelerated Subjects	Study a Unit 1 & 2 subject in year 10. Study a Unit 3 & 4 subject in year 11.	Students who are approved to complete an accelerated subject benefit by having an additional study score contributing to their ATAR score.	High-achieving, high-ability students who have excelled in a particular area of study.	Senior School Year Level Leader. Please note applications for studying an accelerated subject must be submitted before your course counselling session.
Centre for Higher Education Studies	Begin first year university courses and select VCE subjects.	Undertake tertiary study that aligns with the student's skills and interests. This study may contribute to their ATAR. Students may be considered for university credits while they are completing their senior studies.	High-achieving, high-ability students who are planning on attending university.	Senior School Year Level Leader
Head Start	Undertaking a School-Based Apprenticeship and Traineeship while completing the senior school certificate.	Students begin an apprenticeship which they continue after year 12, or complete after 2 years.	Students who want to continue studying and are interested in apprenticeships	Pathways Team
Languages	Study a VCE Language subject of your choice.	The study of a Language other than English contributes to the overall education of individual students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge.	Students who are fluent in another language. Students who have time management skills and can commit to Saturday lessons. Distance Education is available for some subjects. Studying a language as an additional subject in year 12 can increase an ATAR by 5 points.	EAL and Languages Leader
Work Placement/ Structured Workplace Learning (SWL)	SWL is designed to help students apply the skills and knowledge they learn in their VET program in an industry environment.	SWL provides students with the opportunity to integrate on-the-job experience with secondary study. By completing SWL Recognition, students may be able to receive a credit towards the completion of the VCE VM.	Students who want real world, on the job experiences within their selected industry.	Pathways Team
Year 13 Program	Electing to complete your senior certificate over 3 years rather than 2.	Beneficial for students where English is a Seconded Language, whether they are in English or EAL. Students who require additional time to complete their senior certificate.	Students who what to study 7 subjects. Students who have not completed the required number of satisfactory subjects to successfully receive their senior school certificate.	Senior School Year Level Leader

Contents

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

COURSE SUBJECTS

Accounting

Students interested in crunching numbers, analysing statistics and solving financial problems for businesses. Accounting plays an integral role in the successful operation and management of businesses.

Units 1 & 2

What students do:

- Collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT)
- Select and use accounting reports and other information to discuss the success or otherwise of a business
- Apply critical thinking skills to a range of business situations to provide alternative outcomes and accounting advice to business owners

What students learn
(skills, knowledge and understandings):
Unit 1: Role of accounting in business
Unit 2: Accounting and decision-making for a trading business

- Investigate the reasons for establishing a business; describe the resources required to establish and operate a business
- Explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations
- Explore the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business

What students will be assessed on:

- SACs (manual and ICT based); structured questions, folio of exercises and a case study, and an assignment including a feasibility investigation of a business venture.

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 Booklist

Units 3 & 4

What students do:

- Collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT)
- Use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording
- Analyse and interpret accounting reports and graphical representations to evaluate the performance of a business

What students learn
(skills, knowledge and understandings):
Unit 3: Financial accounting for a trading business
Unit 4: Recording, reporting, budgeting and decision-making

- Investigate both the role and importance of budgeting in decision-making for a business
- Explore the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business
- Apply critical thinking skills to a range of business situations to provide alternative outcomes and accounting advice to business owners

What students will be assessed on:

- SACs (manual and ICT based); structured questions, folio of exercises and a case study a report and an external exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 Booklist

Note: Year 11 students can pick up this subject in Year 12 ONLY after discussion with the current subject teacher

Applied Computing

Students interested in the way in which we use information, data and digital systems and its impact on the world. Discover how information, data and digital systems can be used to solve problems, and to meet the current and future needs of individuals, organisations and society.

Units 1 & 2

What students do:

- Create a digital solution that graphically presents data to illustrate the findings of an investigation
- Design a network solution that meets an identified need or opportunity in relation to the security of data used in wireless and mobile networks
- Apply knowledge of information architecture and user interfaces, together with web authoring skills, to create a website which presents different viewpoints on a contemporary issue
- Create a solution using database management software
- Use problem-solving methodology as well as computational, design and systems thinking skills

What students learn (skills, knowledge and understandings):

- Digital systems – the functions and technological underpinnings of hardware, software, networks and the internet
- Data and information – understand the way in which data is acquired, structured, represented and interpreted to extract meaning and produce information; manipulate data to create visualisations that are clear, usable and attractive, and reduce the complexity of data
- Problem solving – create solutions, and present findings in response to a problem, need or opportunity
- Interaction and impact – how digital systems are used for interaction, to communicate and collaborate, and the implications of these for individuals, organisations and society, including privacy, ownership of data and personal security

What students will be assessed on:

- Create a solution in response to a need, visual presentations, use of digital systems and techniques, oral presentation, written reports

Note: Units 1 & 2 subject Applied Computing is followed by Units 3 & 4 Data Analytics and/or Units 3 & 4 Software Development

Contents

Applied Computing - Data Analytics

Units 3 & 4

What students do:

- Apply problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software
- Create data visualisations or infographics, using appropriate software tools including database, spreadsheet and data visualisation software to present findings
- Propose a research question, prepare a project plan, collect and analyse data, design infographics or dynamic data visualisations, and evaluate their efficiency and effectiveness
- Apply computational thinking skills when analysing the data associated with a research question and apply design thinking skills when designing infographics or dynamic data visualisations
- Investigate the threats to data and information and security strategies to manage the storage, communication and disposal of data and information

What students learn (skills, knowledge and understandings):

- Understand the analysis, design and development stages of the problem-solving methodology
- Roles, functions and characteristics of digital system components including controls for protecting stored and communicated data
- Sources and methods of collecting data, including interviews, observation, querying of data stored in large repositories and surveys
- Characteristics of data types and data structures relevant to selected software tools
- Types and purposes of infographics and dynamic data visualisations
- Design principles and tools that influence the appearance of infographics and the functionality and appearance of dynamic data visualisations
- Criteria for evaluating alternative design ideas and the efficiency and effectiveness of infographics or dynamic data visualisations
- Features of project management using Gantt charts, including the identification and sequencing of tasks, time allocation, dependencies, milestones and the critical path
- Key legal and security requirements for the storage and communication of data and information, including human rights requirements, intellectual property and privacy

What students will be assessed on:

- Research projects, visualisations, and data evaluation; exam

Note: Year 11 students can pick up the Unit 3 & 4 subjects in Year 12 ONLY after discussion with the current subject teacher.

Applied Computing - Software Development

Units 3 & 4

What students do:

- Apply the problem-solving methodology to develop working software modules using a programming language
- Apply specific processing features of a programming language to create working modules
- Analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution
- Analyse and evaluate the security of current software development practices, examine the risks to software and data, and consider the consequences of implementing software with ineffective security strategies

What students learn (skills, knowledge and understandings):

- Understand the analysis, design and development stages of the problem-solving methodology
- Understand characteristics of data types and structures
- Methods for documenting a problem, need or opportunity and determining solution requirements, constraints and scope
- A programming language as a method for developing working modules that meet specified needs, including the processing features of a programming language, and validation techniques, including existence checking, range checking and type checking
- Understand the key legislation that affects how organisations control the collection, storage (including cloud storage) and communication of data

What students will be assessed on:

- Research projects, visualisations, and data evaluation; exam
- Develop software solutions (projects)
- Software development security strategies

Art Creative Practice

In the study of Art Creative Practice, students research and investigate art making practices through the study of artworks, and the practices of artists and their role in society. Students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes. In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

Units 1 & 2

What students do:
Students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

What students learn (skills, knowledge and understandings):
Students explore at least three art forms. They respond to a range of artworks, ideas and the practices of artists through experimentation and exploration. They build skills using materials, techniques and processes, and explore areas of personal interest to develop and make visual responses

What students will be assessed on:
- Extended Written Response SAC, Folio, Major Artworks, Exam

Units 3 & 4

What students do:
- Apply and explore ideas and an area of personal interest using the Creative Practice. Use selected materials, techniques, processes and art forms throughout the Creative Practice
- Apply, document and critically reflect on the use of the Creative Practice to develop personal responses
- Use selected materials, techniques, processes and art forms throughout the Creative Practice

What students learn (skills, knowledge and understandings):
- Use selected materials, techniques, processes and art forms throughout the Creative Practice
- Explore and develop visual language that communicates personal ideas
- Students refine their skills and visual language in the resolution and presentation of at least one finished artwork.

What students will be assessed on:
- Extended Written Response SAC, Folio, Major Artworks, Exam

Note: Year 11 students who have not completed Units 1 & 2 in this subject are able to pick it up in Units 3 & 4

Art Making and Exhibiting

Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated.

Units 1 & 2

What students do:

- Create and use a Visual Arts journal
- Create and produce and display artworks
- Explore the work of Australian artists
- Investigate and plan an exhibition

What students learn (skills, knowledge and understandings):

- Develop skills in generating ideas from sources of inspiration and investigate materials and techniques which will lead to production of art works
- Develop skills in recording and evaluating their art process
- Develop skills in analysing and writing about artists and how they work which will include their use of art elements and principles
- Develop skills in planning and developing an art exhibition

What students will be assessed on:

- Folio, artworks, SACs, exam

Units 3 & 4

What students do:

- Create a Visual Arts journal that explores and records ideas, materials and techniques and inspiration
- Create and produce artworks
- Curate and plan exhibition
- Critique artworks
- Explore artists from different times and cultures
- Research the presentation, conservation, and care of artworks

What students learn (skills, knowledge and understandings):

- Develop skills in generating ideas from sources of inspiration and investigate materials and techniques which will lead to production of art works
- Develop skills in recording and evaluating their art process and critique artworks
- Develop skills in creating and presenting artworks
- Develop skills in analysing and writing about artists and how they work which will including their use of art elements and principles
- Develop skills in investigations and writing about how galleries present artworks
- Develop skills in curating exhibitions

What students will be assessed on:

- Folio, artworks, SACs, exam

Additional requirements:

- Students are required to visit two art galleries throughout the year

Note: Year 11 students who have not completed Units 1 & 2 in this subject are able to pick it up in Units 3 & 4

Contents

Business Management

Students interested in becoming an innovator, a creative force, or a member of the business world. Students who have plans for working in their family's business, joining a global company or launching their own start-up.

Units 1 & 2

What students do:

- Follow the Business Management process from the first idea for a business concept, through to planning and establishing a business

What students learn (skills, knowledge and understandings):

- Planning a business - understand and apply business concepts, principles and terminology
- Establishing a business - understand the complex and changing environments within which businesses operate; propose strategies to solve business problems and take advantage of business opportunities

What students will be assessed on:

- SACs; essays, case studies and exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 Booklist

Units 3 & 4

What students do:

- Follow the Business Management process through to the day-to-day management of a business and an examination of the changes that need to be made to ensure continued success of a business
- Understand how to manage a business
- Find out more about the theories and strategies behind motivating staff
- Understand more about business operations
- Examine the role of automation in a business
- Find out more about how businesses successfully manage the process of change

What students learn (skills, knowledge and understandings):

- Managing a business - understand the relationships that exist between a business and its stakeholders; understand the role of human resource management in the cycle of employment
- Transforming a business - understand how a business can be efficient and effective in its operations

What students will be assessed on:

- SACs; structured questions, applying case studies and contemporary examples of businesses and external exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 Booklist

Note: Year 11 students who have not completed Units 1 & 2 in this subject are able to pick it up in Units 3 & 4

English

The VCE English course supports students to become a person capable of critical and imaginative thinking and helps to develop aesthetic appreciation and creativity. All students must achieve a satisfactory result in English (or EAL if applicable) to be eligible to be awarded their VCE. It is a challenging subject, and one which is a prerequisite for nearly all university courses.

Students who wish to choose a VCE pathway in the Senior School need to carefully reflect upon their work habits and achievements, with Year 10 students expected to have recorded CAT results "at the first level of complexity" or above.

Units 1 & 2

What students do:

- Learn to extend your competence in using English to meet the demands of further study, the workplace and your own needs and interests

What students learn (skills, knowledge and understandings):

- Develop competence and confidence in creating written and oral responses
- Focus on reading a range of texts, particularly narrative and persuasive texts

What students will be assessed on:

- Reading and Creating Texts
- Analysing and Presenting Argument

Units 3 & 4

What students do:

- Extend their competence in using English to meet the demands of further study, the workplace and their own needs and interests

What students learn (skills, knowledge and understandings):

- Focus on reading a range of texts, particularly narrative and persuasive texts

What students will be assessed on:

- Reading and Creating Texts
- Analysing Argument

Additional requirements:

- Bring with them the willingness to develop a love of language and a love of communication

English - English as an Additional Language (EAL)

The study of EAL empowers students to read, write, speak and listen in different contexts. Students extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

Units 1 & 2

What students do:

- Engage in reading and viewing texts with a focus on personal connections with the story.
- Engage with and develop an understanding of effective and cohesive writing.
- Explore text structures and language features, and ideas.

What students learn (skills, knowledge and understandings):

- Develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.
- Apply, extend and challenge their understanding and use of imaginative, persuasive and informative texts.
- Learn how to experiment with the qualities of effective writing in their own work.
- How to craft writing using evidence from the texts to support an analysis.

What students will be assessed on:

- A personal response to a set text
- Two student-created texts
- Annotations on the student-created texts, identifying the qualities of effective writing.
- An analytical response to a set text
- An annotated visual text(s) that identifies the key persuasive techniques
- An analysis of the use of argument and persuasive language and techniques in text(s)
- An oral presentation of a point of view

Units 3 & 4

What students do:

- Apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters
- Experiment with adaptation and individual creation of texts, and demonstrate insight into ideas and effective writing strategies
- Analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue

What students learn (skills, knowledge and understandings):

- Apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text
- Understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed
- Experiment with adaptation and individual creation of texts, and demonstrate insight into ideas and effective writing strategies
- How to consider the purpose, audience, context and arguments in texts, and the ways written and spoken language, and visuals are employed for effect

What students will be assessed on:

- Two analytical responses to texts in written form.
- Two student-written texts constructed in consideration of audience, purpose and context.
- An analytical response to argument in written form.
- A oral presentation on a point of view in response to a recent issue.

Additional requirements

This subject is available to those students who meet the criteria to undertake EAL. A student may be eligible for EAL status if they meet two criteria.
For Criterion 1, the student must fit one of the following:
They have been a resident in Australia or New Zealand or other predominantly English-speaking country for not more than seven years over the period of their education. NOTE: The period of seven years is to be calculated cumulatively over the student's whole life.
English has been the student's major language of instruction for a total period of not more than seven years

over the period of their education.

OR:

- They are a student of Aboriginal or Torres Strait Islander descent whose first language is not English.

Criterion 2:
They have a hearing impairment (must produce evidence of hearing loss of 60 decibels or greater in their better ear.)

Please liaise with the EAL Department to determine eligibility for the subject.

Study designs can provide specific details and support subject selection. For further information about how this subject connects to the senior curriculum, please refer to the study design at:
www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

English - Bridging English as an Additional Language (EAL)

Bridging EAL focuses on the language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and the ability to adapt their language use to communicate effectively in different contexts, including academic and social settings.

Units 1 & 2

What students do:

- Students will build their understanding of how spoken and written Standard Australian English (SAE) is used to communicate effectively in a variety of contexts and for a range of purposes
- Students will develop their understanding of how English is used for academic purposes
- Students will engage in regular practice of vocabulary, writing and comprehension strategies.
- Students develop the ability to read and view a range of everyday texts with understanding so that they can engage in, and promote, social interaction and learning activities.
- Students will develop the ability and confidence to understand and make appropriate choices in vocabulary, structures and features in the production of their spoken communication

What students learn (skills, knowledge and understandings):

- Students will learn strategies to engage with challenging texts and conversations that may be used in everyday situations.
- Students will develop the ability to read and view a range of everyday texts with understanding so that they can engage in, and promote, social interaction and learning activities.
- Students will practice writing for self-expression and the use of language, structures and conventions.
- Students will progress from understanding literal to inferred meaning in texts, and learn the appropriate metalanguage to explain how authors of media texts make choices to position audiences.

What students will be assessed on:

- The production of their own everyday texts and texts for self-expression, making appropriate decisions in response to purpose, audience and context.
- The ability to understand a variety of print, spoken and multimodal academic texts, identifying key information useful for their learning purposes.
- The ability to explain how a variety of media texts position audiences, and produce texts which attempt to position audiences.

There are no prerequisites for entry to Bridging EAL Units 1 and 2. This course is available to students who are eligible for VCE EAL, as well as those who have transitioned into VCE/VCE VM English, Literacy, or at the end of Year 10 EAL.

Note: This study does NOT progress to Units 3 & 4, and only runs as a Unit 1 & 2 study.

English - VCE VM Literacy

This study enables students to:

- Develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- Participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- Discuss and debate the ways in which values of workplace, community and person are represented in different texts
- Present ideas in a thoughtful and reasoned manner.

Note: VCE VM students need to select either a VCE VM Literacy or VCE English/EAL subject.

Units 1 & 2

What students do:

- Read, watch, listen to and understand a range of text types for a variety of audiences and purposes
- Use the skills of annotation to identify the layouts, designs and structural elements of print, visual and film texts
- Identify, through annotations and summaries, the purpose, audience and context of different text types
- Infer the meaning of content from the context
- Listen and contribute to small group and whole class discussions
- Identify reliable sources to be used for research
- Compare the structure, language and presentation of different text types
- Evaluate the effectiveness of content in terms of purpose and audience
- Plan, create, draft, edit and refine a range of individual responses to different text types
- Apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.
- Plan, create and edit a range of digital texts appropriate to audience and purpose
- Demonstrate respectful digital interactions
- Compare and contrast online digital texts
- Critically evaluate the reliability and effectiveness of a range of digital texts
- Apply the conventions of referencing and acknowledge attribution, where applicable
- Access and cite information from a variety of sources to create new content, reflecting personal interests or individual pathways
- Apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

What students learn:

- Structures and features of a range of different text types such as narrative, informative, persuasive, instructional, letters, media articles and releases, film, email, digital messaging and workplace reports
- Ways in which purpose, context and audience influence the structure and language of different text types
- The way visual and auditory cues, language and other strategies are used to create meaning
- Plagiarism and its ramifications
- The uses of paraphrasing, note taking and summarising
- The process of planning, drafting, revising, editing and proofreading both handwritten and digital texts
- The conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.
- The structure of different webpages and digital texts
- The differences between digital texts such as webpages, podcasts and social media
- The features and importance of digital security
- The principles of copyright and the conventions of attribution
- Safe and respectful practices in the digital world
- The etiquette and conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others in discussion
- The conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.

What students will be assessed on:

- Coursework
- Outcomes

English - VCE VM Literacy

This study enables students to:

- Develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- Participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- Discuss and debate the ways in which values of workplace, community and person are represented in different texts
- Present ideas in a thoughtful and reasoned manner.

Note: VCE VM students need to select either a VCE VM Literacy or VCE English/EAL subject.

Units 3 & 4

What students do:

- Access relevant texts via the internet or other means
- Read, infer and create meaning from texts
- Identify key elements of complex, technical documents, including tables of contents, headings, sub-headings, paragraphs and indexes to locate relevant information
- Engage with commonly encountered and technical documentation for a specific workplace, vocational setting or real-life situation
- Compare and contrast texts designed for similar purposes, evaluating their effectiveness in delivering information
- Explain the purpose and intended audience of instructional, procedural and informational texts
- Identify where to seek reliable and accurate sources of information
- recognise key elements of organisational, informational and procedural texts including table of contents, headings, sub-headings, paragraphs and indexes to locate relevant information
- Create informative, procedural and instructional content for a chosen organisation or workplace taking into account the audience and purpose
- Listen and contribute to small group and whole class discussions
- Apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

What students learn:

- The structures and features of different texts such as reports, tax forms and advice, insurance forms, community charters and promotional texts
- Key elements of specific complex texts
- The way different organisations, groups and businesses develop their own use of language
- The elements of oral communication, including eye contact, tone, body language and intonation
- The conventions of discussion, including active listening and questioning
- The conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.
- Listen and contribute to small group and whole class discussions
- Apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.
- The structure and language of different organisational, informational and procedural texts
- The purpose and intended audience of the text
- The characteristics of organisational, informational and procedural texts
- Elements of oral communication, including eye contact, tone, body language and intonation
- The conventions of discussion and debate, including active listening and questioning
- The conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.

What students will be assessed on:

- Coursework
- Outcomes

Food Studies

Students interested in exploring the role of food in our society, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills.

Note: Year 11 students can pick up this subject in Year 12 ONLY after discussion with the current subject teacher

Units 1 & 2

What students do:

- Use practical skills and knowledge to produce and evaluate foods
- Develop and use practical food skills for daily life
- Design new food products and adapt recipes to suit particular needs and circumstances
- Explore potential entrepreneurial opportunities as small scale food producers

What students learn (skills, knowledge and understandings):

- Explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world: global variety in food commodities, cuisines and cultures, with a focus on one selected region other than Australia.
- Focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply.
- Consider commercial food production in Australia, encompassing components of the food systems that include primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management.
- Explore food production, focusing on domestic and small-scale food production. They consider the influences on the effective provision and preparation of food in the home.

What students will be assessed on:

- Written report, media analysis, research inquiry, structured questions, oral presentation, practical demonstration, tests and exam.

Additional requirements:

- Fully enclosed black leather school shoes and a food grade container

Units 3 & 4

What students do:

- Learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects
- Apply knowledge of food allergies and intolerances in the safe production of nutritious meals
- Assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets

What students learn (skills, knowledge and understandings):

- Focus on the science of food, underpinned by practical activities. They investigate the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients: carbohydrates, including dietary fibre, fats and proteins.
- Analysis of factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices.
- Debate Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.
- Respond to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.
- Investigation of Australian and global food systems, relating to issues on the environment, ethics, innovations and technologies, food access, food safety, and the use of agricultural resources.

What students will be assessed on:

- Written report, media analysis, research inquiry, structured questions, practical demonstration, records of practical activities, product design and external exam.

Additional requirements:

- Fully enclosed black leather school shoes and a food grade container

Contents

Geography

Students interested in learning about local, national and global environments. Students keen to get outdoors and participate in fieldwork. Geography will provide students with the opportunity to gain a glimpse into careers which investigate environmental monitoring and management and ecologically sustainable development.

Units 1 & 2

What students do:

- Explore a range of questions, issues and challenges in the world around us
- Use fieldwork, spatial technologies and investigation of a wide range of secondary sources to offer solutions to geographical problems
- Develop skills in investigation, collection of data, use of spatial and digital technologies, interpretation, analysis and communication of geographic information

What students learn (skills, knowledge and understandings):

- Investigate two contrasting hazards (e.g. bushfires, floods, biological hazards such as disease and introduced species) and the way people have responded to them
- Examine the processes involved with hazards and hazard events, including their causes and impacts, and interconnections between human activities and natural phenomena
- Investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments
- Compare examples of tourism from within Australia and elsewhere in the world
- Discuss how the growth of tourism requires careful management to ensure environmentally sustainable and economically viable tourism

What students will be assessed on:

- SACs; fieldwork reports, case studies and exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 Booklist

Units 3 & 4

What students do:

- Investigate two major processes that are changing land
- Analyse these processes, explain their impacts on land cover
- Evaluate two different global responses to the impacts of land cover change
- Use appropriate fieldwork techniques
- Investigate growth around the world
- Undertake investigations into two countries with significant population trends

What students learn (skills, knowledge and understandings):

Unit 3
Area of Study 1 Land cover change
Area of Study 2 Land use change
Unit 4
Area of Study 1 Population dynamics
Area of Study 2 Population issues and challenges

- Explore global land cover and changes over time, investigating processes that change landcover, which can include glaciers, ice sheets and deforestation.
- Examine global population distribution and growth, and looking at the dynamics of population change over time and space.
- In their study of population dynamics, students will explore things such as growth and decline and fertility, mortality and movements.
- Consider trends, issues, and challenges in their world in a regional context, such as differing economic and social needs of various countries around the world, and the needs of the environment.

What students will be assessed on:

- SACs; fieldwork reports, case studies and exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 Booklist

Health And Human Development

Students interested in working within the health industry. Students interested in health research, community health, global and local health issues, environmental health or health promotion - or even if they aren't sure which health science area is for them - this subject can help them find their area of interest.

Note: There is an expectation that students will participate in fieldwork activities that will reinforce concepts covered in the curriculum being studied.

Units 1 & 2

What students do:

- Learn about health issues in Australia and the world
- Learn about the meanings of health and wellbeing, and about factors such as nutrition and how it impacts upon health

What students learn (skills, knowledge and understandings):

- Describe a range of influences on the perspectives and priorities of health and wellbeing
- Collect and analyse data relating to variations in youth attitudes and priorities regarding health and wellbeing, and draw conclusions from health data about the health status of youth in Australia
- Describe different dimensions of health and wellbeing
- Analyse the extent to which health status data reflects concepts of health and wellbeing
- Explain a range of sociocultural factors that contribute to variations in the health status and health behaviours of Australia's youth
- Explain the functions of major nutrients for general health and wellbeing and the consequences of nutritional imbalance on short- and long-term health and wellbeing
- Evaluate the effectiveness of food selection models and other tools in the promotion of healthy eating among youth
- Evaluate the validity of food and nutrition information from a variety of sources

What students will be assessed on:

- SACs; written tasks, structure questions, research investigation, data analysis, oral presentation, and written exam.

Units 3 & 4

What students do:

- Learn about health issues in Australia and the world
- Use data to describe and evaluate the health status of Australians

What students learn (skills, knowledge and understandings):

- Explain the dynamic and subjective nature of the concepts of health and wellbeing and illness
- Describe interrelationships between dimensions of health and wellbeing
- Explain the individual and collective importance of health and wellbeing as a resource
- Describe global benefits of the pursuit of optimal health and wellbeing
- Identify the WHO's prerequisites for health and explain their links to improved health outcomes
- Describe and apply indicators used to measure health status
- Analyse patterns in morbidity and mortality in Australia over time
- Analyse data that show improvements in health over time and draw conclusions about reasons for improvements
- Analyse the role of Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme in promoting Australia's health
- Apply the action areas of the Ottawa Charter for Health Promotion to a range of data and case studies and evaluate initiatives in terms of their capacity to improve Indigenous health and wellbeing
- Draw conclusions as to why dietary improvements are difficult to achieve in Australia

What students will be assessed on:

- SACs; written tasks, structure questions, research investigation, data analysis, oral presentation extended response and written exam.

Note: Year 11 students who have not completed Units 1 & 2 in this subject are able to pick it up in Units 3 & 4

Contents

History

Students interested in understanding themselves, others, and the contemporary world and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present

Units 1 & 2 - Modern History

What students do:

- Develop the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources

What students learn
(skills, knowledge and understandings):
Unit 1: Change and Conflict 1918 – 1939
Unit 2: The Changing World Order 1945 – 2000

- Study how significant events and ideas contribute to conflict and change
- Investigate how individuals and movements challenge existing political and economic conditions
- Study the causes and consequences of major global conflicts including the challenges and changes to existing political, economic and social structures
- Analyse how cultural life both reflected and challenged the prevailing political, economic and social conditions
- Evaluate the role that ideologies, individuals, groups and movements played in social and cultural continuity and/or change
- Recognise how our understanding of the past informs decision-making in the present

What students will be assessed on:

- SACs; document and visual analysis tasks, historical inquiry task, historical research task, essay writing and exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 Booklist

Units 3 & 4 - Revolutions

What students do:

- Use primary sources as evidence, and evaluate the extent to which the revolution brought change to the lives of people
- Evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order

What students learn
(skills, knowledge and understandings):
The Revolutions studied are: The Russian Revolution of 1917 and the Chinese Revolution of 1949
Unit 3: Causes of Revolution
Unit 4: Consequences of Revolution

- Investigate the significant historical causes and consequences of political revolution
- Develop an understanding of the causes and consequences in the revolutionary periods under study
- Learn about the ideas, events, individuals and popular movements for each of the revolutionary periods under study
- Develop an understanding of and apply historical thinking concepts, including evidence, cause and consequence, continuity and change, and significance
- Recognise how our understanding of the past informs decision-making in the present

What students will be assessed on:

- SACs; document and visual analysis tasks, historical inquiry task, historical research task, essay writing and exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 Booklist

Note: Year 11 students can pick up this subject in Year 12 ONLY after discussion with the current subject teacher

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.
Students who are considering studying a language as part of their VCE/ VCE VM studies are encouraged to research this option and contact the Victorian School of Languages for more information. Studying a language at VCE/VCE VM level is recommended only for students of a first language or those who have already completed at least 200 hours of study in a second language.

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

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.

Legal Studies

Students interested in rules and laws and why we have them. Who enforces them and what are students' legal rights and responsibilities? Have students thought about working in community services, criminal justice, social welfare, law enforcement, border protection, the armed forces, legal education and human rights?

Units 1 & 2

What students do:

- Understand and apply legal terminology, principles and concepts
- Analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- Analyse the methods and institutions that determine criminal cases and resolve civil disputes

What students learn (skills, knowledge and understandings):

Unit 1:

- The presumption of innocence
- Legal Foundations
- Proving guilt
- Sanctions

Unit 2:

- Wrongs and rights
- Civil liability
- Remedies
- Human rights

What students will be assessed on:

- Class work and note taking, tests, SACs, Exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 Booklist

Units 3 & 4

What students do:

- Apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions

What students learn (skills, knowledge and understandings):

Unit 3:

- Rights and justice
- The Victorian criminal justice system
- The Victorian civil justice system

Unit 4:

- The people, the law and reform
- The people and the law makers
- The people and reform

What students will be assessed on:

- SACs, Class work and note taking, tests and External Exam

Additional requirements:

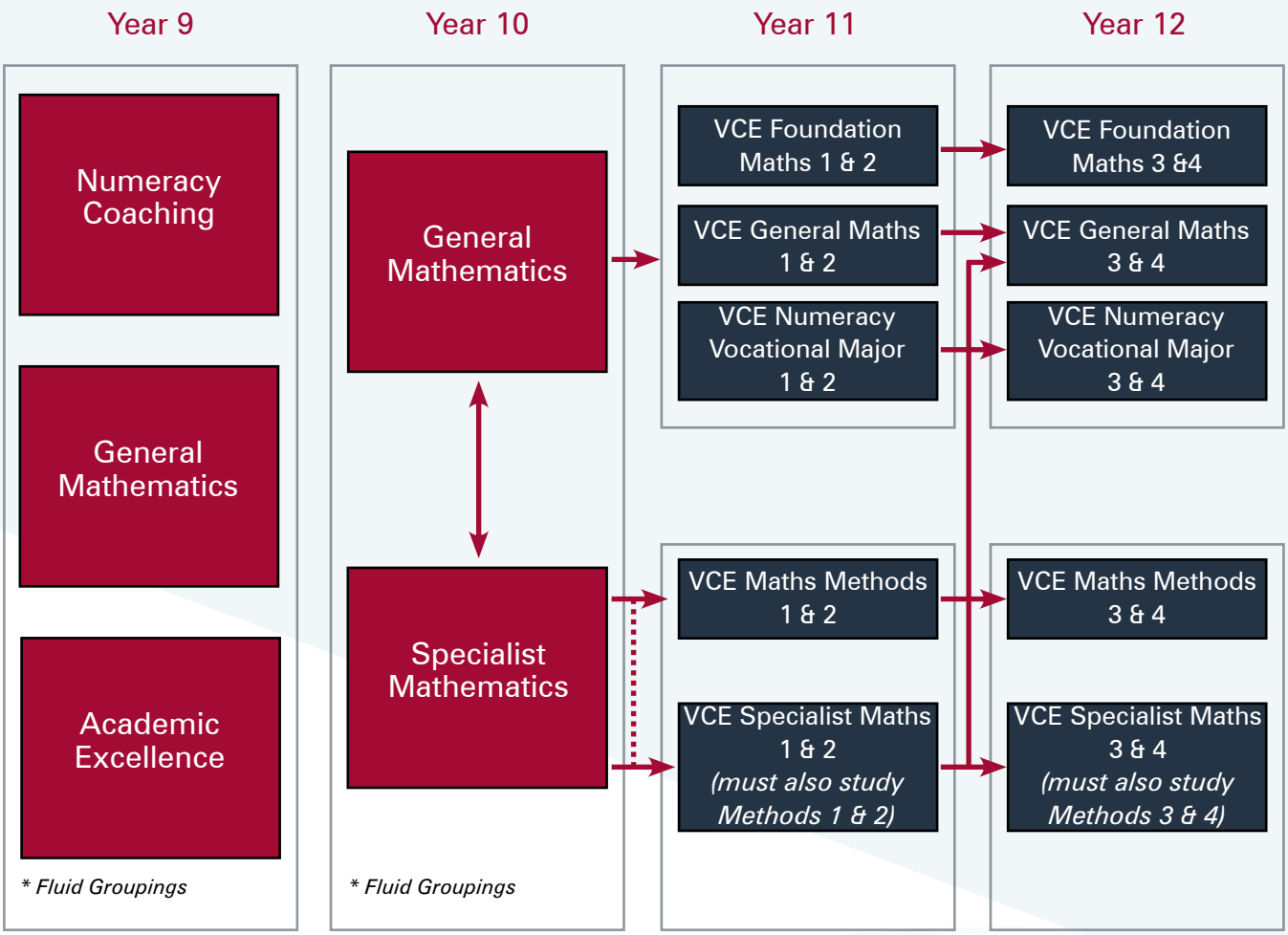
- A textbook will be required for this subject – further information will be supplied in the 2026 Booklist

Note: Year 11 students can pick up this subject in Year 12 ONLY after discussion with the current subject teacher

Mathematics

Mathematics is a prerequisite subject for many pathways into Higher Education. Please make sure you carefully investigate the Maths prerequisites for your intended future pathway.

Mathematics Pathways



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*

Mathematics - VCE VM Numeracy

This study enables students to:

- Develop and enhance their numeracy practices to help them make sense of their personal, public and vocational lives
- Develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

Note: VCE VM students need to select VCE VM Numeracy or a VCE Mathematics subject.

Units 1 & 2

What students do:

- Demonstrate an understanding of reading numbers, place value and decimal place value, including rounding to two decimal places
- Use the order of operations to solve a range of practical calculations with whole numbers and common decimals and fractions
- Solve problems involving common fractions and decimals, for example half, quarter, third, fifth and equivalent decimals
- Calculate common percentages of numbers, and increase and decrease numbers by common percentages
- Use simple proportions and divide quantities by a simple ratio such as 1 to 2.
- Describe and classify common and familiar two- and three-dimensional shapes, including the use of appropriate technology
- Demonstrate an understanding of reflection, rotation and symmetry of simple familiar shapes
- Create common and familiar two- and three-dimensional shapes and describe the relationship between these, including through the use of technology
- Determine and name patterns of common and familiar shapes such as those found in engineering, architecture, and design, for example bridges, buildings, sculptures.

What students learn:

- Whole numbers and decimals up to two places
- Place value and reading numbers expressed in digits or words
- Multiplication facts and knowledge of factors and multiples
- Rounding whole numbers and decimals up to two places
- Order of operations
- Common fractions and percentages, and their equivalence such as ¼ = 0.25 = 25%
- Simple proportions.
- Properties and names of two-dimensional shapes and everyday familiar three-dimensional objects such as regular prisms, for example boxes and cylinders
- Simple reflection, rotation, and symmetry in relation to everyday familiar shapes
- Patterns in, and between, everyday and familiar shapes
- Appropriate technologies that create and manipulate simple two-dimensional shapes
- Simple scaling in relation to enlargement and reduction such as in plans, diagrams, and photographs.

What students will be assessed on:

- Coursework
- Outcomes

Mathematics - VCE VM Numeracy

This study enables students to:

- Develop and enhance their numeracy practices to help them make sense of their personal, public and vocational lives
- Develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

Note: VCE VM students need to select VCE VM Numeracy or a VCE Mathematics subject.

Units 3 & 4

What students do:
The Numeracy course is designed to support and enable students to use, justify, and formulate a range of different numeracy skills and capabilities in order to make sense of their daily personal, public and vocational lives.

Students need to develop the skills and capabilities to be able to problem-solve, and to use their skills to investigate and solve a problem where the mathematics is embedded within a real-world context. Students will be exposed to a problem-solving cycle that will support them to become more capable, critical and reflective problem solvers, and to use their mathematical skills successfully and confidently to become numerate individuals within the community and in their selected vocations.

At the end of Units 3 and 4, students should be productive, informed and efficient users of both analogue and digital technologies with the ability to select and effectively use a wide range of appropriate mathematical tools (analogue and digital/technological) to solve and communicate mathematical problems embedded in practical contexts.

What students learn (skills, knowledge and understandings):
The areas of study for Units 3 and 4 of Numeracy are 'Number', 'Shape', 'Quantity and Measures', 'Mathematical Relationships', 'Dimension and Direction', 'Data', 'Uncertainty' and 'Systematics'. Embedded within these areas of study are six numeracies that cover personal, financial, civic, health, recreational and vocational contexts where a range of mathematical skills are situated.

Examples of tasks that may be completed include:

- Planning a class excursion or event including costs and logistics and complexities
- Interpreting economic data including unemployment rates, underemployment, participation rates, inflation and official interest rates.
- Personal money management such as banking, monitoring debit and credit transactions, and keeping track of money
- Nutrition or fitness, including setting goals and understanding issues such as the relationships between lifestyle and disease
- Workplace specific plans, diagrams, formulas, proportions, rates and ratios
- Comparison of planning and costs of different party venues and events, such as for a birthday party or cultural celebration
- Scheduling, timetabling and reorganising personal work and travel arrangements
- Comparing and analysing performance or costs and charges over time between different charges, utilities or providers such as petrol prices, household item prices
- Undertake calculations and determine measurements of distance, perimeter, area, volume and capacity for routine, more complex two-dimensional shapes and three-dimensional objects including compound shapes, for example the use of pi in circular measurements.

What students will be assessed on:

- Outcomes including mathematical investigations of real life scenarios.
- Maintaining up to date bookwork

Contents

Mathematics - Foundation Mathematics

Are you interested in:
Mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. Students who require only a fundamental knowledge of Mathematics should consider Foundation Mathematics.

Units 1 & 2

What students do:
Students are provided selected content for each unit that is developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments. Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

What students learn:
The areas of study for Units 1 & 2 of Foundation Mathematics are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Financial mathematics', and 'Space and measurement'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

What students will be assessed on:
- SACs including mathematical investigations of real life scenarios
- Exam
- Maintaining an up to date workbook.

Additional requirements:
- A textbook will be required for this subject - further information will be supplied in the booklist

Units 3 & 4

What students do:
Students are provided selected content for each unit that is developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments. Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

What students learn:
The areas of study for Units 3 and 4 of Foundation Mathematics are 'Algebra, number and structure', 'Financial mathematics', 'Data analysis, probability and statistics' and 'Space and measurement'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

What students will be assessed on:
- SACs including mathematical investigations of real life scenarios
- Exam
- Maintaining an up to date workbook.

Additional requirements:
- A textbook will be required for this subject - further information will be supplied in the booklist

Mathematics - General Mathematics

Students interested in future studies in courses which involve statistics or financial mathematics. Many courses require successful completion of VCE Maths such as Nursing, Teaching, Sport or Psychology. If so, students should consider studying General Mathematics Units 1 & 2 and then General Mathematics Units 3 & 4.

Units 1 & 2

What students do:

- 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. A focus on using the CAS technology effectively is also part of this course

What students learn (skills, knowledge and understandings):

- The areas of study for General Mathematics Unit 1 and Unit 2 are ''Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'

What students will be assessed on:

- SACs including tests, assignments and mathematical investigations
- Maintaining an up-to-date and organised workbook
- End of semester exams

Additional requirements:

- A textbook will be required for this subject - further information will be supplied in the booklist
- A CAS calculator is required to complete this subject

Units 3 & 4

What students do:

- 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. A focus on using the CAS technology effectively is also part of this course

What students learn (skills, knowledge and understandings):

- General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises *Data analysis and Recursion and financial modelling,* and Unit 4 comprises *Matrices* and *Networks and decision mathematics.*

What students will be assessed on:

- SAC 1: Statistical analysis application task
- SAC 2: Recursion and financial modelling task
- SAC 3: Matrices problem solving task
- SAC 4: Network problem solving task
- Maintaining an up-to-date and organised workbook
- End of semester exams

Additional requirements:

- A textbook will be required for this subject - further information will be supplied in the booklist
- A CAS calculator is required to complete this subject

Contents

Mathematics - Mathematical Methods

Students interested in future studies in courses which will involve mathematics, such as science, architecture or engineering. Students who enjoy mathematics and problem solving should consider studying Mathematical Methods.

Units 1 & 2

What students do:

- Students are provided an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units. A focus on using the CAS technology effectively is also part of this course

What students learn (skills, knowledge and understandings):

- The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2. Students are demonstrated how to apply mathematical processes to solve routine and non-routine problems

What students will be assessed on:

- SACs including modelling tasks and problem solving tasks
- Topic tests
- Maintaining an up-to-date and organised workbook
- End of semester exams

Additional requirements:

- To select Mathematical Methods Units 1 & 2 students must have completed Specialist Mathematics at Year 10
- A textbook will be required for this subject - further information will be supplied in the booklist
- A CAS calculator is required to complete this subject

Units 3 & 4

What students do:

- Students are expected to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They will have facility with relevant mental and by-hand approaches to estimation and computation. A focus on using the CAS technology effectively is also part of this course

What students learn (skills, knowledge and understandings):

- Units 3 & 4 strengthen and extend upon the key skills, knowledge and understandings covered in Units 1 & 2. The areas of study are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs'. Students demonstrate how to apply mathematical processes to solve routine and non-routine problems

What students will be assessed on:

- SAC 1: Applications task
- SAC 2: Calculus problem-solving task
- SAC 3: Probability and statistics problem solving task
- Maintaining an up-to-date and organised workbook
- End of semester exams

Additional requirements:

- Unit 1 & 2 Mathematical Methods is required to be completed before progressing to Unit 3 & 4 Mathematical Methods in Year 12
- A textbook will be required for this subject - further information will be supplied in the booklist
- A CAS calculator is required to complete this subject

Mathematics - Specialist Mathematics

Are you interested in an advanced and in-depth study of mathematics, with an emphasis on concepts. Skills and processes related to mathematical structure, modelling, problem solving and reasoning. Specialist Mathematics will provide a sound background for further studies in mathematics and mathematics related fields, such as engineering courses.

Units 1 & 2

What students do:

- This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. In this course there is an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning

What students learn (skills, knowledge and understandings):

- The areas of study for Units 1 & 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'

What students will be assessed on:

- SACs including modelling tasks and problem solving tasks
- Topic tests
- Maintaining an up-to-date and organised workbook

Additional requirements:

- Note: To enrol in Specialist Mathematics Units 1 & 2 students must have completed Specialist Mathematics at a high level at Year 10. Students must also enrol in Mathematical Methods Unit 1 & 2 to complete this course
- A textbook will be required for this subject - further information will be supplied in the booklist
- A CAS calculator is required to complete this subject

Units 3 & 4

What students do:

In this course there is an emphasis on mathematical structure, reasoning and proof and applications across a range of modelling contexts. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

What students learn (skills, knowledge and understandings):

- For Unit 3 a selection of content would typically include content from the 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study. In Unit 4 the corresponding selection of content would typically consist of the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study and the content from the 'Data analysis, probability and statistics' area of study.

What students will be assessed on:

- SACs including modelling tasks and problem solving tasks
- Exams
- Maintaining an up-to-date workbook

Additional requirements:

- To enrol in this subject students must have successfully completed Unit 1 & 2 Specialist Mathematics. Students must also enrol in Unit 3 & 4 Mathematical Methods.
- A textbook will be required for this subject - further information will be supplied in the booklist
- A CAS calculator is required to complete this subject.

Contents

Media Studies

Students interested in investigating and analysing their and others' experience of the media, developing an understanding of traditional and contemporary media forms and products and analysis media stories and narratives to understand how meaning is constructed and how audiences are engaged.

Units 1 & 2

What students do:

- Analyse and create media products such as films, posters and social media technologies by following the media production process
- Analyse the changing nature of media and new media technologies and the rise of social media
- Use industry grade software such as Adobe Photoshop and Premiere Pro
- Explore a range of film genres, styles and narratives whilst developing skills in creating them

What students learn (skills, knowledge and understandings):

- Understand how codes and conventions are used to attract, entertain and inform audiences
- Understand the Australian film industry including an understanding of factors affecting finance, regulation and economic sustainability
- Understand and interpret media products and representations using codes and conventions
- Understand and manipulate technical and symbolic elements
- Understand the process of representation, distribution, consumption and reception of media products

What students will be assessed on:

- Media productions including a video essay, music video, album cover and narrative short film. Written work in relation to film analysis, representation, new media technologies and Australian stories.

Units 3 & 4

What students do:

- Develop, produce and distribute a short film, using the media production process
- Analyse and discuss how narratives are constructed, consumed and read by audiences and explain the relationship between media narratives and the contexts in which they were produced
- Analyse and discuss the changing relationship between the media and its audience

What students learn (skills, knowledge and understandings):

- Understand the construction of media narratives and be able to discuss and apply relevant codes and conventions and technical and symbolic elements
- Evaluate the changing relationship between the media and audience, and the role of media regulation
- Learn about the influential impact of the media on society, and ask who has agency and control over the media
- Analysis and creation of film, advertising, design and the film industry

What students will be assessed on:

- Narratives and their contexts SAC, Media Production folio and short film (SAT), Agency and control in the media SAC, end of year exam

Note: Year 11 students who have not completed Units 1 & 2 in this subject are able to pick it up in Units 3 & 4

Personal Development Skills (PDS)

VCE Vocational Major Personal Development Skills enables students to:

- Develop a sense of identity and self-worth
- Understand and apply concepts that support individual health and wellbeing
- Access, critique, synthesise and communicate reliable information
- Explain the role of community and the importance of social connectedness
- practise the rights and responsibilities of belonging to a community
- recognise and describe the attributes of effective leaders and teams
- Set and work towards the achievement of goals
- Work independently and as part of a team to understand and respond to community need
- Evaluate and respond to issues that have an impact on society
- Develop capacities to participate in society as active, engaged and informed citizens.

This VCE subject will not receive a study score and does not contribute to the calculation of an ATAR.

Units 1 & 2

What students do:

- Identify and explain key concepts, factors and principles relating to personal identity and emotional intelligence
- Apply the elements of emotional intelligence when working independently and/or collaboratively
- Apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively
- Discuss and evaluate key concepts relating to personal identity and emotional intelligence.
- Describe the concepts and factors relating to individual and group health and wellbeing
- Outline the requirements and elements related to designing, implementing and evaluating an activity or voluntary work in the community
- Propose and justify a suitable individual or group activity
- Apply communication, critical thinking, problem-solving, decision-making and planning skills when designing an activity that aims to improve health and wellbeing
- Apply communication, critical thinking, problem-solving and metacognitive skills when implementing an activity that aims to improve health and wellbeing.

What students learn:

- The concept of personal identity
- Personal identity and emotional intelligence within different contexts, such as education, employment, social, family and online
- The elements of emotional intelligence: self-awareness, self-regulation, motivation, empathy, social skills
- Strategies to develop and apply the elements of emotional intelligence in relation to self, such as resilience, effective communication, a strengths-based approach, problem-solving, conflict resolution and self-management
- Strategies to develop and apply metacognitive skills relating to personal identity and emotional intelligence.
- The concept of health and wellbeing for individuals and groups
- Factors affecting wellbeing such as emotional, social, physical, cultural, economic, environmental and geographic
- Characteristics of inclusive and cohesive communities
- Activities and community support services that aim to improve health and wellbeing for individuals and groups within the community
- Requirements for undertaking various individual or group activities or voluntary work in the community; for example fees, skills, levels of fitness, equipment, space, qualifications
- Key elements for designing, implementing and evaluating an activity that aims to improve health and wellbeing.

What students will be assessed on:

- Coursework
- Outcomes

Personal Development Skills (PDS)

VCE Vocational Major Personal Development Skills enables students to examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

This VCE subject will not receive a study score and does not contribute to the calculation of an ATAR.

Units 3 & 4

What students do:

- Describe concepts relating to social awareness and interpersonal skills
- Compare and analyse characteristics, influences and settings, and contexts relating to social awareness and interpersonal skills
- Apply and evaluate strategies relating to social awareness and interpersonal skills when using digital technologies
- Demonstrate the skill of leadership in communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate social awareness and interpersonal skills in a real-life scenario or simulation.
- Describe concepts relating to leadership
- Discuss, compare and analyse contexts and settings related to leadership and leadership styles
- Apply and evaluate leadership styles and related skills
- Apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills when working independently and/or collaboratively to demonstrate leadership in a real-life scenario or simulation.

What students learn:

- Characteristics of social awareness, such as appreciating diversity, understanding different perspectives, empathy, contribution to society, relationships and consideration of social, cultural and ethical norms
- Interpersonal skills to support effective and respectful interactions with others, including verbal and non-verbal communication, collaboration, negotiation, conflict resolution, decision making and leadership
- Processes to engage in research of cultural, social, environmental and/or economic issues
- Influences on the development of social awareness and interpersonal skills
- Contexts and settings in which people demonstrate social awareness and interpersonal skills in everyday life
- Characteristics of effective leadership
- Strategies to demonstrate social awareness and apply interpersonal skills when using digital technologies.
- Characteristics of effective leadership
- Contexts and settings in which people demonstrate leadership to address issues or concerns in local and global communities
- Contexts and settings in which people demonstrate leadership during times of change
- Leadership styles, such as autocratic, charismatic, transformational, distributed and laissez-faire
- The influence of social awareness and application of interpersonal skills when demonstrating leadership
- Critical and creative thinking relating to leadership, including ethics and democracy
- Fostering innovation to address issues, solve problems and achieve goals
- Processes to design, implement and evaluate an activity relating to a specific goal.

What students will be assessed on:

- Coursework
- Outcomes

Physical Education

Students interested in exploring the interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examine behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. This subject is for those who are interested in the human body and how you can improve skills and fitness.

Physical Education is about the human body and how you can improve its function. There are less practical classes than year 10 with a greater focus on performance.

Units 1 & 2

What students do:

- Study how the musculoskeletal system helps create movement
- Study how the cardiorespiratory system functions and supports the body in improving performance
- Participate in practical classes where you analyse how the body works and how it can improve
- Examine the impact of society on physical activity levels

What students learn (skills, knowledge and understandings):

- Describe the social, cultural and environmental influences on movement.
- Understand the musculoskeletal, cardiovascular and respiratory systems in producing human movement
- Investigate a range of performance enhancing practices from a physiological perspective
- Discuss ethical considerations and sociocultural influence on the use of legal and illegal practices associated with improving the function of the musculoskeletal system
- Study the relationship between physical activity, sport, health and society and the contemporary issues associated with physical activity and sport

What students will be assessed on:

- SACs; ongoing practical journal, structured questions, case study analysis, laboratory reports, extended response, presentation, and written examination.

Units 3 & 4

What students do:

- Learn how to improve movement skills through research and practical classes
- Perform different laboratories to see how energy systems can improve and perform different movement concepts
- Create and perform effective training programs
- Understand how those training programs improve their own and other fitness

What students learn (skills, knowledge and understandings):

- Learn what motor skills are and how they can be improved
- Understand the biomechanical principles used to improve performance
- Understand how the body produces energy by exploring the various systems and mechanisms associated with the production of energy required for human movement
- Investigate the foundation of an effective training program, by looking at: fitness components, training principles, types of training, activity analysis and fitness testing
- Learn about chronic adaptations to exercise and discus the psychological aspects of performance

What students will be assessed on:

- SACs; ongoing practical journal, structured questions, case study analysis, laboratory reports, extended response, and written examination.

Note: Year 11 students can pick up this subject in Year 12 ONLY after discussion with the current subject teacher.

Contents

Product Design Metal

Students interested in the theoretical and practical nature of designing a product. You will explore how products are designed based on the diverse needs of individuals. In Product Design Wood, students conduct research, follow design processes, and are innovative designer-makers. The design of product solutions develops advanced planning and technical skills, problem solving, and creative and critical thinking skill sets to design, plan, and create products using evidence.

For units 1 & 2, previous experience in year 10 Wood/Metal is highly recommended. For units 3 & 4, if you have not completed units 1 & 2 first, please have a discussion with the current subject teacher before selection.

Units 1 & 2

What students do:

- Learn about the factors that influence design and use design thinking.
- Conduct and present research to develop innovation, ideas and design options.
- Write a design brief and create relevant evaluation criteria.
- Communicate product concepts using visualisations, design options, and working drawings.
- Create prototypes to test and justify design concepts.
- Research methods, materials, safety, construction methods and plan timelines for a designed product.
- Learn about the factors that influence design and use design thinking to create a unique and innovative product design.

What students learn (skills, knowledge and understandings):

Unit 1: Design practices

Unit 2: Positive impacts for end users

- The purpose and function of the product design process.
- The role of research to find needs or opportunities within design.
- Develop and apply drawing skills for product ideas, concepts, and planning.
- Planning and modifications using research, testing, visuals, and evaluations.
- Prototyping concept designs and creating production plans.
- Analysing a range of materials, tools and processes for purpose.
- Investigate practices of designers that address the specific and inclusive needs of end users.
- Examine cultural influences on design.

What students will be assessed on:

- Two different SACs on designing for end users.
- A Portfolio that contains the design work for the year including records of research, planning, concepts, prototyping, planning, evaluations, and a journal of evidence

Units 3 & 4

What students do:

- Learn about the ethical factors that influence design, including end-users and sustainable practices.
- Conduct and present research to ethically redesign a innovative product.
- Write a design brief using research to propose an idea.
- Communicate product concepts using visualisations, design options, and working drawings.
- Create prototypes to test and justify design concepts.
- Research methods, materials, safety, construction methods and plan timelines for a designed product.
- Learn about design ethics and use design thinking to create a unique and innovative product design.

What students learn (skills, knowledge and understandings):

Unit 3: Ethical product design and development

Unit 4: Ethical production and evaluation

- How the product design process can be used for ethical innovation.
- Historical and contemporary design and development in industry settings.
- Computer aided design, manufacture, and emerging technologies and materials.
- Develop and apply design planning using research, testing, visuals and evaluations.
- Plan and produce ethical prototypes, concept designs, and production planning.
- Analyse and research new and emerging materials, tools and processes.
- Evaluate concepts and plan for a final product including time, costs, and resources.
- Examine the safety and efficiency considerations of the final product creation.

What students will be assessed on:

- Two different SACs on designing and evaluating for ethics.
- A Portfolio that contains the design work for the year including records of research, planning, concepts, prototyping, planning, evaluations, and a journal of evidence.
- End of year external exam (VCE Scored).

Product Design Wood

Students interested in the theoretical and practical nature of designing a product. You will explore how products are designed based on the diverse needs of individuals. In Product Design Wood, students conduct research, follow design processes, and are innovative designer-makers. The design of product solutions develops advanced planning and technical skills, problem solving, and creative and critical thinking skill sets to design, plan, and create products using evidence.

For units 1 & 2, previous experience in year 10 Wood/Metal is highly recommended. For units 3 & 4, if you have not completed units 1 & 2 first, please have a discussion with the current subject teacher before selection.

Units 1 & 2

What students do:

- Learn about the factors that influence design and use design thinking.
- Conduct and present research to develop innovation, ideas and design options.
- Write a design brief and create relevant evaluation criteria.
- Communicate product concepts using visualisations, design options, and working drawings.
- Create prototypes to test and justify design concepts.
- Research methods, materials, safety, construction methods and plan timelines for a designed product.
- Learn about the factors that influence design and use design thinking to create a unique and innovative product design.

What students learn (skills, knowledge and understandings):

Unit 1: Design practices

Unit 2: Positive impacts for end users

- The purpose and function of the product design process.
- The role of research to find needs or opportunities within design.
- Develop and apply drawing skills for product ideas, concepts, and planning.
- Planning and modifications using research, testing, visuals, and evaluations.
- Prototyping concept designs and creating production plans.
- Analysing a range of materials, tools and processes for purpose.
- Investigate practices of designers that address the specific and inclusive needs of end users.
- Examine cultural influences on design.

What students will be assessed on:

- Two different SACs on designing for end users.
- A Portfolio that contains the design work for the year including records of research, planning, concepts, prototyping, planning, evaluations, and a journal of evidence.

Units 3 & 4

What students do:

- Learn about the ethical factors that influence design, including end-users and sustainable practices.
- Conduct and present research to ethically redesign a innovative product.
- Write a design brief using research to propose an idea.
- Communicate product concepts using visualisations, design options, and working drawings.
- Create prototypes to test and justify design concepts.
- Research methods, materials, safety, construction methods and plan timelines for a designed product.
- Learn about design ethics and use design thinking to create a unique and innovative product design.

What students learn (skills, knowledge and understandings):

Unit 3: Ethical product design and development

Unit 4: Ethical production and evaluation

- How the product design process can be used for ethical innovation.
- Historical and contemporary design and development in industry settings.
- Computer aided design, manufacture, and emerging technologies and materials.
- Develop and apply design planning using research, testing, visuals and evaluations.
- Plan and produce ethical prototypes, concept designs, and production planning.
- Analyse and research new and emerging materials, tools and processes.
- Evaluate concepts and plan for a final product including time, costs, and resources.
- Examine the safety and efficiency considerations of the final product creation.

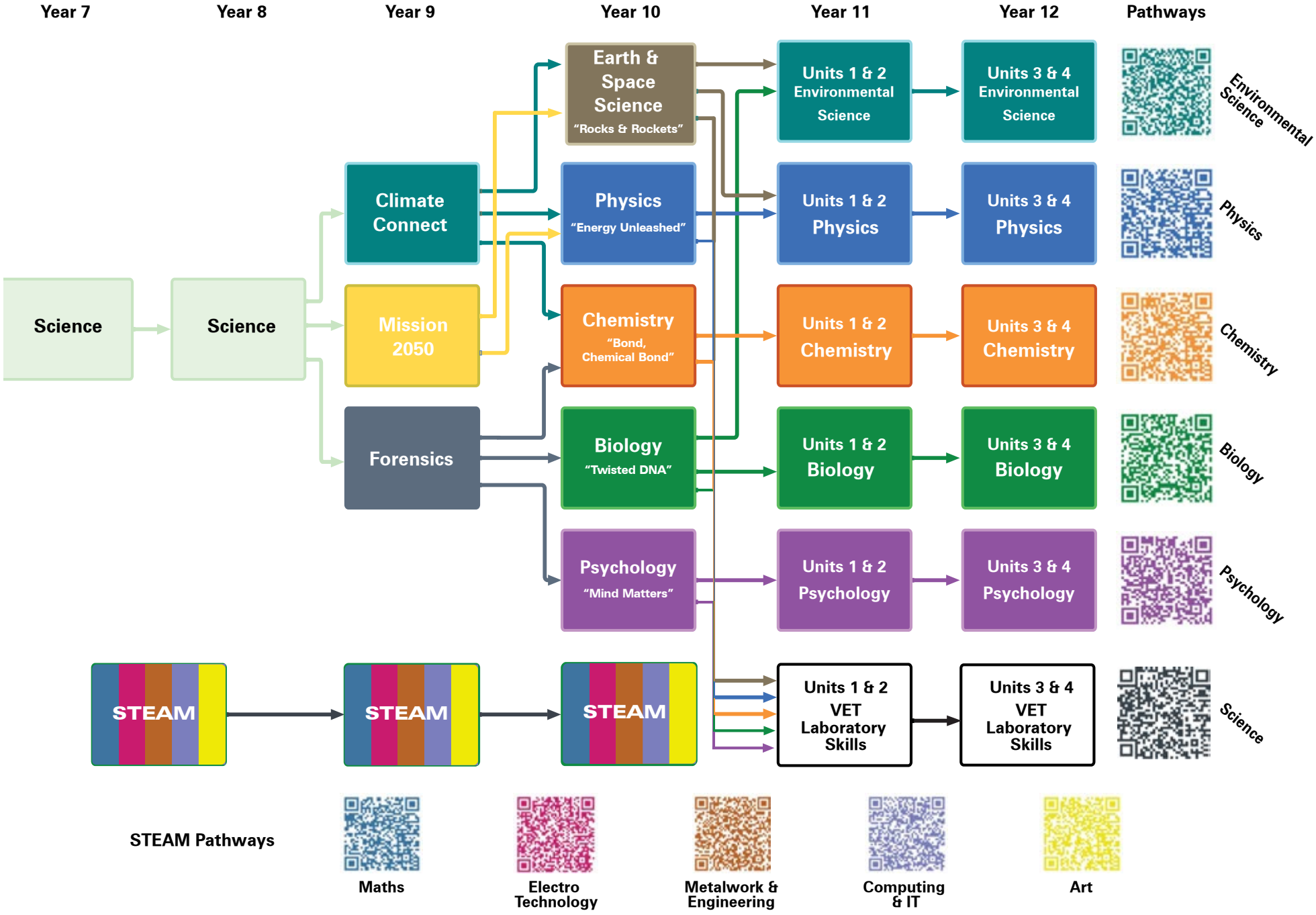
What students will be assessed on:

- Two different SACs on designing and evaluating for ethics.
- A Portfolio that contains the design work for the year including records of research, planning, concepts, prototyping, planning, evaluations, and a journal of evidence.
- End of year external exam (VCE Scored).

Contents

Science Pathways

Year 9 and 10 Science pathway arrows are a guide. They outline which subjects best prepare students to undertake VCE Science Units.



Science - Biology

Students interested in working in a field which requires a science background that deals with life. Biology teaches critical thinking and practical skills and enables students to study life in all its forms, from microbes to plants and animals, while learning about animal and plant biology, microbiology, genetics, molecular biology, social and ethical issues surrounding science.

Units 1 & 2

What students do:

- Scientific investigations related to the topics studied in each unit
- Students will learn to strengthen vocabulary, key words and terminology used in Biology
- Students will learn to respond to exam questions
- Further develop scientific skills through the course work

What students learn (skills, knowledge and understandings):

- Examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes
- Explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment
- Explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity
- Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies.

What students will be assessed on:

- Independent Investigation Practical Poster, practical work folio, data analysis, problem solving, tests, exam.

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 booklist

Units 3 & 4

What students do:

- Keep a logbook of practical reports of experiments
- A student-designed scientific investigation related to cellular processes and/or responses to challenges over time

What students learn (skills, knowledge and understandings):

- Students explore the relationship between nucleic acids and proteins as key molecules in cellular processes.
- Examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.
- Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.
- Study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.
- Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies

What students will be assessed on:

- Independent Investigation Practical Poster; practical work folio, data analysis, problem solving, tests, exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 booklist

Note: Year 11 students can pick up this subject in Year 12 ONLY after discussion with the current subject teacher.

Contents

Science - Chemistry

Students interested in understanding the world around them, through an understanding of elements, molecules and atomic particles and the way in which they interact and react. Chemistry is also one of the essential subjects for many future fields of study in a wide range of science and technology based courses.

Units 1 & 2

What students do:

- Maintain a logbook of practical reports of experiments
- Independent practical investigation
- Learn key words and vocabulary used in Chemistry
- Learn how to respond to exam questions
- Learn how to write a practical report in a poster format

What students learn (skills, knowledge and understandings):

- Investigate the chemical properties of a range of materials from metals and salts to polymers
- Explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible to molecules and atoms
- Use chemistry terminology, including symbols, formulas, equations to represent and explain observations and data from experiments, and to discuss chemical phenomena
- Explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis
- Use stoichiometry and analytical techniques and instrumental procedures to determine concentrations of different species in water samples, including chemical contaminants
- Investigate the sustainable use of critical elements, and other chemicals, as relating to Green Chemistry principles, the United Nation's Sustainability Goals and moving from a linear to circular economy.

What students will be assessed on:

- Tests, practical work folio, data analysis, exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 booklist

Units 3 & 4

What students do:

- Maintain a logbook of practical reports of experiments to build on your scientific skills
- Undertake an independent practical investigation
- Use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena
- Learn how to respond to exam questions

What students learn (skills, knowledge and understandings):

- Explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment
- Compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells
- Investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations
- Investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food; analyse organic compounds and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures

What students will be assessed on:

- Tests, practical work folio, data analysis, external exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 booklist

Note: This subject cannot be picked up in Year 12 without satisfactory completion in Year 11 (Units 1 & 2)

Science - Environmental Science

VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services.

Units 1 & 2

What students do:

- A student-designed scientific investigation related to ecosystem components, ecosystem monitoring and/or change affecting Earth's systems.
- Scientific investigations related to the topics studied in each unit
- Students will learn to strengthen vocabulary, key words and terminology used in Environmental Science
- Further develop scientific skills through the course work

What students learn (skills, knowledge and understandings):

- Examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere.
- Focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality.
- Explore changes that have effected past, present and future Earth.
- Consider a solutions-focused approach to environmental management.
- Consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations.
- Explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

What students will be assessed on:

- Independent Investigation Practical Poster, practical work logbook, data analysis, problem solving, structured questions, exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 booklist

Note: Highly recommended that students undertake Units 1 & 2 before Units 3 & 4

Contents

Science - Physics

Students interested in understanding and explaining the physical world. Physics examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Units 1 & 2

What students do:

- Design and undertake investigations involving at least one independent, continuous variable
- Keep a logbook of practical reports
- Undertake practice exams to learn how to respond to exam questions
- Strengthen their vocabulary, and understanding of key words and terminology used in Physics
- Further develop their scientific skills through the course work

What students learn
(skills, knowledge and understandings):

Unit 1: How is energy useful to society?
Unit 2: How does physics help us to understand the world?

- Explore the many ways that energy is transferred around us including as heat, light, radiation and electricity, and how these forms of energy are seen and used in our everyday lives
- Investigate a variety of phenomena by making observations and generating questions, which in turn lead to experiments
- Investigate the ways in which forces are involved both in moving objects and in keeping objects stationary

What students will be assessed on:

- Practical work folio, tests, data analysis, exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 booklist

Units 3 & 4

What students do:

- Learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective
- Design and undertake investigations involving at least two continuous independent variables
- Keep a logbook of practical reports
- Undertake practice exams to learn how to respond to exam questions

What students learn
(skills, knowledge and understandings):

Unit 3: How do fields explain motion and electricity?
Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

- Explore the importance of energy in explaining and describing the physical world
- Use Newton's laws to investigate motion in one and two dimensions, and Einstein's theories to explain the motion of very fast objects
- Explore the use of wave and particle theories to model the properties of light and matter

What students will be assessed on:

- Practical work folio, tests, data analysis, investigation, analysis and evaluation of stimulus material, external exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 booklist

Note: This subject cannot be picked up in Year 12 without satisfactory completion in Year 11 Units 1 & 2

Science - Psychology

Students interested in exploring how people think, feel and behave through the use of an approach which considers biological, psychological and social factors and their complex interactions. The study explores the connection between the brain and behaviour.

Note: Highly recommended that students undertake Units 1 & 2 before Units 3 & 4

Units 1 & 2

What students do:

- Undertake experiments to help develop skills in writing a self-directed scientific investigation report
- Design and implement an extended research activity to further scientific skills
- Practice how to respond to exam questions
- Learn key psychology terms and vocabulary to help assist in understanding the course work
- Learn how to collect secondary data and how to analyse it

What students learn
(skills, knowledge and understandings):

Unit 1: How are behaviour and mental processes shaped?

AOS 1: What influences psychological development?

- The complexity of psychological development
- Defining and supporting psychological development.

AOS 2: How are mental processes and behaviour influenced by the brain?

- Role of the brain in mental processes and behaviour.
- Brain Plasticity and brain injury.

AOS 3: How does contemporary psychology conduct and validate psychological research?

- Scientific evidence and scientific communication.
- Analysis and evaluation of psychological research.

Unit 2: How do internal and external factors influence behaviour and mental processes?

AOS 1: How are people influenced to behave in particular ways?

- Social cognition
- Factors that influence individual and group behaviour.

AOS 2: What influences a person's perception of the world?

- Perception
- Distortions of perception

What students will be assessed on:

- Research investigation, collection of secondary data, test comprising multiple choice and/or short answer and/or extended response, exam

Units 3 & 4

What students do:

- Undertake a series of experiments to help develop key scientific skills
- Practice how to respond to exam questions
- Continue to develop an understanding of key words, vocabulary, terminology and exam questions to assist with the course
- Apply knowledge and scientific skills to complete an extended independent research activity poster

What students learn
(skills, knowledge and understandings):

Unit 3: How does experience affect behaviour and mental processes?

AOS 1: How does the nervous system enable psychological functioning?

- Nervous system functioning
- Stress as an example of a psychobiological process

AOS 2: How do people learn and remember?

- Approach to understand learning
- The psychobiological process of memory

Unit 4: How is mental wellbeing supported and maintained?

AOS 1: How does sleep affect mental processes and behaviour?

- The demand for sleep
- Importance of sleep to mental wellbeing

AOS 2: What influences mental wellbeing?

- Defining mental wellbeing
- Application of a biopsychosocial approach to explain specific phobia
- Maintenance of mental wellbeing

AOS 3: How is scientific inquiry used to investigate mental processes and psychological functioning?

- Investigation design
- Scientific evidence
- Science communication

What students will be assessed on:

- SACs, research investigation, learning and memory logbooks and an external exam consisting of multiple choice, short answer and an extended response, external exam

Additional requirements:

- A textbook will be required for all units of this subject – further information will be supplied in the 2026 booklist.

Contents

Sociology

Students interested in the study of human behaviour and social interactions to understand how societies are organised, develop and change. VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements.

Units 1 & 2

What students do:

- Explore how and why the experience of being young differs across time and space
- Examine the social institution of family and investigate how different communities in Australian society have different kinds of families and experiences of family life
- Examine traditional views of criminality and deviance and analyse why people commit crimes or engage in deviant behaviour

What students learn
(skills, knowledge and understandings):

Unit 1: Youth and family

- Category and experience of youth
- The family

Unit 2: Social norms: breaking the code

- Deviance
- Crime

- Use sociological methodology to investigate and understand aspects of youth, family, deviance and crime
- Consider alternate viewpoints when learning about society
- Understand that there are various theories in understanding human behaviour in society
- Reflect on your own experiences and respectfully consider the varied experiences of others
- Conduct research and generate reports

What students will be assessed on:

- Classwork, short and extended answer SACs, research report SACs and exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 booklist

Units 3 & 4

What students do:

- Understand and explore the differences between cultures and ethnicities within Australia, with a focus on Australian Indigenous culture
- Explore the notion of community
- Examine social movements and social change and theories behind them

What students learn
(skills, knowledge and understandings):

Unit 3: Culture and ethnicity

- Australian Indigenous Cultures
- Ethnicity

Unit 4: Community, social movements and social change

- Community
- Social movements and social change

- Use sociological methodology to investigate and understand aspects of culture, ethnicity, community and social movements and social change
- Explain and apply sociological concepts
- Apply an ethical methodology to source and use a range of evidence to support observations and analysis
- Gather and use a variety of relevant source materials to support observations and analysis
- Evaluate sources and critically reflect on their own and others' approaches to understanding the social world
- Synthesise evidence to draw conclusions.

What students will be assessed on:

- Classwork, short and extended answer SACs, research report SACs and exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2026 booklist

Note: Year 11 students can pick up this subject in year 12 ONLY after discussion with the current subject teacher.

Theatre Studies

Students interested in interpreting scripts and producing theatre performances to a range of audiences. Through practical and theoretical engagement with scripts and performances, students will gain an insight into the origins, styles and development of theatre.

Units 1 & 2

What students do:

- Develop, refine and enhance acting and direction skills in the interpretation of scripts
- Work individually and collaboratively to analyse and interpret scripts for performance
- Develop an understanding of the origins and contexts in the development of theatre prior to 1945 and in contemporary styles
- Develop skills and understanding of the safe, ethical and responsible practices in theatre production
- Experiment creatively and imaginatively with theatrical possibilities and elements of theatre composition

What students learn (skills, knowledge and understandings):

- Understand a range theatre styles (pre- 1945 and contemporary), including Greek theatre, Commedia dell'arte, Verbatim, Epic and Absurd.
- Understand how to work collaboratively to interpret a range of scripts from different eras
- Understand the use of dramaturgy, acting, direction and design to realise theatre styles
- Understand the ways in which an audience constructs meaning from a professional theatre production.

What students will be assessed on:

- Practical tasks including drama workshops, interpreting of scripts from pre-1945 as well as contemporary styles, the application of acting, dramaturgy, direction and design skills to create performances. Written work in relation to the history and contexts of pre-1945 and contemporary theatre styles and the analysis of professional theatre productions.

Units 3 & 4

What students do:

- Develop an interpretation of a script across the stages of the production process through creative, imaginative and collaborative work undertaken in 2 production roles
- Analyse scripts and develop skills in interpreting them
- Analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience
- Describe and justify proposed application of theatre styles to enhance the interpretation for performance to an audience through annotations and notes
- Analyse the text of the monologue, the scene and the script

What students learn (skills, knowledge and understandings):

- Understanding of 2 production roles and their contribution to the staging of a performance to an audience
- Understanding of the ways to analyse and evaluate a theatre production
- Understand the language of scripts including nature, purpose and effect
- Analyse and evaluate the acting, direction and design in a professional theatre production
- Understanding of how to interpret a script for performance.

What students will be assessed on:

- School assessed coursework; staging theatre, interpreting a script, analysing and evaluating theatre, dramaturgical research and presenting theatrical possibilities, and analysing and evaluating a performance
- End of year monologue examination and end of year written examination

Note: Year 11 students who have not completed Units 1 & 2 in this subject are able to pick it up in Units 3 & 4

Contents

Visual Communication Design

Students interested in informing people's decisions about where and how they live and what they buy and consume, through the creation of messages, object design, environmental design and interactive experience design.

Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media, advertising/ marketing, interior design, architecture, game design, animation, drafting, computer aided design, graphic design, illustration, cabinet making, web and app design.

Units 1 & 2

What students do:

- Drawings that communicate messages through manual and digital drawing

What students learn (skills, knowledge and understandings):

- Develop skills in manual and/or digital methods to create drawing for different purposes
- Learn how to use the method of 3D drawing to represent the structure of objects and architectural forms. Use 2D drawing to show objects in multiple views
- Use design thinking to create concepts and ideas for communicating ideas in advertising and marketing
- Analyse the features of existing designs, to help inform their own work

What students will be assessed on:

- Folios of drawings
- Written SACs
- Exams

Units 3 & 4

What students do:

Study and complete folio drawings in the following Design Fields:

- Messages – advertising, marketing & branding
- Objects – product design, furniture design, fashion design
- Environments – Architecture, landscape design and interior design
- Interactive Experiences – UX design, application and website design

What students learn (skills, knowledge and understandings):

- Specific drawing methods used in the design fields, including 2D and 3D technical drawings
- Analysis of features of existing designs in all three design fields
- The ability to evaluate their own designs and develop concepts through the design process

What students will be assessed on:

- Minor and major folio work following the Design Process
- SACs
- End of year exam

Note: This subject is not advised to be picked up in Year 12 without satisfactory completion in Year 11 Units 1 & 2, or discussions with a careers advisor.

Work Related Skills (WRS)

Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.
The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

In VCE VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

This VCE subject will not receive a study score and does not contribute to the calculation of an ATAR.

Units 1 & 2

What students do:

- Identify and explain key ideas and concepts relating to sources of information about employment
- Research, compare and evaluate concepts and strategies relating to sources of information about employment
- Propose and justify strategies to improve future career prospects through the development, promotion and application of skills.
- Identify, outline and explain key ideas and concepts relating to career and educational goals
- Discuss, compare, analyse, research and evaluate strategies relating to career and educational goals
- Apply knowledge and present findings of research
- Seek and act on feedback from a qualified source.

What students learn:

Unit 1: Careers and learning for the future

- Area of study 1: Future careers
- Area of study 2: Presentation of career and education goals

Unit 2: Workplace skills and capabilities

- Area of study 1: Skills and capabilities for employments and further education
- Area of Study 2: Transferable skills and capabilities

What students will be assessed on:

- Coursework
- Outcomes

Units 3 & 4

What students do:

- Understand and apply concepts and terminology related to the workplace
- Understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- Understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- Develop effective communication skills to enable self-reflection and self-promotion
- Apply skills and knowledge in a practical setting.

What students learn:

Unit 3: Industrial relations, workplace environment and practice

- Area of Study 1: Workplace wellbeing and personal accountability
- Area of Study 2: Workplace responsibilities and rights
- Area of Study 3: Communication and collaboration

Unit 4: Portfolio preparation and presentation

- Area of Study 1: Portfolio development
- Area of Study 2: Portfolio presentation

What students will be assessed on:

- Coursework including portfolio and presentation
- Outcomes

Contents

VOCATIONAL EDUCATION TRAINING VETDSS

22614VIC - Certificate II in Building and Construction (Pre-apprenticeship)

Certificate II in Building & Construction is designed to provide learners with skills and knowledge to undertake an apprenticeship within building and construction industry sectors. The combined skills and knowledge of the pre-apprenticeship course is intended to prepare individuals for further training.
The course includes units that introduce the learner to the application of specific materials, tools and equipment, and techniques used in specific trade sectors that underpin Certificate III qualifications in the following trade sectors: Bricklaying, Carpentry, Painting and decorating, Wall and ceiling lining, Wall and floor tiling, Solid plastering, Stonemasonry and Joinery/ Shopfitting/Stair building. Included in the course is opportunity to complete the construction induction (white) card which is essential to working on site.
Successful achievement of this certificate comprises completion of both practical and theory work.

Class location: Cranbourne Secondary College
Duration: Two years

School Recognition

This is a non-scored VCE VET program. Successful completion of competencies can contribute to VCE and VCE Vocational Major Pathways Programs with recognition of up to six units including a 3 - 4 sequence.

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 shirt and jumper.

Work Placement/Structured Workplace Learning

Work placement is recommended but not mandatory for this course. Please speak to the Pathways Team to find out more information.

Further Education & Pathways Examples

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

Sample Units of Study

Year 1

- CPCCCM1015 - Carry out measurements and calculations
- CPCCCM2006 - Apply basic levelling procedures
- CPCCOHS2001 - Apply WHS requirements, policies and procedures in the construction industry
- CPCCWHS1001 - Prepare to work safely in the construction industry
- HLTAID010 - 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 framesVU22029 - Install interior fixings
- VU22030 - Carry out basic demolition of timber structures

Information is accurate at the time of publication but may be subject to change.

CHC30121 - Certificate III in Early Childhood Education and Care

This qualification coffers students the opportunity to support the implementation of an approved learning framework and support children's wellbeing, learning and development.
Successful achievement of this certificate comprises completion of both practical and theory work as well as undertaking at least 160 hours of compulsory Structured Work Placement over the span of the certificate.

Class location: Cranbourne Secondary College
Duration: Two years

School Recognition

This is a non- scored VCE VET program. Successful completion of competencies can contribute to VCE and VCE Vocational Major Pathways Programs with recognition of up to four units including a 3 - 4 sequence.

What to bring to class

Students will need to bring their laptop, pen, pencil and notebook to class each week.

Work Placement/Structured Workplace Learning

A minimum of 160 hours of mandated work placement is required to successfully complete this course. Trainers are required to assess students in their workplace as part of the outcomes for the course. Work placement hours can be completed at any time during the course but must be finished by the end date. The work placement must include a number of different Early Childhood Education settings.

Further Education & Pathways Examples

- Diploma of Early Childhood Education and Care
- Childcare Assistant
- Out of School Hours Assistant
- Kindergarten Assistant
- Family Day Carer
- Nanny

Sample Units of Study

Year 1

- CHCECE030 - Support inclusion and diversity
- CHCECE031 - Support children's health, safety and wellbeing
- CHCECE032 - Nurture babies and toddlers
- CHCECE055 - Meet legal and ethical obligations in children's education and care
- CHCPRT001 - Identify and respond to children and young people at risk
- HLTAID012 - Provide First Aid in an education and care setting
- HLTFSE001 - Follow basic food safety practices
- HLTWHS001 - Participate in workplace health and safety

Contents

UEE22020 - Certificate II in Electrotechnology (career start)

Certificate II in Electroctechnology (Career Start)): offers students the opportunity to develop competencies for a work entry program providing grounding in safety and basic skills and knowledge for work in any electrotechnology discipline. Included in the course is opportunity to complete the construction induction (white) card which is essential to working on site.
Successful achievement of this certificate comprises completion of both practical and theory work.

Class Location - Cranbourne Secondary College
Duration - Two years

School Recognition

This is a non-scored VCE VET program. Successful completion of competencies can contribute to VCE and VCE Vocational Major Pathways Programs with recognition of up to four units including a 3 - 4 sequence.

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 shirt and/or jumper.

Work Placement/Structured Workplace Learning

Work placement is recommended but not mandatory for this course. Please speak to the Pathways Team to find out more information.

Further Education & Pathways Examples

- Certificate III in Electrical Machine Repair
- Certificate III in Electrotechnology Electrician
- Certificate III in Electrotechnology Systems Electrician
- Certificate III in Engineering (Electrical Stream)
- Certificate III in Renewable Energy ELV
- Certificate IV in Electrotechnology Renewable Energy
- Electrical tradesperson (mechanic)
- Electrician
- Electrical Fitter
- Refrigeration and Air-Conditioning
- Electrical Line worker
- Electrical Cable Jointer
- Electrotechnology Communications Technician
- Electrotechnology Systems

Sample Units of Study

Year 1

- CPCCWHS1001 Prepare to work safely in the construction industry
- UEECD0007 Apply work health and safety regulations, codes and practices in the workplace
- UEECD0052 Use routine equipment/plant/ technologies in an energy sector environment
- UEECD0009 Carry out routine work activities in an energy sector environment
- UEECD0021 Identify and select components, accessories and materials for energy sector work activities
- UEECD0019 Fabricate, assemble and dismantle utilities industry
- UEERE0001 Apply environmentally and sustainable procedures
- UEERE0021 Provide basic sustainable energy solutions for energy reduction in residential premises
- UEECD0020 - Fix and secure electrotechnology equipment

Year 2

- UEECD0035 - Provide basic instruction in the use of electrotechnology
- BSBOPS203 - Deliver a service to customers
  UEECD0052- Use routine equipment/plant/ technologies in an energy sector environment
  UEERL0001 - Attach cords and plugs to electrical equip for connection to a single phase 230v supply
- UEECD0038 - Provide solutions and report on routine electrotechnology problems
- UEECD0035 - Provide basic instruction in the use of electrotechnology apparatus
- UEECD0046 - Solve problems in single path circuits

Information is accurate at the time of publication but may be subject to change.

22632VIC - Certificate II in Engineering

Certificate II in Engineering Studies aims to provide graduates with basic factual, technical and procedural knowledge in a defined area of work and learning covering engineering and manufacturing and related industries, together with employment opportunities and career pathways.
Successful achievement of this certificate comprises completion of both practical and theory work.

Class Location - Cranbourne Secondary College
Duration - Two years

School Recognition

This is a scored VCE VET program. Successful completion of competencies can contribute to VCE and VCE Vocational Major Pathways Programs with recognition of up to five units including a 3 - 4 sequence.

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 shirt and/or jumper.

Work Placement/Structured Workplace Learning

Work placement is recommended but not mandatory for this course. Please speak to the Pathways Team to find out more information.

Further Education & Pathways Examples

- 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

- VU23481 - Apply occupational health and safety principles in an engineering environment
- VU23475 - Safely use hand tools and handheld power tools for general engineering applications
- VU23476 - Report on a the sectors and employment in the manufacturing, engineering and related industries
- VU23477 - Interpret and prepare basic two- and three-dimensional engineering drawings
- VU23478 - Perform basic machining processes
- VU23479 - Apply basic fabrication techniques

Year 2

- MEMPE006A - Undertake a basic engineering project
- VU23480 - Perform immediate engineering computations
- VU23482* - Produce basic engineering components and products using fabrication and machining operations

Contents

HLT33115 - Certificate III in Health Services Assistant (With Units from HLT23215 Certificate II in Health Support Services)

Certificate III in Health Services Assistant qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision. Students will have the opportunity to complete a First Aid certificate as part of the program.

Successful achievement of this certificate comprises completion of both practical and theory work. The practical component of this training is held in a simulated environment in the city. Students will attend Antrick Training Facility once a term to meet this requirement.

Class Location - Cranbourne Secondary College
Duration - Two years

School Recognition

This is a scored VCE VET program. Successful completion of competencies can contribute to VCE and VCE Vocational Major Pathways Programs with recognition of up to four units including a 3 - 4 sequence.

What to bring to class

Students will need to bring their laptop, pen, pencil and notebook to class each week.

Work Placement/Structured Workplace Learning

Work placement is recommended but not mandatory for this course. Please speak to the Pathways Team to find out more information.

Further Education & Pathways Examples

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

Year 1

- CHCCOM005 - Communicate and work in health or community services
- CHCDIV001- Work with diverse people
- HLTINF006- Apply basic principles and practices of infection prevention and control
- HLTWHS001- Participate in workplace health and safety
- CHCCCS012 - Prepare and maintain beds
- CHCCCS026 - Transport individuals
- HLTHSS009- Perform general cleaning tasks in a clinical setting
- BSBPEF202 - Plan and apply time management
- CHCCCS020 - Respond effectively to behaviours of concern
- CHCCCS009 - Facilitate responsible behaviour (imported unit)
- CHCCCS010 - Maintain a high standard of service
- HLTWHS005 - Conduct manual tasks safely
- HLTAID011 - Provide First Aid

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

Information is accurate at the time of publication but may be subject to change.

SIT20322 - Certificate II in Hospitality and SIT20421 - Certificate II in Cookery

(Dual Program)

Certificate II in Hospitality provides detailed training in a range of hospitality operational skills including basic food and beverage service, as well as accommodation service skills.

Certificate II in Cookery equips students with basic knowledge and skills, preparing students for immediate employment and or further study or apprenticeships in the Hospitality industry.
Successful achievement of these certificates comprises completion of both practical and theory work. The practical component of this course will include food services; both inside and outside of class times as well as industry visits. Students completing this course will have a Safe Food Handler certification.

Class location: Cranbourne Secondary College
Duration - Two years

School Recognition

This is a non- scored VCE VET program. Successful completion of competencies can contribute to VCE and VCE Vocational Major Pathways Programs with recognition of up to four units including a 3 - 4 sequence.

What to bring to class

Students will need to bring their laptop, pen, pencil and notebook to class each week. Students will have hospitality appropriate PPE to wear during class time.

Work Placement/Structured Workplace Learning

Work placement is recommended but not mandatory for this course. Please speak to the Pathways Team to find out more information.

Further Education & Pathways Examples

- Certificate III in Commercial Cookery
- Certificate III in Baking
- Certificate III in Patisserie
- Certificate III in Hospitality
- Café attendant
- Caterer
- Chef

Sample Units of Study

Year 1 - Hospitality

- BSBTWK201 - Work effectively with others
- SITHIND006 - Source and use information on the hospitality industry
- SITHIND007 - Use hospitality skills effectively
- SITXCCS011 - Interact with customers
- SITXCOM007 - Show social and cultural sensitivity
- SITXWHS005 - Participate in safe work practices
- SITXFSA005 - Use hygienic practices for food safety
- SITHCCC023 - Use food preparation equipment
- SITHCCC027 - Prepare dishes using basic methods of cookery
- SITHKOP009 - Clean kitchen premises and equipment
- SITXINV006 - Receive, store and maintain stock

Year 2 - Cookery

- SITHCCC028 - Prepare appetisers and salads
- SITHCCC029 - Prepare stocks, sauces and soups
- SITHCCC030 - Prepare vegetable, fruit, egg and farinaceous dishes
- SITHCCC034 - Work effectively in a commercial kitchen

Information is accurate at the time of publication but may be subject to change.

Contents

ICT30210 - Certificate III in Information and Communications Technology

Certificate III in Information and Communications Technology provides the skills and knowledge for an individual 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

School Recognition

This is a scored VCE VET program. Successful completion of competencies can contribute to VCE and VCE Vocational Major Pathways Programs with recognition of up to four units including a 3 - 4 sequence.

What to bring to class

Students will need to bring their laptop, pen, pencil and notebook to class each week.

Work Placement/Structured Workplace Learning

Work placement is recommended but not mandatory for this course. Please speak to the Pathways Team to find out more information.

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

Further Education & Pathways Examples

- 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

Information is accurate at the time of publication but may be subject to change.

MSL30122 Certificate III in Laboratory Skills

Certificate III in Laboratory Skills provides students with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks following set procedures and recipes Units 1 and 2 of the program include recording and presenting data, planning and conducting laboratory/field work, maintaining the laboratory fit for purpose, with electives such as performing basic tests and assisting with fieldwork included. Units 3 and 4 offer scored assessment and incorporate units such as perform techniques that prevent cross contamination, contributing to the achievement of quality objectives, preparing working solutions and performing microscopic examinations.
Successful achievement of this certificate comprises completion of both practical and theory work.

Class location: Cranbourne Secondary College
Duration - Two years

School Recognition

This is a scored VCE VET program. Successful completion of competencies can contribute to VCE and VCE Vocational Major Pathways Programs with recognition of up to six units including a 3 - 4 sequence.

What to bring to class

Students will need to bring their laptop, pen, pencil and notebook to class each week. Students will be provided with appropriate PPE to wear during class time.

Work Placement/Structured Workplace Learning

Work placement is recommended but not mandatory for this course. Please speak to the Pathways Team to find out more information.

Sample Units of Study

Year 1

- BSBCMM211 - Apply communication skills
- MSL913004 - Plan and conduct laboratory/field work
- MSL922002 - Record and present data
- MSL943004 - Participate in laboratory or field workplace safety
- MSL953005 - Receive and prepare samples for testing
- MSL904003 - Perform standard calibrations
- MSL933005 - Maintain the laboratory/field workplace fit for purpose
- MSL952003 - Collect routine site samples

Further Education & Pathways Examples

- Certificate IV in Laboratory Techniques
- Diploma of Laboratory Technology
- Diploma of Laboratory Technology – Biological and Environmental Testing
- Diploma of Laboratory Technology – Biotechnology
- Diploma of Laboratory Technology – Pathology Testing
- Advanced Diploma of Laboratory Operations
- Support Staff to Scientists in Research, Education & Industry
- Laboratory Assistant/ Manager
- Laboratory Technician
- Laboratory Attendant
- Instrument Operator
- Senior Technician

Information is accurate at the time of publication but may be subject to change.

CUA30920 – Certificate III in Music
Music Performance Specialisation

Certificate III in Music provides students with the foundation knowledge and skills required for entry into the music industry. Core units of competency in the program include developing and updating industry knowledge, participating in work, health and safety processes and working effectively with others. The elective units in the program allow students to focus on an area of their interest such as performing simple pieces, mixing sound in a broadcasting environment or repairing and maintaining audio equipment.

Music Performance Specialisation provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 can include making a music demo, composing simple songs or musical pieces and developing ensemble skills. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, preparing for performance and performing music as part of a group or as a soloist.

Successful achievement of this certificate comprises completion of both practical and theory work. Practical work will include rehearsals, performances – both within and outside of class time and some industry excursions.

Class Location - Cranbourne Secondary College
Duration - Two years (per specialisation)

School Recognition

This is a scored VCE VET program. Successful completion of competencies can contribute to VCE and VCE Vocational Major Pathways Programs with recognition of up to four units including a 3 - 4 sequence.

What to bring to class

Students will need to bring pen and laptop to all classes.

Work Placement/Structured Workplace Learning

Work placement is recommended but not mandatory for this course. Please speak to the Pathways Team to find out more information.

Sample Units of Study

Year 1

- CUACMP311 - Implement copyright arrangements
- CUAIND313 - Work effectively in the music industry
- CUAIND314 - Plan a career in the creative arts industry
- CUASOU212 - Perform basic sound editing
- CAUSOU213 - Assist with sound recordings

Year 2 - Music Performance specialisation

- CUAMPF311 - Develop technical skills for musical performances
- CUAMPF312 - Prepare for musical performances
- CUAMPF315 - Develop and perform musical improvisation
- CUAMPF412 - Develop and apply stagecraft skills
- CUAMPF414 - Perform music as part of a group
- CUAMPF416 - Perform music as a Soloist

Further Education & Pathways Examples

- Certificate IV in Music Industry
- Bachelor of Arts (Music)
- Bachelor of Music Performance
- Music Therapist
- Instrumental Teacher
- Musician

Information is accurate at the time of publication but may be subject to change.

CUA30920 – Certificate III in Music Sound Production Specialisation

Certificate III in Music provides students with the foundation knowledge and skills required for entry into the music industry. Core units of competency in the program include developing and updating industry knowledge, participating in work, health and safety processes and working effectively with others. The elective units in the program allow students to focus on an area of their interest such as performing simple pieces, mixing sound in a broadcasting environment or repairing and maintaining audio equipment.

Sound Production Specialisation provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 of the program can include units such as implementing, repairing and maintaining audio equipment, performing basic sound editing and developing music industry knowledge. Units 3 and 4 offer scored assessment and include units such as recording and mixing a basic music demo, operating sound reinforcement systems and installing and disassembling audio equipment.

Successful achievement of this certificate comprises completion of both practical and theory work. Practical work will include rehearsals, performances – both within and outside of class time and some industry excursions.

Class Location - Cranbourne Secondary College
Duration - Two years (per specialisation)

School Recognition

This is a scored VCE VET program. Successful completion of competencies can contribute to VCE and VCE Vocational Major Pathways Programs with recognition of up to four units including a 3 - 4 sequence.

What to bring to class

Students will need to bring pen and laptop to all classes.

Work Placement/Structured Workplace Learning

Work placement is recommended but not mandatory for this course. Please speak to the Pathways Team to find out more information.

Further Education & Pathways Examples

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

Sample Units of Study

Year 1

- CUACMP311 - Implement copyright arrangements
- CUAIND313 - Work effectively in the music industry
- CUAIND314 - Plan a career in the creative arts industry
- CUASOU212 - Perform basic sound editing
- CAUSOU213 - Assist with sound recordings

Year 2 - Sound Production specialisation

- CUASOU306 - Operate sound reinforcement systems
- CUASOU317 - Record and mix basic music demos
- CUASOU308 - Install and disassemble audio equipment
- CUASOU321 - Mix music in studio environments
- CUASOU412 - Manage audio input sources

Information is accurate at the time of publication but may be subject to change.

Contents

SIS30122 - Certificate III in Sport, Aquatics and Recreation (Sport & Recreation)

- With units from SIS2122 Certificate II in Sport - Developing Athlete

Certificate III in Sport, Aquatics and Recreation provides students with the skills and knowledge to work in the sport, aquatic or recreation industries. Employment opportunities reflect roles such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer.
Successful achievement of this certificate comprises completion of both practical and theory work.

Class Location - Cranbourne Secondary College
Duration - Two years

School Recognition

This is a scored VCE VET program. Successful completion of competencies can contribute to VCE and VCE Vocational Major Pathways Programs with recognition of up to five units, including a 3 - 4 sequence.

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.

Work Placement/Structured Workplace Learning

Work placement is recommended but not mandatory for this course. Please speak to the Pathways Team to find out more information.

Further Education & Pathways Examples

- 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 UoCs

- HLTWHS001 - Participate in workplace health and safety
- SISXIND011 - Maintain sport, fitness and recreation industry knowledge
- HLTAID011 - Provide first aid
- SISOFLD001 - Assist in recreation sessions
- SISXEMR003 - Respond to emergency situations
- SISXCCS004 - Provide quality service
- SISSPAR009 - Participate in conditioning for sport
- SISXFAC006 - Maintain activity equipment
- BSBPEF301 - Organise personal work priorities
- SISSSOF002 - Continuously improve officiating skills and knowledge

Year 2 UoCs

- HLTAID009 - Provide Cardiopulmonary Resuscitation
- SISXIND009 - Respond to interpersonal conflict
- SISSSCO001 - Conduct sport coaching sessions with foundation level participants
- BSBWHS308 - Participate in WHS hazard identification, risk assessment and risk control processes
- SISXPLD002 - Deliver recreation sessions
- SISXPLD004 - Facilitate groups

Information is accurate at the time of publication but may be subject to change.

CUA31120 - Certificate III in Visual Arts

Certificate III in Visual Arts provides students with the opportunity to produce drawings to communicate ideas, apply knowledge of history and theory to own arts practice and produce creative work. Study will establish a broad range of skills and knowledge to pursue a career or further training in the visual arts industry.

Class Location - Cranbourne Secondary College
Duration - Two years

School Recognition

This is a non-scored VCE VET program. Successful completion of competencies can contribute to VCE and VCE Vocational Major Pathways Programs with recognition of up to four units including a 3 - 4 sequence.

What to bring to class

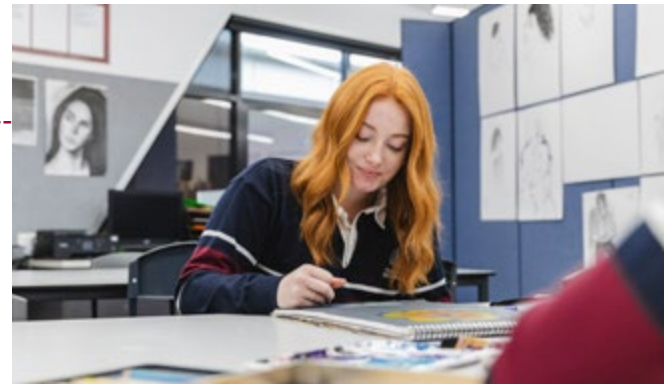
Students will need to bring their laptop, pen, pencil and notebook to class each week.

Work Placement/Structured Workplace Learning

Work placement is recommended but not mandatory for this course. Please speak to the Pathways Team to find out more information.

Further Education & Pathways Examples

- Certificate IV in Visual Arts
- Bachelor of Visual Arts
- Bachelor of Fine Arts (Visual Arts)
- Visual Art Assistant
- Art Assistant
- Illustrator
- Arts, Craft or Design Practitioner
- Studio Assistant



Sample Units of Study

Year 1

- BSBWHS211 – Contribute to the health and safety of self and others
- CUAACD311 – Produce drawings to communicate ideas
- CUAPPR311 - Produce creative work
- CUARES301 - Apply knowledge of history and theory to own arts practice
- BSBSUS211 – Participate in sustainable work practices
- CUADES201 - Follow a design process
- CUADES301 - Explore the use of colour
- BSBTWK201 – Work effectively with others
- BSBCRT201 – Develop and apply thinking and problem solving skills
- CUAPPR312 - Document the creative work progress

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All VET Certificates

VETDSS Course	Course Overview
22576VIC Certificate III in Acting (Screen) Duration: 2 Years	Provides the skills, knowledge and attitude for training in acting for Film and Television. Students who are passionate about this specialised subject will enrol in UoCs designed to give a common sense approach to learning areas such as: filming in front of camera, confidence and communication building, skills proficiency in interviewing, production of a film project and developing digital skills transferable to industry.
CHC24015 – Certificate II in Active Volunteering Duration: 1 Year	Offers students the opportunity to acquire entry level skills for volunteer work.
AHC20116 Certificate II in Agriculture Duration: 2 Years	Provides an entry-level occupational outcome in agriculture. The qualification enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both. Job roles vary across different industry sectors and may include assistant animal attendant or stock person, assistant farm or station hand, assistant farm or station worker.
ACM20121 Certificate II in Animal Care Duration: 2 Years	Provides students with the skills and knowledge to enter the animal care and management industry. Employment opportunities reflect roles such as animal care attendant, animal shelter attendant, kennel attendant, pet shop attendant and assistant dog groomer.
MST20722 Certificate II in Applied Fashion Design and Technology Duration: 2 Years	Provides an introductory overview of skills applied in the fashion industry. It includes skills used in the design and production of garments and millinery.
AUR2070 – Certificate II in Automotive Duration: 2 Years	Covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited. This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles.
AVI30419 – Certificate III in Aviation (Remote Pilot) Duration: 2 Years	Provides the important training required to legally operate a remotely piloted aircraft. This qualification will also allow students to fly without many of the weight or operating restrictions applied to recreational users.
SHB30121 Certificate III in Beauty Services Duration: 2 Years	Provides skills and knowledge to work as a beautician, providing a range of beauty services including nail, lash and brow, and basic make-up services. Develop a range of technical and customer service skills where discretion and judgement is required, including client consultation on beauty products and services
22614VIC - Certificate II in Building and Construction (Pre-apprenticeship Duration: 2 Years	This is a pre-apprenticeship course that is designed to provide learners with skills and knowledge to undertake an apprenticeship within building and construction industry sectors. The combined skills and knowledge of the pre-apprenticeship course is intended to prepare individuals for further training. The course includes units that introduce the learner to the application of specific materials, tools and equipment, and techniques used in specific trade sectors, that underpin Certificate III qualifications in the following trade sectors: Bricklaying, Carpentry, Painting and decorating, Wall and ceiling lining, Wall and floor tiling, Solid plastering, Stone masonry and Joinery/shop fitting/stair building.

VETDSS Course	Course Overview
BSB30120 Certificate III in Business Duration: 2 Years	Provides students with the opportunity to develop a broad range of skills and knowledge to work in a variety of work contexts using discretion, judgement and relevant theoretical knowledge.
CISCO22519VIC Cisco – CCNA v7 Duration: 2 Years	The VCE VET Cisco program incorporates units from the Certificate IV in Integrated Technologies and has been structured to provide recognition for CCNA v7. Cisco training must be delivered by a Cisco Local Academy. Units of competency have been written to address the Cisco curriculum. These sit within 22519VIC Certificate IV in Integrated Technologies. Units of competency must be completed and awarded by a registered training organisation that has the 22519VIC Certificate IV in Integrated Technologies on their scope of registration.
CHC22015 - Certificate II in Community Services Duration: 1 Year	Offers students the opportunity to acquire entry level skills for community services work.
CHC32015 Certificate III in Community Services Duration: 2 Years	Offers students the opportunity to learn about the community services sector and explore specific contexts of work. Skills will be developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients.
UEE20520 Certificate II in Computer Repair & Assembly Duration: 2 Years	This course is designed to introduce students to the theory and practice of selecting components and assembling computers to customer specification and carrying out routine hardware repairs.
CPC20220 Certificate II in Construction Pathways Duration: 2 Years	Provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian apprenticeship and this certificate allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shopfitting, as well as carpentry, bricklaying and other occupations in general construction. This certificate is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian apprenticeship.
AHC201120 - Certificate II in Conservation and Ecosystems Management Duration: 2 Years	Provides the skills and knowledge required for work in a defined context and/or for further study in conservation and ecosystem management. The qualification enables individuals to select and develop basic factual, technical and procedural knowledge in conservation and ecosystem management for Indigenous land management, lands, parks and wildlife services and the restoration and rehabilitation of ecosystems. Successful achievement of this certificate comprises completion of both practical and theory work.
SIT20421 - Certificate II in Cookery Duration: 2 Years	Gives students a fundamental range of food preparation and cookery skills to prepare food and menu items. These industry skills are appropriate for completion of both practical and theory work.
CUA20120 Certificate III in Dance Duration: 2 Years	This is a preparatory qualification that allows learners to develop basic technical skills and knowledge to prepare for working in the live performance industry. The job roles that relate to this qualification may include trainee Indigenous dancer, trainee contemporary dancer or trainee musical theatre dancer.
CUA30720 Certificate III in Design Fundamentals – Graphic Design Duration: 2 Years	Provides students with an introduction to foundation skills in art, design, media and graphic design. This program includes colour theory, drawing, design, typography, digital image creation, production and preparation of photo images. Students use the latest Adobe Creative Cloud applications including Photoshop and Illustrator.

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VETDSS Course	Course Overview
CUA30720 Certificate III in Design Fundamentals – Photography Duration: 2 Years	This course provides students with an introduction to foundation skills in photography, video art, animation and design. This program includes photography, videography, creative design process, drawing, digital image creation, production and preparation of photo images. Students use the latest Adobe Creative Cloud applications including Photoshop and Illustrator. Students have the opportunity to meet with professionals from the photography, animation and videography Industry.
ICT20120 – Certificate II in Applied Digital Technologies Duration: 1 Year	An entry level qualification that provides the foundation skills and knowledge to use information and communications technology in any industry.
CHC30121 Certificate III in Early Childhood Education and Care* Duration: 2 Years	Offers students the opportunity to support the implementation of an approved learning framework and support children's wellbeing, learning and development.
UEE22020 Certificate II in Electrotechnology (Career Start) Duration: 2 Years	Offers students the opportunity to develop competencies for a work entry program providing grounding in safety and basic skills and knowledge for work in any electrotechnology discipline
22632VIC– Certificate II in Engineering Duration: 2 Years	Aims to provide graduates with basic factual, technical and procedural knowledge in a defined area of work and learning covering engineering and manufacturing and related industries, together with employment opportunities and career pathways.
22647VIC Certificate III in Equine Studies Duration: 2 Years	Provides the skills and knowledge required for a range of roles in the equine industry such as a stablehand, stud worker, volunteer or equine industry participant and provides a pathway into further study in a range of general or specialist related qualifications in equine allied health, breeding, sport and racing.
SIT30522 – Certificate III in Events Duration: 2 Years	Prepares students with a limited range of events administration or operational skills and knowledge to complete event-related work activities, including planning and delivery of events at event venues, event or exhibition organisations in corporate or community settings under guidance, using plans, policies and procedures to guide work activities. The program includes units of competency such as; administer events registrations, use a computerised booking system, plan in house events, develop conference and event programs.
MSF20522 – Certificate II in Furniture Making Pathways Duration: 2 Years	Includes units such as developing a career plan for the furnishing industry, upholstery, making timber joints, basic design, hand and power tools, furniture assembly and a furniture making project.
HLT33115– Certificate III in Health Services Assistant Duration: 2 Years	This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.
AHC20416 Certificate II in Horticulture Duration: 2 Years	Underpins a range of work functions and job roles that can lead to a horticultural trade qualification. Employment opportunities may include nursery worker, assistant landscaper, assistant parks or gardens worker.
SIT20322 Certificate II in Hospitality and SIT20421 Certificate II in Cookery – dual program Duration: 2 Years	Prepares students with a limited range of hospitality operational skills and food preparation skills basic knowledge for immediate employment and / or further study in the hospitality industry.

VETDSS Course	Course Overview
ICT30120 Certificate III in Information Technology – Cyber Security Duration: 2 Years	Provides foundational skills and knowledge needed to start your career in the IT industry. You will become competent in a wide range of general information and communications technology (ICT) technical functions. Within the qualification you will learn basic cyber awareness, digital media skills, generalist IT support services, networking, programming and systems. Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts. At this level you will support information technology activities in the workplace across a wide range of ICT areas including cyber awareness, technical support and network administration.
ICT30120 Certificate III in Information Technology – Games Technology Duration: 2 Years	Provides foundational skills and knowledge needed to start your career in the IT industry. You will become competent in a wide range of general information and communications technology (ICT) technical functions. Within the qualification you will learn basic gaming skills, digital media skills, generalist IT support services, programming, systems and web development. Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts. At this level you will support information technology activities in the workplace across a wide range of ICT areas including animation, gaming, software applications and web technologies.
ICT30210 – Certificate III in Information and Communications Technology Duration: 2 Years	A qualification that provides the skills and knowledge for an individual 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.
MSL30122 Certificate III in Laboratory Skills Duration: 2 Years	Provides students with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks following set procedures and recipes Units 1 and 2 of the program include recording and presenting data, planning and conducting laboratory/field work, maintaining the laboratory fit for purpose, with electives such as performing basic tests and assisting with fieldwork included. Units 3 and 4 offer scored assessment and incorporate units such as perform techniques that prevent cross contamination, contributing to the achievement of quality objectives, preparing working solutions and performing microscopic examinations.
BSB30320 Certificate III in Legal Services Duration: 2 Years	Provides an entry level qualification for those wishing to work in both the private and public sectors of the legal system. This course will provide foundational skills and knowledge needed to start your career in the business world. You will become competent in a wide range of general information and communications including time management. Within the qualification you will learn how to use business and Legal software, as well as being able to work in a team and how to deliver effective service to customers.
SHB30221 Certificate III in Make-Up Duration: 2 Years	Provides skills and knowledge to undertake roles as make-up artists designing and applying make-up across the beauty, fashion, media and entertainment industries. Skills are developed for work in make-up studios, retail cosmetic counters, fashion and media sets, and photography studios.

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VETDSS Course	Course Overview
CUA30920 – Certificate III in Music - Music Performance specialisation Duration: 2 Years	Provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 can include making a music demo, composing simple songs or musical pieces and developing ensemble skills. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, preparing for performance and performing music as part of a group or as a soloist.
CUA30920 – Certificate III in Music - Sound Production specialisation) Duration: 2 Years	Provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 of the program can include units such as implementing, repairing and maintaining audio equipment, performing basic sound editing and developing music industry knowledge. Units 3 and 4 offer scored assessment and include units such as recording and mixing a basic music demo, operating sound reinforcement systems and installing and disassembling audio equipment
SIS20419 – Certificate II in Outdoor Education Duration: 1 Year	Provides students with the skills and knowledge to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Work would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.
22569VIC Certificate II in Plumbing (Pre-apprenticeship) Duration: 2 Years	Aims to provide learners with basic industry specific skills and knowledge to enable transition into an apprenticeship or traineeship within the plumbing industry at the Certificate III level. This pre-apprenticeship course consists of 19 compulsory units of competency that provide skills and knowledge in workplace safety practices onsite, workplace communication, carrying out measurements and calculations, reading and producing technical drawings, applying basic sheet metal practices, using various welding equipment, and using plumbing tools and resources.
SHB20121 – Certificate II in Retail Cosmetics Duration: 2 Years	Provides a pathway to work as a retail sales consultant in beauty or cosmetic products and services, including beauty and hairdressing salons, retail outlets and department stores.
MFS31018 Certificate III in Retail (Interior Decoration) Duration: 2 Years	Provides students with interior decoration knowledge and skills in the day to day operations of a retail/department store and the customer service skills in providing customers with interior decoration advice.
SIR20216 Certificate II in Retail Services Duration: 1 Year	An entry level qualification that provides the foundation skills, knowledge and personal attributes to work in various sectors of the retail industry.
SHB20216 Certificate II in Salon Assistant Duration: 1 Year	Develops basic skills and knowledge to assist with client services in the hair and beauty industry, and provides a pathway into a hairdressing apprenticeship.
MSL20122 – Certificate II in Sampling and Measurement Duration: 2 Years	Provides students with the necessary skills and knowledge to perform a range of sampling and measurement activities as part of laboratory, production or field operations in a range of industries. Units 1 and 2 include collecting routine samples and taking routine site measurements, Elective units include performing calibration checks, performing basic tests and maintaining a laboratory or field work fit for purpose and assisting with field work

VETDSS Course	Course Overview
CUA31020 Certificate III in Screen and Media Duration: 2 Years	Provides students with a pathway to a variety of creative industries. Units 3 and 4 offers scored assessment and incorporates units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.
SIS20419 – Certificate II in Sport and Recreation Duration: 1 Year	Provides students with the skills and knowledge to assist with the delivery of sport and recreation activities and complete a range of fundamental customer contact and maintenance duties in a sport, aquatic or recreation organisation.
SIS30122 – Certificate III in Sports, Aquatics and Recreation (Sport & rec.) Duration: 2 Years	Provides students with the skills and knowledge to work in the sport, aquatic or recreation industries. Employment opportunities reflect roles such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer.
SIT30122 Certificate II in Tourism Duration: 2 Years	Prepares students with a range of tourism service, sales and operational skills to perform industry operations and coordinate tourism services, under limited supervision, providing a pathway to work in many tourism industry sectors and a range of employers including tour operators, visitor information centres, attractions, holiday parks and resorts. The program includes units of competency such as: Provide event production support, plan in house events, use a computerised booking system, administer event registrations.
CUA31120 Certificate III in Visual Arts Duration: 2 Years	Provides students with the opportunity to produce drawings to communicate ideas, apply knowledge of history and theory to own arts practice and produce creative work. Employment opportunities reflect roles such as ceramics studio assistant, community theatre assistant and arts, craft or design practitioner.
BSB20120 Certificate II in Workplace Skills Duration: 2 Years	An entry level qualification which provides students with the knowledge and skills to enhance their employment prospects in a business or office environment. The certificate provides an understanding of business fundamentals within the Australian context and will assist students to gain employment opportunities in an entry level administrative or customer service role.

Please note: This list is current at the time of publishing. Some course availability and information may change prior to student enrolment.
*This certificate is partial completion.

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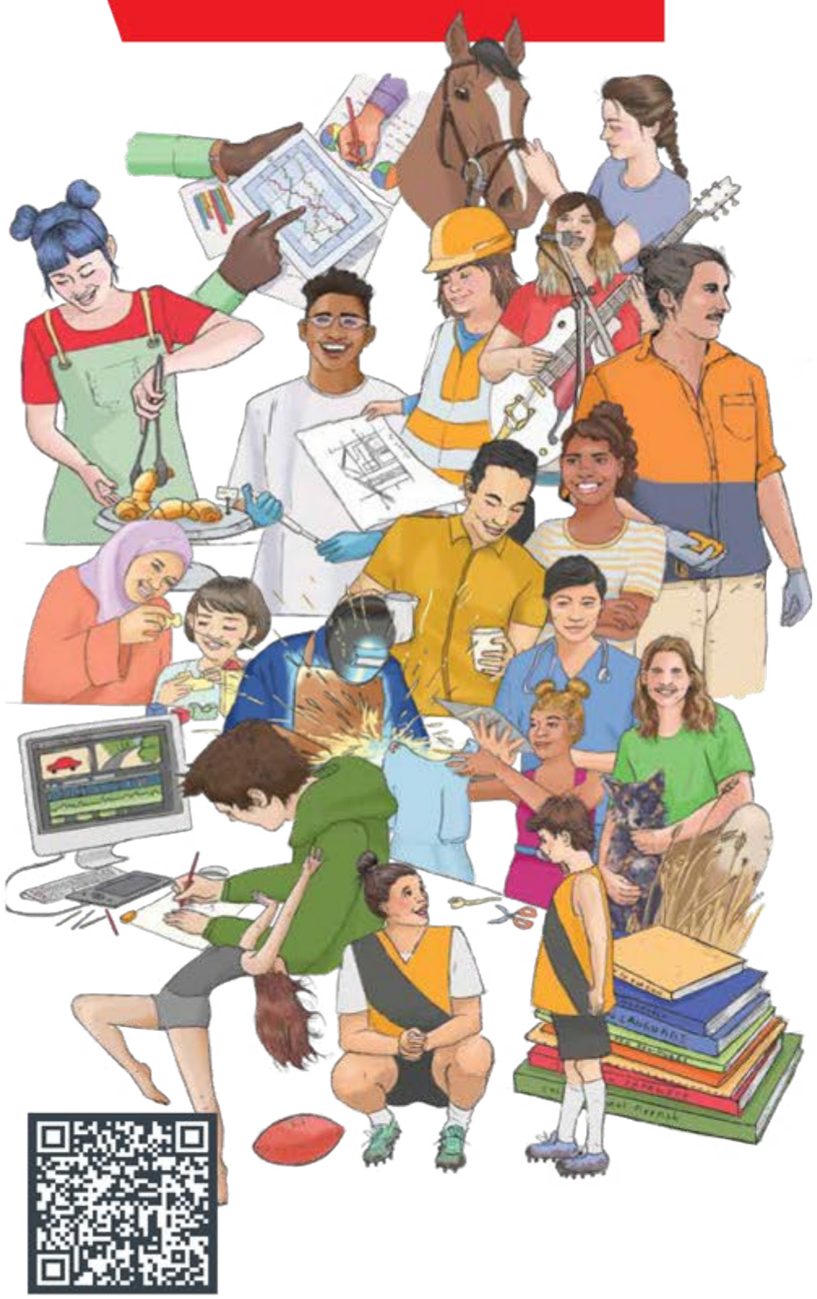

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VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

VCE VET program	VET Qualification	Units 1 & 2	Units 3 & 4	Scored	Non-scored
Agriculture, Horticulture, Conservation and Ecosystem Management	Certificate II in Agriculture	✓	✓		✓
	Certificate II in Horticulture	✓	✓		✓
	Certificate II in Conservation and Ecosystem Management	✓	✓		✓
	Certificate II in Rural Operations	✓	✓		✓
Animal Care	Certificate II in Animal Care	✓	✓		✓
Apparel, Fashion and Textiles	Certificate II in Apparel, Fashion and Textiles	✓	✓		✓
Applied Language	Certificate II in Applied Language	✓			
	Certificate III in Applied Language		✓		✓
Automotive	Certificate II in Automotive Vocational Preparation	✓	✓		✓
Building and Construction	Certificate II in Building and Construction Pre-apprenticeship	✓	✓		✓
	Certificate II in Construction Pathways	✓	✓		✓
Business	Certificate II in Workplace Skills	✓			
	Certificate III in Business	✓	✓	✓	✓
Cisco	Cisco – CCNA v7		✓		✓
Civil Infrastructure	Certificate II in Civil Construction	✓	✓		✓
Community Services	Certificate II in Active Volunteering	✓			
	Certificate II in Community Services	✓			
	Certificate III in Community Services	✓	✓	✓	✓
	Certificate III in Early Childhood Education and Care	✓	✓		✓
Creative and Digital Media	Certificate II in Creative Industries	✓			
	Certificate III in Screen and Media	✓	✓	✓	✓
Dance	Certificate II in Dance	✓			
	Certificate III in Dance		✓	✓	✓
Electrical Industry	Certificate II in Electrotechnology (Pre-vocational)	✓	✓		✓
	Certificate II in Electrotechnology (Career Start)	✓	✓		✓
Engineering Studies	Certificate II in Engineering Studies	✓	✓	✓	
Equine Studies	Certificate III in Equine Studies	✓	✓	✓	✓
Events and Tourism	Certificate III in Events	✓	✓		✓
	Certificate II in Tourism	✓			
	Certificate III in Tourism	✓	✓		✓
Furnishing	Certificate II in Furniture Making Pathways	✓	✓	✓	
Hair and Beauty	Certificate II in Retail Cosmetics	✓	✓		✓
	Certificate II in Salon Assistant	✓			
	Certificate III in Beauty Services	✓	✓		✓
	Certificate III in Make-Up	✓	✓		✓
Health	Certificate II in Health Support Services	✓			
	Certificate III in Allied Health Assistance	✓	✓	✓	✓
	Certificate III in Health Services Assistance	✓	✓	✓	✓
Hospitality	Certificate II in Hospitality	✓	✓	✓	
	Certificate II in Cookery	✓	✓	✓	✓
Information and Communications Technology	Certificate II in Applied Digital Technologies	✓			
	Certificate III in Information Technology	✓	✓	✓	✓
Integrated Technologies	Certificate II in Integrated Technologies	✓	✓	✓	
Laboratory Skills	Certificate II in Sampling and Measurement	✓	✓	✓	
	Certificate III in Laboratory Skills	✓			✓
Music	Certificate II in Music	✓			
	Certificate III in Music	✓	✓	✓	✓
Plumbing	Certificate II in Plumbing (Pre-apprenticeship)	✓	✓		✓
Small Business	Certificate II in Small Business (Operations/Innovation)	✓	✓		✓
Sport and Recreation	Certificate II in Outdoor Recreation	✓			
	Certificate II in Sport and Recreation	✓			
	Certificate III in Sport, Aquatics and Recreation	✓	✓	✓	
Visual Arts	Certificate II in Visual Arts	✓			
	Certificate III in Visual Arts	✓	✓		✓

Subject	I am not interested in this subject	I want to do this subject	This subject is linked to my career pathway	I am interested in studying a subject like this in VCE
Accounting				
Applied Computing				
Applied Computing - Data Analytics				
Applied Computing - Software Development				
Art Creative Practice				
Art Making and Exhibiting				
Business Management				
English				
English EAL				
English - Bridging EAL				
English – VCE VM Literacy				
Food Studies				
Geography				
Health And Human Development				
History				
VCE Languages Studies				
Legal Studies				
Mathematics – VCE VM Numeracy				
Mathematics – Foundation Mathematics				
Mathematics - General Mathematics				
Mathematics - Mathematical Methods				
Mathematics - Specialist Mathematics				
Media Studies				
Personal Development Skills (PDS)				
Physical Education				
Product Design Metal				
Product Design Wood				
Science - Biology				
Science - Chemistry				
Science – Environmental Science				
Science - Physics				
Science - Psychology				
Sociology				
Theatre Studies				
Visual Communication Design				
Work Related Skills				
Certificate II in Building and Construction				
Certificate III in Early Childhood Education				
Certificate II in Electrotechnology				
Certificate II in Engineering				
Certificate III in Health Services Assistant				
Certificate II in Hospitality & Cookery				
Cert III in Information and Communications Technology				
Certificate III in Laboratory Skills				
Certificate III in Music – Performance specialisation				
Certificate III in Music – Sound Production specialisation				
Certificate III in Sport, Aquatics and Recreation				
Certificate III in Visual Arts				
Other VET Certificates				

CRANBOURNE SECONDARY COLLEGE

YEAR 11 2026

COURSE APPLICATION SELECTION FORM

Full Name:	**Form group:**	**Student Code:**
Career field of interest (if known)		

Please circle		
2025 English / EAL	**2025 General Maths / Specialist Maths**	**2025 VET (if applicable)** ……

VCE students can select any subject except:	VCE VM Students must include:
• Literacy • Numeracy • Off-site VET • *WRS/PDS (does not contribute to ATAR)*	• Any Literacy subjects (English/EAL/Literacy) • Any Maths (VCE or VCE VM) • VET • 2 units of PDS (can be in year 11 or 12) • 2 units of WRS (can be in 11 or 12)
Eligible for an ATAR	Likely not eligible for an ATAR

2026 SUBJECT PREFERENCE SELECTIONS		**UNITS**
	Please circle	
Preference 1	English | EAL | Literacy	1&2
Preference 2		
Preference 3		
Preference 4		
Preference 5		
Preference 6		
Reserve 1		
Reserve 2		

Please record your USI below (details on how to obtain your USI is included in your Course Handbook)	
USI:	
If you have selected an external VET with more than one location listed, record your preference of locations.	
VET:	Location Preference 1:
	Location Preference 2:


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CRANBOURNE
SECONDARY COLLEGE

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