

YEAR 10 **COURSE** **HANDBOOK** **2027**



CRANBOURNE
SECONDARY COLLEGE



Learning Community Contribution Care

Principal's Perspective

Dear students, parents and families,

Welcome to the Year 10 Course Handbook for 2027.

The move from Year 9 into Year 10 is very important and exciting step for students. In Year 10, our students are now considered senior students at the college.

This transition provides many opportunities for students to consolidate their skills and knowledge while also enabling further exploration of new subjects and learning experiences. This handbook has been designed to help you successfully navigate 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 that students and families are making informed decisions regarding your learning and future pathways.

In Year 10, our students also have excellent access to Unit 1 and 2 (Year 11 VCE) subjects or first year Vocational Education and Training (VET) certificates. This option is especially advantageous for students who have identified specific area(s) of interest in terms of their pathway. It is also suitable for students with a consistently positive academic record and are seeking an additional challenge with their learning. Our staff will work with students and families through the course counselling process regarding suitability for these subject options.

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

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



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

David Caughey
College Principal

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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.

Pathways Learning at Cranbourne Secondary College

Cranbourne Secondary College uses the Careers Curriculum Framework to help develop a local, custom and high quality career development program.

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

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

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

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

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

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

Goals at each step are organised into three stages:

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



Pathways and Subject Decision Making

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

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

- Prerequisites
- Recommendations
- Ability
- Interests
- Future Intentions

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

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

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

Key Concepts and Vocabulary

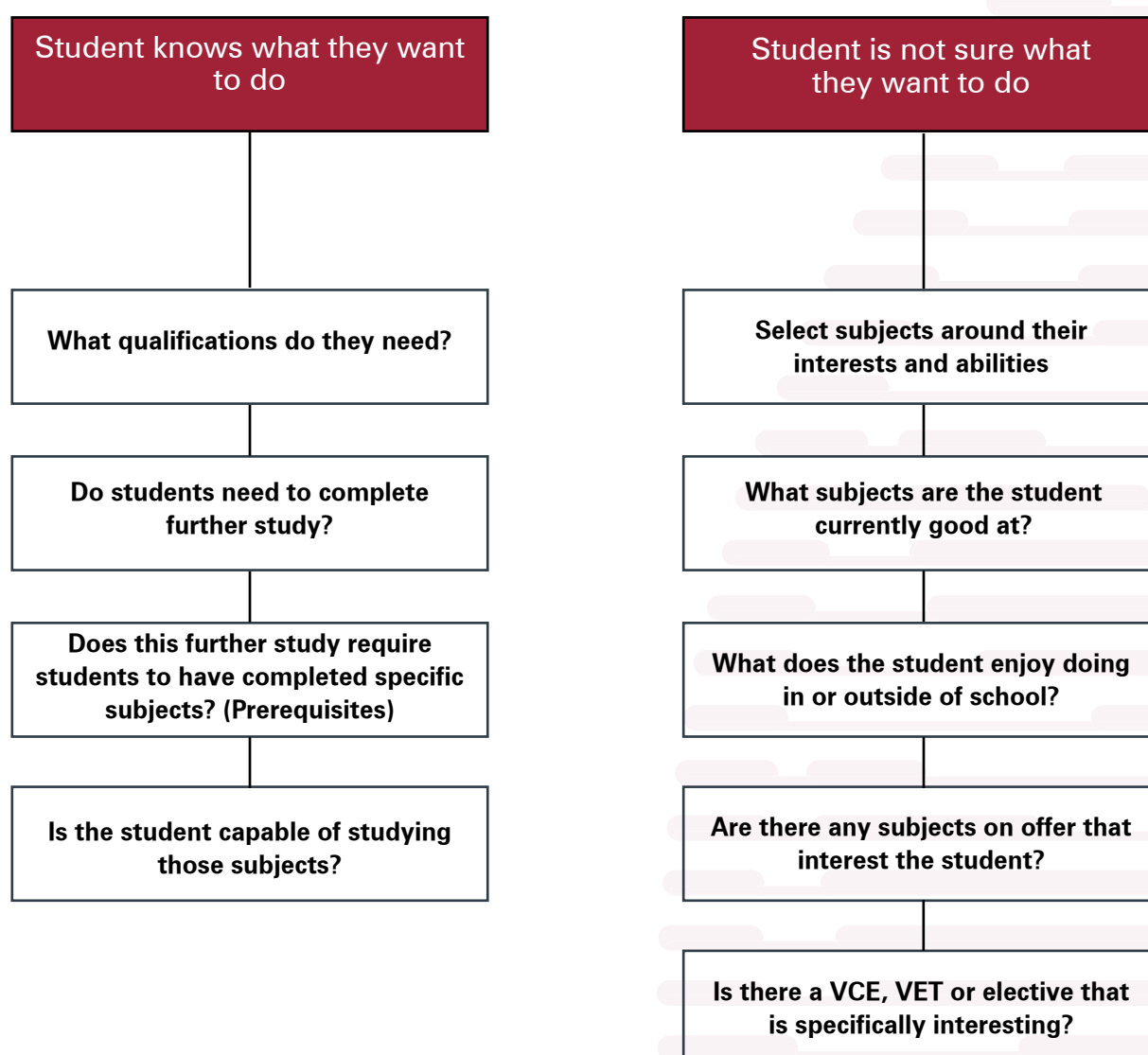
Prerequisite	Prerequisites are requirements that must be met. E.g., a prerequisite of biology means that a student who has not studied that will not be considered for that course. Prerequisite knowledge and skills highlight aspects of the training or work undertaken e.g., if you don't like Maths then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

Choosing a Year 10 Program of Learning

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

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

The following may assist you in selecting appropriate studies:



Key Features of the Year 10 Program

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

All students undertake the following core subjects:

- English or EAL (for those students who meet the relevant criteria)
- Mathematics
- Senior Transition into Education Pathways (STEP)

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

- Health & Physical Education
- Humanities
- Science

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

English

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

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

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

Mathematics

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

Students in Year 10 are required to take one of the two available forms of Maths: General Mathematics or Specialist Mathematics. Students will be recommended a course by their current teacher based on their achievement data and their learning trajectory. If a student wishes to select a different level of the subject, they will need to complete and submit an application form which can be obtained from their Year Level Leader and discuss this decision with relevant teachers prior to their course counselling meeting.

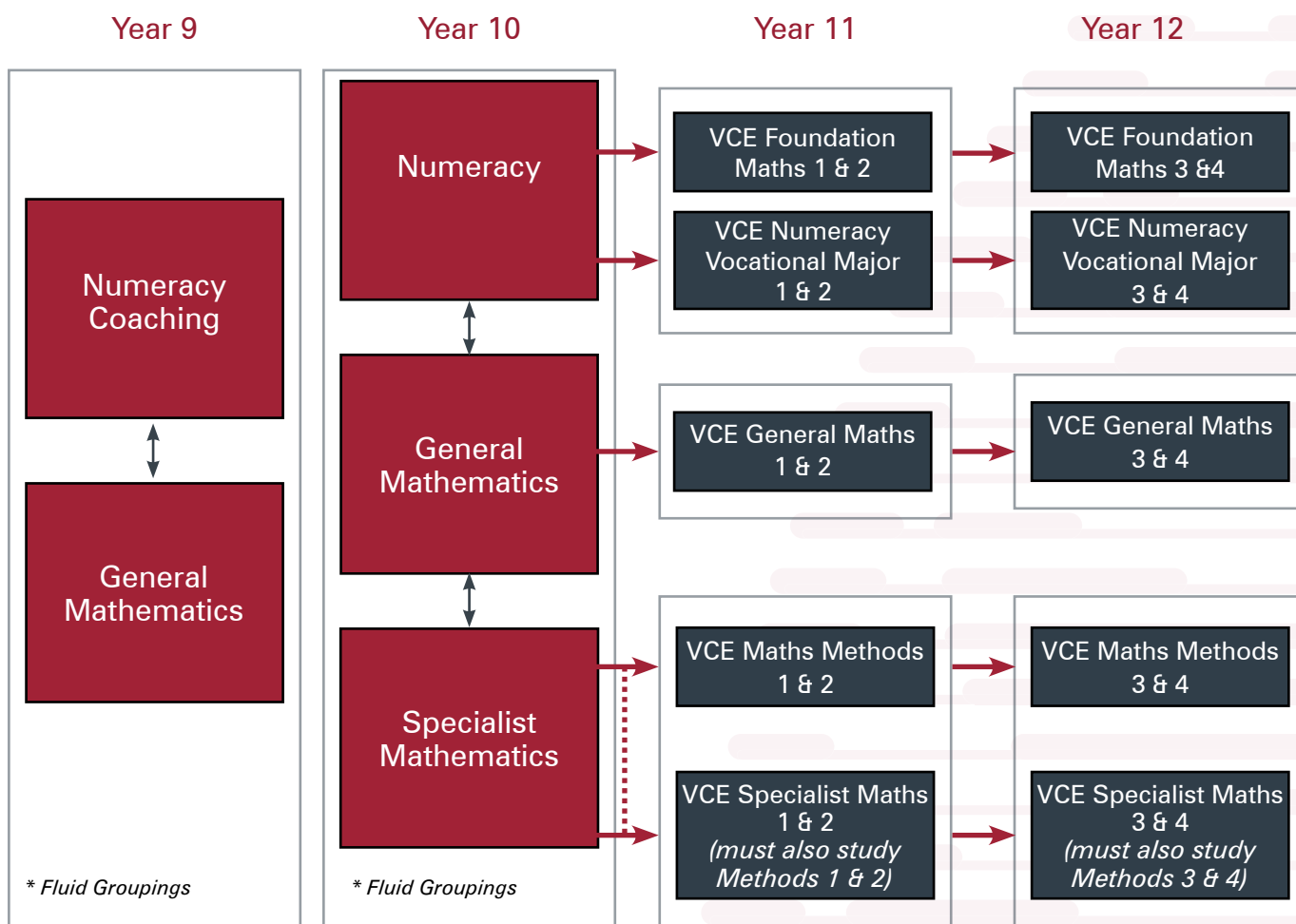
Please note that the level of Maths knowledge and study at each of the different Maths subjects might influence a student's ability to enter programs and courses in future years of study. Although it is important for students to aim to complete the highest level of Maths possible, they must also be realistic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

Mathematics Pathways Chart

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

The chart below 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.

If required, students should speak to their Maths Teacher to discuss their maths level, or to the Maths Coordinator.



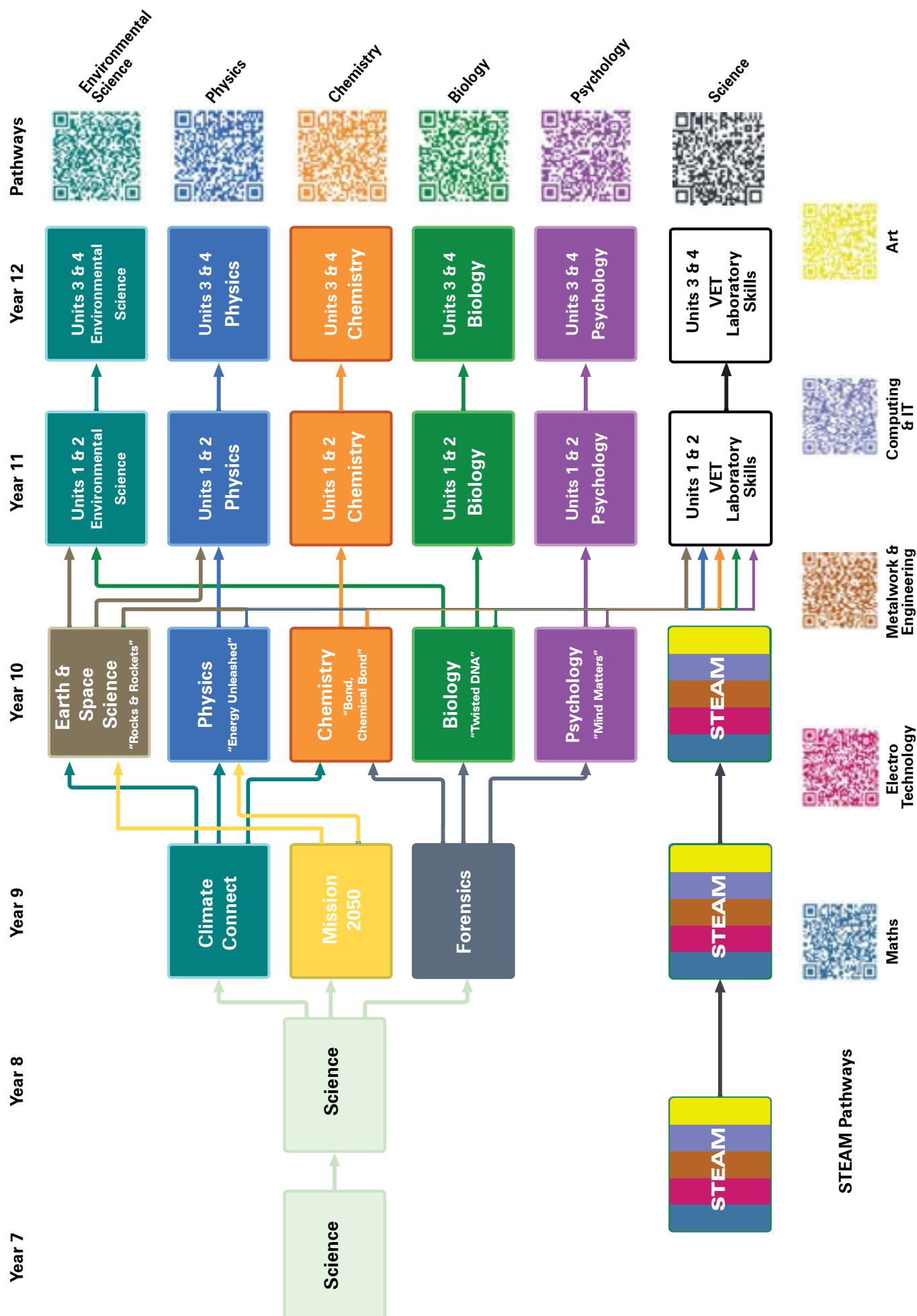
The above represents the standard College Mathematics pathway map. Variations to this involve the use of a variety of evidence sources, including student assessment results, classroom teacher input and parent student conferences.

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

Students must achieve a C grade average to continue in this subject the following year.

Science Pathways

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



Senior Transitions into Education Pathways (STEP)

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

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

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

Health and Physical Education, Humanities and Science

It is compulsory for students to study these subjects, however, they can select from a range of different options in each. By allowing students to choose subjects in these learning areas we believe it will give them greater ownership and commitment to their learning. Students must complete one subject from each of these areas once throughout the year.

Electives

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

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

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

Year-long Electives

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

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

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

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

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

Elective choices need to be in order of preference.

Year 10 Core Subjects

English (8 periods per 10 day cycle)

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

English

English as an Additional Language

Mathematics (8 periods per 10 day cycle)

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

Numeracy

General Maths

Specialist Maths

Humanities - Legacies of Hate and Hope (8 periods per 10 day cycle)

STEP (2 periods per 10 day cycle)

Core "Electives" (8 periods per 10 day cycle)

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

Health and Physical Education	Humanities	Science	English
Fit for Life	Samurai to Superpower	Biology: Twisted DNA	English Language
Health, Wellbeing and Lifestyle	Australian Society: The Good, the Bad and the Ugly	Chemistry: Bond, Chemical Bond	Literature
Human Movement and Performance	Global Studies	Physics: Energy Unleashed	
Outdoor and Environmental Education	Law and Order	Psychology: Mind Matters	
		Space and Earth Science: Rocks and Rockets	

Example: A Visual Planner

CORE Subjects					
Year long			Semester long		
English	Maths	STEP	Humanities	Health and Physical Education	Science
English or EAL	Numeracy or General Maths or Specialist Maths		Legacies of Hate and Hope	First Choice	First Choice

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

Year 10 Electives

8 periods per 10 day cycle.

Choose five (5) of the following. If students wish to choose a VET subject (and they are eligible to do so) it must be chosen in position number 1.

The Arts

- Digital Art and Design
- Media Studies
- Visual Arts Drawing
- Visual Arts Painting
- Visual Arts Photography
- Visual Communication Design

Health and Physical Education

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

Humanities

- Legacies of Hate and Hope
- A Century of Change
- Australian Society: The Good, the Bad and the Ugly
- Global Studies
- Law and Order

English

- Year 9 English Language
- Year 9 Literature

Languages

- German
- Unit 1 & 2 Languages* ^

Performing Arts

- Drama: Acting Greats
- Music: Live It, Play It!
- Performing Arts: Triple Threat
- Music Institute Cranbourne (MIC)

Science

- Biology: Twisted DNA
- Chemistry: Bond, Chemical Bond
- Physics: Energy Unleashed
- Psychology: Mind Matters
- Space and Earth Science: Rocks and rockets

STEAM

- Science, Technology, Engineering, Arts, Mathematics

Technology - Food

- Fundamentals of Food Preparation
- Global Cuisine

Technology - Information Technology

- Program or be programmed

Technology - Materials

- Product Design Metal
- Product Design Wood
- Product Design - Systems

VET*

- Certificate II in Building & 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 and Cookery
- Certificate III in Information and Communications Technology
- Certificate III in Laboratory Skills
- Certificate III in Music (Music Performance)
- Certificate III in Music (Sound Production)
- Certificate III in Sport, Aquatics & Recreation
- Certificate III in Visual Arts
- Trade Taster (Semester 1 only)
- Taste Tester for Community & Care Service (Semester 1 only)

Accelerated VCE Subjects*

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

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

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

Advice for Subject Choice

How does a student choose which subject to study?

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

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

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

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

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

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

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

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

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

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

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

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

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

The Careers Team is able to provide some information about apprenticeships and traineeships. Students

may also be interested in the Head Start Apprenticeships Program – please see the insert available with this handbook.

Is Year 10 different from Year 9?

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

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

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

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

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

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

The process for this is as follows:

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

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

Once the student has selected their subjects and completed their course selection form, students will not be able to change their subjects. Students will need to think very carefully and discuss their plans with their teachers, family and the Careers Team if necessary. Many Year 10 elective subjects run for a semester, this gives students the opportunity to delve into many different curriculum areas and demonstrate a growth mindset to their studies.

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										

Vocational Guidance & Course Research Directory

Cranbourne Secondary College Careers: www.cranbournescareers.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

VCAA Study Guides

full



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

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.cranbournescareers.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.



School-based apprenticeships and traineeships

What are apprenticeships and traineeships?

Apprenticeships and traineeships are pathways that help students to earn a wage while completing on the job training and formal study. Successful apprentices and trainees gain a nationally recognised qualification, plus valuable real-world experience.

What are School-based apprenticeships and traineeships?

School-Based Apprenticeship and Traineeships (SBATs) are apprenticeships or traineeships that students combine with their schooling, helping them get a **Head Start** on their career. They combine:

- paid employment
- vocational training
- regular school attendance and progress

Head Start supports you to:

- know your work potential
- find the right employer
- start an SBAT when you are ready.

Who is eligible to be a SBAT?

SBATs are available to secondary school students and TAFE non-school provider students who are:

- enrolled in Years 10, 11 or 12
- at least 15 years of age
- an Australian citizen or permanent resident (non-citizens may be eligible under certain circumstances).

You can do an SBAT in combination with all secondary school certificate options, including:

- Victorian Certificate in Education (VCE)
- VCE Vocational Major (VCE VM)
- Victorian Pathways Certificate (VPC).

How does Head Start work?

There are 3 stages of Head Start to help students to:



understand and choose an SBAT pathway and start an SBAT when ready



undertake an SBAT and



complete a school certificate.

Find out more on Head Start

website: www.vic.gov.au/headstart or email: headstart.sm@education.vic.gov.au

COURSE SUBJECTS



English

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

What students do

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

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

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

English as an Additional Language (EAL)

For students interested in becoming a confident and competent communicator in the English language in both oral and written forms. EAL classes offer the chance for students to learn in smaller class sizes. Teachers aim to specifically cater for the individual language needs of each student within the EAL course.

What students do in EAL

Students will learn to comprehend, analyse, respond, to communicate in written and spoken forms, and build meaningful relationships with others and with the world beyond.

What students learn (skills, knowledge and understandings)

Students will aim to develop communication knowledge, skills and dispositions needed to build successful pathways for VCE or VCE VM in the senior years as well as for further education, training and the workplace .

What students will be assessed on

- Learning to confidently communicate with others.
- Responding personally and creatively to films, stories and plays in both oral and written forms.
- Writing analytical responses to texts.
- Common Assessment Tasks (CATs) reflecting the writing, speaking and listening and, reading and viewing language modes

Additional requirements

This subject is available to those students who meet the criteria to undertake EAL.

Students who have recently arrived in Australia and students who have previously been in an EAL class at an Australian school and are still within the EAL continuum for assessment and reporting purposes are also eligible to undertake EAL classes. The Year level leader and EAL department will determine eligibility and subject allocation.

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



Mathematics – Numeracy

For students interested 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. Numeracy is designed as a lead in to VCE Foundation Maths or VCE VM Numeracy only. It is NOT recommended as a pathway into Yr 11 General Maths, Year 11 Maths Methods or Yr 11 Specialist Maths.

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

What students do

In Year 10 Numeracy students continue to study compulsory strands of Mathematics according to the Victorian Curriculum 2.0. These include Number, Algebra, Probability, Statistics, Measurement and Space. In this subject a focus will be on developing the fundamental mathematical skills required in real world contexts and hands on learning to ensure are equipped to address the numeracy demands of everyday life.

What students learn (skills, knowledge and understandings)

Students are required to develop and practise skills necessary to find solutions to standard problems and to apply mathematical knowledge and skills to model and solve problems, including real life situations. Topics include Algebra and Linear Graphs, Financial Mathematics, Space and Measurement and Statistics and Probability. Students will also develop organisational skills, mathematical reasoning, problem solving, effective summarising and revision skills.

What students will be assessed on

- Common Assessment Task (CAT) on Algebra and Linear Graphs
- Common Assessment Task (CAT) on Financial Maths
- Common Assessment Task (CAT) on Space and Measurement
- Common Assessment Task (CAT) on Statistics and Probability
- Maintaining and up-to-date and organised workbook
- End of semester exams



Mathematics – General

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

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

What students do

In Year 10 General Mathematics students continue to study the compulsory strands of Mathematics according to the Victorian Curriculum 2.0. These include Number, Algebra, Statistics, Probability, Measurement and Space. Students will practise mathematical skills and demonstrate an understanding of each topic by completing exercises and application activities, worksheets, topic tests and problem solving tasks.

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

- Common Assessment Tasks (CATs) on Algebra and Linear Graphs
- Common Assessment Tasks (CATs) on Index Laws and Financial Maths
- Common Assessment Tasks (CATs) on Pythagoras' Theorem, Trigonometry and Measurement
- Common Assessment Tasks (CATs) on Statistics and Probability

Mathematics – Specialist

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

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

What students do

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

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

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

Additional requirements

A CAS calculator is required to complete this subject.



Humanities - Legacies of Hate and Hope (1 Semester)

How can we understand injustice, democracy and human rights through the study of the Holocaust?

Legacies of Hate and Hope invites students to examine one of the most significant and devastating events of the twentieth century - the Holocaust - and to explore its long-lasting civic legacy. Through this subject, students will gain a deeper understanding of how historical injustice has shaped the modern world and how ideas of justice, rights, and democracy have emerged in response.

Students will develop the ability to ask meaningful

questions about the past, evaluate a range of historical sources, and analyse the complex causes, consequences, and legacies of significant events. This subject empowers students to think critically about continuity and change, explore multiple perspectives, and engage with ethical and contested debates in both historical and civic contexts. These skills are not only valuable in everyday life, but they are also essential for pathways in law, politics, education, journalism, sociology, and human rights advocacy.

What students do

Students explore the Holocaust and its impact on individuals, communities, and the modern world. They investigate key events and experiences of Jewish and non-Jewish victims, perpetrators, and bystanders, using historical sources to engage with debates about responsibility, memory, and significance.

Students then examine the civic legacies of the Holocaust, focusing on the formation of the Universal Declaration of Human Rights and the development of post-war efforts to prevent future atrocities. They consider how individuals and groups contribute to a more just and democratic society.

What students learn (skills, knowledge and understandings)

In Unit 1, students undertake a historical investigation into the Holocaust, exploring its causes, including antisemitism and totalitarianism, and examining key events that led to the genocide of millions. They analyse a range of primary and secondary sources and apply historical concepts such as cause and consequence, significance, and historical interpretation. Students evaluate the experiences of different individuals and groups and investigate how the Holocaust is remembered in both Australian and international contexts.

In Unit 2, students examine the development of the Universal Declaration of Human Rights and other civic responses to genocide and injustice. They investigate the influence of Holocaust memory on global and Australian democratic institutions, civil rights movements, and efforts to build more inclusive societies. Students analyse the role of individuals, media, and institutions in shaping civic identity, and explore how democratic values are upheld and challenged in the contemporary world.

What students will be assessed on

- Ability to conduct historical and civic inquiries
- Use of evidence to support arguments and interpretations
- Application of key historical and civic knowledge
- Participation in independent and collaborative learning activities
- Completion of Common Assessment Tasks (CATs)

Additional requirements

There is an expectation that students will participate in excursions aligned with the curriculum—such as visiting the Holocaust Museum or human rights exhibitions—which will deepen their understanding of both historical context and civic engagement.

This subject is strongly recommended for students considering VCE History, Legal Studies, Global Politics, or Sociology in the senior years

SUBJECT ELECTIVES



Health and Physical Education

Fit for Life

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

What students do

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

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

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

Additional information

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Health and Physical Education

Health, Wellbeing and Lifestyle

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

What students do

Study human development globally and locally

- Study health dimensions and how they relate to community and global health
- Study impact of media on local and global communities.

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

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

Additional requirements

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Health and Physical Education

Human Movement and Performance

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

What students do

- Learn about and play different team sports as well as fitness activities
- Study body systems and how they relate to physical activity
- Study fitness components, training programs, energy systems, nutrition and biomechanics.

What students learn (skills, knowledge and understandings)

- Students will develop skills in designing fitness training programs
- Students will develop skills in fitness testing and evaluating training programs.
- Students will develop motor skills in a range of competitive sports
- Students will develop skills in connecting how body and energy systems interact with physical activity.

What students will be assessed on

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

Additional information

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

☐ I am not interested in this subject

☐ I want to do this subject

☐ I may want to do this subject

☐ I would like to find out more about this subject

☐ This subject is linked to my career pathway

☐ I am interested in studying a subject like this in VCE





Outdoor Education

Are you sick of traditional physical education classes/sport and would love to try something a bit different that involves the outdoors, learning life skills, developing independence and hands-on collaborative learning? Are you interested in learning how you can reduce your impact on the environment, whilst still having fun in a safe manner?

If yes, then Outdoor Education sounds like it could be for you! Find out more below.

What students do

Students will apply and refine their knowledge of topics studied within the classroom, through participating in a range of hands-on and outdoor experiences. Hands-on activities may include: Teamwork and leadership building activities, mapping and navigation activities, putting up tents and cooking on Trangia stoves. The excursions may include: orienteering, hiking, kayaking, sustainability tours and camping. Components of the assessments for this subject are linked to the excursions and therefore, the expectation is that students participate in all excursions and the camp.

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

- Participation in excursions and hands-on lessons
- Theory work, unit tests and Common Assessment Tasks (CATs)

Additional requirements

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

Note: This is NOT a practical Physical Education class

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Humanities – Samurai to Superpower

Are you interested in History?

Samurai to Superpower is your chance to dive into one of the most fascinating stories in world history — a society ruled by samurai and shoguns transforming into a modern superpower in just a few generations, before playing a defining role in World War II. This subject takes you from honour, warriors, and isolation to industrial power, empire, and global conflict, exploring powerful stories, shocking turning points, and real human experiences that still shape the world today. Humanities builds skills in critical thinking, argument, and analysis that are valuable in any career — from law and journalism to international relations and teaching — while helping you understand how people think, why societies change, and how the past shapes the future.

What students do

Students will explore Japan from 1750 to the present day. You will investigate how Japan transformed from a samurai-led feudal society under the Tokugawa Shogunate into a modern industrial nation, and eventually a powerful empire.

You'll explore big historical questions like:

- How did Japan go from isolation to empire in less than 100 years?
- Was Japan's expansion unstoppable, or avoidable?
- How close did Australia come to invasion during WWII?

Through a variety of engaging activities, you'll uncover the stories behind major events and develop your own opinions using evidence, just like a historian!

What students learn (skills, knowledge and understandings)

Students will investigate life in Japan under the Tokugawa Shogunate, where the samurai ruling class enforced strict social hierarchies built on honour, loyalty, and discipline. You will explore how this system kept Japan stable yet isolated, before examining the forces that drove the Meiji Restoration (1868). Students will then trace Japan's rise as a global power through events such as the Russo-Japanese War (1904–1905) and expansion into China, shaped by nationalism, militarism, and imperialism, debating whether this transformation was successful or came at too great a cost. In studying World War II in the Pacific, students will uncover how Japan's expansion led to conflict, including the attack on Pearl Harbor (1941). You'll examine Australia's role in key campaigns such as the Kokoda Track and the Battle of Milne Bay, and explore how the war shaped Australia's security and identity. Students will investigate major turning points like the Battle of Midway, and the experiences of soldiers, prisoners of war, women, and Aboriginal and Torres Strait Islander peoples. You'll also debate the justification for the atomic bombings of Hiroshima and Nagasaki, and analyse the war's lasting consequences and significance for Australia and the region.

What students will be assessed on

- Historical debates and inquiry
- Demonstration of historical skills
- Understanding of key historical content knowledge
- Participation in individual tasks, collaborative work and class discussions
- Common Assessment Tasks (CATs)

Additional requirements

This subject is highly recommended for Year 10 students considering VCE History or other Humanities subjects such as Sociology or Legal Studies, and for anyone interested in samurai culture, war history, global power, and the forces that shaped today's world.

☐ I am not interested in this subject

☐ I want to do this subject

☐ I may want to do this subject

☐ I would like to find out more about this subject

☐ This subject is linked to my career pathway

☐ I am interested in studying a subject like this in VCE



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

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

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

What students do

In this subject students will be exposed to a range of historical and contemporary debates, perspectives, and interpretations. They will explore major global influences during the twentieth century that have shaped Australian society today.

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

What students learn (skills, knowledge and understandings)

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

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

What students will be assessed on

- Historical and contemporary debates and inquiry
- Demonstration of skills concerning history and civics and citizenship
- Participation in collaborative work, individual tasks and class discussions
- Common Assessment Tasks (CATs)

Additional requirements

There is an expectation that students will participate in excursions that will benefit the curriculum being studied. This subject is recommended for Year 10 students considering studying VCE Humanities subjects in the senior school such as Sociology, History, Legal Studies or Geography.

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Humanities - Global Studies

Are you interested in going on field trips, learning about the environment and investigating how people engage with the world around them? This Humanities subject will suit you if you are curious about current affairs and global issues and how they link to Australia. Global Studies will involve you considering Australia's connections to the world in relation to geography, economics and business.

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

What students do

This subject is a combination of Economics and Business and Geography. Students will investigate, analyse and evaluate Australia's place in a global economy through the study of Australia's trading relationships. They will also investigate the geographies of human well-being at global, national and local levels. They will participate in classwork, fieldwork and research to expand their understanding of geographical concepts and skills.

What students learn (skills, knowledge and understandings)

In the first part of this subject, students will look at a variety of global issues as they relate to Australia. These include the impacts of global economic events on Australia as a trading nation and the roles of Australian business in a global competitive setting and Australian innovation, business and governmental strategies.

In the second part of the subject, students examine the different concepts and measures of human wellbeing and spatial differences in wellbeing and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

What students will be assessed on

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

Additional requirements

There is an expectation that students will participate in excursions that will benefit the curriculum being studied.

This subject is recommended for Year 10 students considering studying VCE Geography or other Humanities subjects in the senior school such as Business Management, Sociology or Legal Studies.

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Humanities – Law and Order

Are you curious about current affairs, police, law and order, politics and how changing legal and political systems impact our society and everyday lives?

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

What students do

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

What students learn (skills, knowledge and understandings)

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

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

What students will be assessed on

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

Additional requirements

There is an expectation that students will participate in excursions that will benefit the curriculum being studied.

This subject is recommended for Year 10 students considering studying VCE Legal Studies or other Humanities subjects in the senior school such as Accounting, Business Management or Sociology.

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Year 10 English Language

Students interested in language, media, culture, history, psychology, and current issues will enjoy this subject. They will explore how language changes over time, reflects identity, and influences the way people view themselves and others. The course provides a strong foundation for students considering VCE English Language.

What students do

Students investigate how English has evolved and continues to change in response to technology, culture, and society. They analyse how language reflects identity, power, belonging, and social groups through the study of contemporary and historical texts. Students examine language used in media, politics, social movements, online communities, and everyday interactions while conducting their own language investigations.

What students learn (skills, knowledge and understandings)

Students develop a deeper understanding of how language operates as a system and how it reflects the values and attitudes of individuals and communities. They begin using introductory linguistic terminology to analyse language patterns and communication choices.

Areas of study may include:

- The history of English and language change
- Australian English and slang
- Language and identity
- Language and social groups
- Language and power
- Digital communication and online discourse
- Language attitudes and stereotypes

Students develop skills in analytical commentary writing, language investigation, discussion and debate, identifying language patterns, and analysing how language influences society.

What students will be assessed on

The assessment will be delivered as a CAT. Students will complete analytical commentaries, language investigations, presentations, debates, and inquiry-based projects. Students will analyse authentic language examples and explain how language choices influence audiences, relationships, and social attitudes.

Additional requirements

There are no additional requirements for this unit. However, students should possess strong literacy skills and an interest in analytical thinking, communication, and contemporary issues. This subject is particularly suited to students who enjoy identifying patterns, investigating real-world language use, and exploring how language shapes society.

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Year 10 English Literature

Students who enjoy exploring complex ideas, analysing texts in depth and engaging in thoughtful discussion will enjoy this subject. Literature challenges students to think critically about the ways texts reflect, question and shape understandings of individuals and society. The subject provides strong preparation for VCE English through the development of advanced analytical reading and writing skills.

What students do

Students will read, view and analyse a range of literary texts from different genres, contexts and perspectives. Through close textual analysis, seminar discussions and comparative activities, they will investigate how authors use language, structure and literary techniques to shape meaning. Students will explore how social, historical and cultural contexts influence texts and examine how readers may develop different interpretations. They will also study a literary movement or genre, investigating the common ideas, concerns and conventions that connect texts.

What students learn (skills, knowledge and understandings)

Students will learn how to develop sophisticated interpretations of texts supported by detailed evidence. They will strengthen their understanding of literary concepts including narrative voice, symbolism, perspective, context and authorial intention. Students will explore how values, assumptions and beliefs are represented in literature and how different critical perspectives can shape interpretation. They will further develop analytical writing, comparative analysis, discussion and argument construction skills in preparation for senior English studies.

What students will be assessed on

The assessment will be delivered as a CAT. Students will be assessed through analytical essays, comparative responses, oral presentations, seminar discussions and creative interpretations. Assessment will focus on students' ability to analyse complex ideas, evaluate different interpretations and communicate sophisticated responses to literature.

Additional requirements

Students have a high level of literacy and be enthusiastic readers who enjoy discussing ideas, exploring different perspectives and engaging with challenging literary texts.

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Language – German

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

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

Please note, Students enrolled in this course will study it for both semester 1 and semester 2.

What students do

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

What students learn

- The course has a strong practical approach and focuses on the four skills: *writing* (short essay, poetry, stories), *speaking* (discussions, pronunciation), *reading and listening* (comprehension of a variety of medium level texts and media).
- Students will learn how to identify textual conventions in a range of texts and explain how they shape meaning and influence responses. They will identify how features of German in familiar spoken and written texts vary according to audience, context and purpose.
- They will reflect on their own cultural identity in light of their experience of learning German.

What students will be assessed on

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



VCE Languages Studies - Victorian School of Languages

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

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

First Language Studies

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

Classical Language Studies

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

Second Language Studies

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

Collaborative Curriculum Languages Studies

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE





Drama: Acting Greats

Students interested in developing their acting techniques, performance skills and confidence on stage will enjoy this unit. This is a practical unit where students collaborate with like-minded peers to refine their technique and bring their ideas to the stage.

What students do

Studying the works of renowned theatre practitioners students will learn foundational acting methods and techniques used in the industry. Students will use this knowledge as they craft a monologue performance and an ensemble performance. Students will develop their performance skills creating, refining, producing, and responding to drama. They will view a live performance and keep a design portfolio throughout the semester.

What students learn (skills, knowledge and understandings)

- Learn foundational acting methods and techniques used in the industry.
- Learn how to develop and design performance intentions and realise them in a theatre.
- Research and explore a range of stagecraft elements including costume, lighting, makeup, and sound and be responsible for applying them to performance, developing their skills both on stage and back stage.
- Build confidence when presenting, performing and collaborating with peers.

What students will be assessed on

- The end of term assessment will be delivered as a Common Assessment Tasks (CAT) at the end of term which will include a performance component as well as written analysis and evaluation tasks.
- A design portfolio will be kept throughout term as a working document illustrating research, ideas and inspirations.
- A performance investigation of a live performance.

Additional requirements

This subject is a pathway to senior years drama and theatre studies.

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Music – LIVE IT, PLAY IT!

Students interested in developing their instrumental technique, composition, and performance skills will enjoy this subject.

What students do

Students will develop instrumental technique and performance skills through group and solo performances in a variety of stylistic and historical settings. Students will explore composition and critical listening as well as developing aural, theory and written analysis skills. This course focuses on making and creating music, building towards live performances at school events including the Emerging Creators Festival.

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

- The end of term assessment will be delivered as a Common Assessment Tasks (CAT) which will include a performance component as well as written analysis and evaluation tasks.
- Students will be assessed on practical and written skills focused on recording studio experience.
- At the end of the unit, students will have the opportunity to showcase their developed group and solo items the Emerging Creators Festival.

Additional requirements

Note: this subject aims to give Year 10 students a structured pathway and relevant learning tasks to assist them with a senior music pathway.

☐ I am not interested in this subject

☐ I want to do this subject

☐ I may want to do this subject

☐ I would like to find out more about this subject

☐ This subject is linked to my career pathway

☐ I am interested in studying a subject like this in VCE





Performing Arts: Triple Threat - Dance, Drama, Music

Students who are interested in developing their skills across multiple performing arts areas including music, dance, drama and stagecraft (making sets, props and visual elements) will enjoy this subject as they have the flexibility to choose their area of focus. As a triple threat, students will explore the production process, from the generation of ideas, creating, rehearsals, publicity and performance.

What students do

Students will explore the world of Performing Arts through the lens of their chosen field (dance, drama, music, or stagecraft art & design). This unit focuses on the process of creating a performance to meet a specific performance intention. Students will learn how to create and shape their performance, and tell their story through multiple conventions using dance, drama, music and stagecraft as the platform for expression. Students will also get hands-on experience with the operation and function of technical equipment used in performance such as lighting, sound, and digital projections as they participate in various workshops with industry professionals. They will contribute to several performances throughout the semester.

What students learn (skills, knowledge and understandings)

- Students will develop skills in creating, refining and performing on stage.
- Students will learn how to shape the performance through dance, drama (characters and conventions), music or stagecraft (art and design).
- Students will learn how to develop a performance intention for their audience.
- Students will develop their practical skills as well as their written skills in analysing performances, stagecraft and techniques.
- Students will develop their skills on stage and backstage as they work within different theatre spaces.
- Students will learn about production timelines, identification of risks and assessments and seeing performance through from inception right through to bump out.

What students will be assessed on

Students will demonstrate their skills through practical workshops and the work they create and perform, including a rehearsal diary and Common Assessment Tasks (CATs).

Additional requirements

Students who pursue this subject should attend with a willingness to be creative and self-directed.

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
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Music Institute Cranbourne

The Cranbourne Secondary College Music Institute of Cranbourne (MIC) is a specialised educational pathway offering a comprehensive music curriculum and a space for every student to flourish in Music.

What students do

Students engage in learning through practical and theoretical music studies. As musicians, composers, producers and audience members, they explore, create, perform and respond to music across a range of contexts. Students develop their musical identity through individual and collaborative learning experiences, using creative practice to communicate ideas, express themselves and connect with audiences.

What students learn (skills, knowledge and understandings)

Students develop skills, knowledge and understanding in:

- Specialist music classes
- Music theory
- Music appreciation and analysis
- Instrumental skills and technical work
- Solo Performance
- Ensemble performance
- Composition and song writing
- Music technology / production

Through these experiences, students build technical proficiency, creativity, confidence, collaboration skills and an understanding of music as both an art form and a means of communication.

What students will be assessed on

Students will be assessed on

- Performance tasks (solo and ensemble)
- Composition and creative music projects
- Music technology and production tasks
- Theory and listening analysis tasks
- Folio and reflective learning tasks
- Written responses and examinations

Additional requirements

MIC students are expected to participate in all relevant instrumental ensembles and contribute positively to the musical life of Cranbourne Secondary College. It is strongly encouraged that students undertaking MIC enrol in the Cranbourne Secondary College Instrumental Music program if they are not accessing private music tuition outside of school.

Enrolment in Music Institute Cranbourne is a pre-requisite to undertake this specialised subject. Where places become available, students will be required to audition to assess eligibility.

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Biology: Twisted DNA

What students do

In the first unit about Cells & Disease, students learn about the different types of cells and their organelles, how the human body fights off infections and why our body can become immune to some diseases.

In the second unit about genetics and evolution, students learn about DNA and how this relates to genetic inheritance and diversity among populations. Students will also learn about the theory of evolution via the process of natural selection

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

Students will complete a Common Assessment Task each term.

Pathways

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Chemistry: Bond, Chemical Bond

What students do

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

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

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

Students will complete a Common Assessment Task each term.

Pathways

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Physics: Energy Unleashed

What students do

Students will explore the connections between different natural phenomena as well as develop an understanding of how physicists use models to explain them. Students will use hands on experimentation to test and explore these models. The main topics include heat, light, sound, nuclear physics and motion.

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

Students will complete a Common Assessment Task each term.

Pathways

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

☐ I am not interested in this subject

☐ I want to do this subject

☐ I may want to do this subject

☐ I would like to find out more about this subject

☐ This subject is linked to my career pathway

☐ I am interested in studying a subject like this in VCE





Psychology: Mind Matters

What students do

In the first unit, students learn about the history and developing of the science of psychology, the different structure and function of the brain, how research is conducted in psychology, what is mental health and methods of coping with mental health problems.

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

What students learn (Science skills, knowledge and understandings)

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

What students will be assessed on

Students will complete a Common Assessment Task each term.

Pathways

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Space and Earth Science: Rocks and Rockets

What students do

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

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

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

Students will complete a Common Assessment Task each term.

Additional Requirements

- Laptop

Pathways

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



STEAM - Science, Technology, Engineering, Arts, Maths

What students do

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

In the second unit called Sustainable Towns, students learn about designing sustainable towns or communities by using current technology, such as artificial intelligence and biometrics. Students need to create a prototype of a sustainable town.

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

Students will complete a design thinking project each term.

Additional requirements

- Laptop

Pathways

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Food Studies – The Science of Food

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

What students do

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

What students learn (skills, knowledge and understandings)

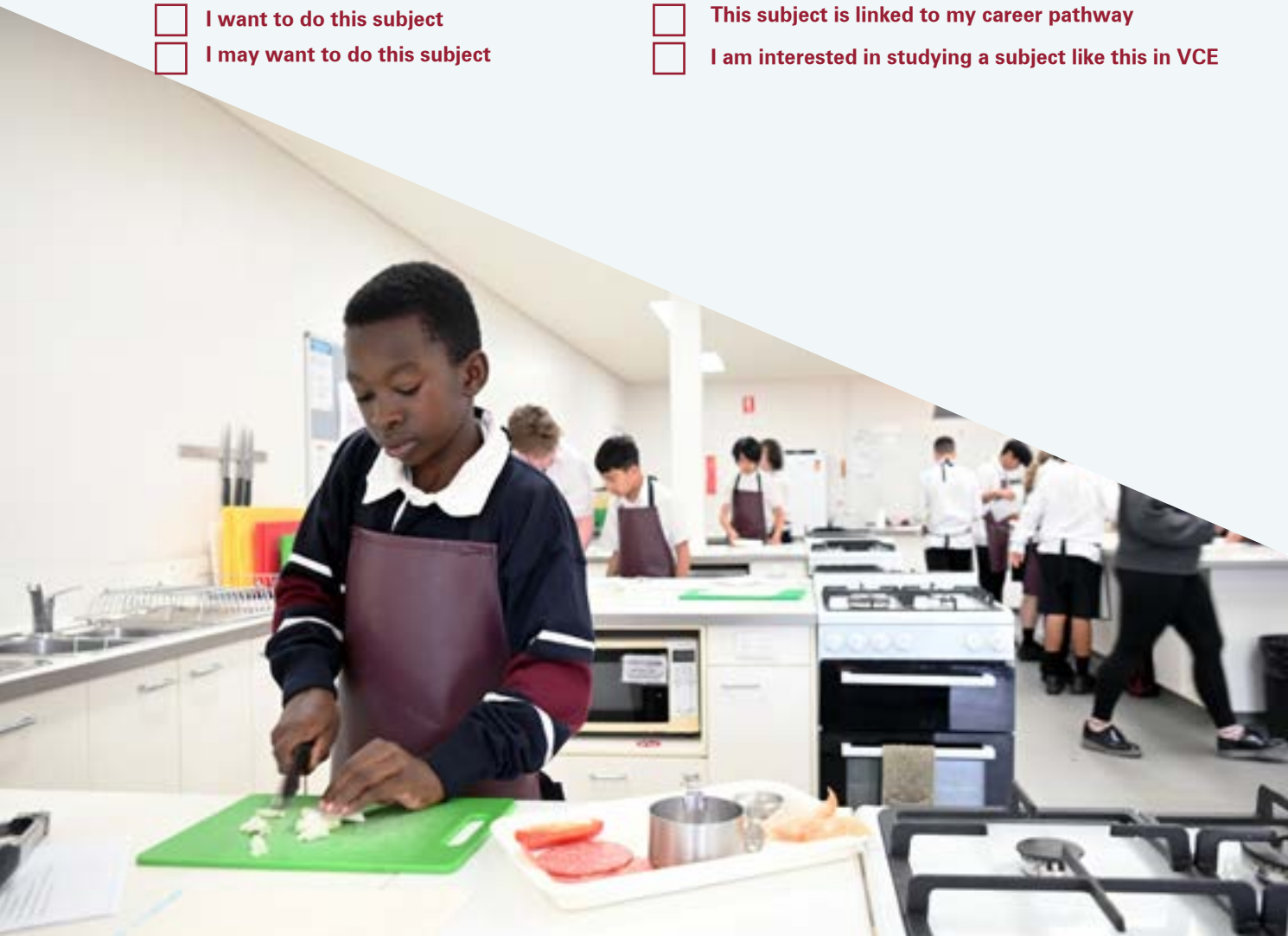
Complimenting students' knowledge of nutrition, this subject focuses on how nutrients change during processing and cooking. By understanding the functional properties for food, students develop a more comprehensive approach to food preparation to enhance both nutritional value and sensory appeal.

What students will be assessed on

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE





Food Studies – Global Cuisine

A subject for students interested in learning international dishes.

What students do

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

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Information Technology - Program or be Programmed

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

What students do

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

What students learn

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

What students will be assessed on

- Website Design CAT
- Coding CAT

VCAA Curriculum Links

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Technology – Product Design Metal

For students interested in the study of metal design and production processes.

What students do

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

What students learn (skills, knowledge and understandings)

Once students have learnt the skill sets to enable them to work independently and accurately, they will progress to the use of machine tools and welding processes. This will enable the design and manufacture of more complex projects. They follow the design process to improve manufacture, aesthetics and ergonomics, and may use other materials to complement their designs such as wood and plastic. Students evaluate their completed projects to ensure standards of manufacture and the quality of a tried and tested design outcome. This builds some of the skill sets required as they work towards senior subjects such as VCE Product Design and VET trade pathways.

What students will be assessed on

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Technology – Product Design: Systems

Students in year 10 extend their understanding of the product design process. Students are introduced to the structure of VCE folios as way of documenting their emerging design as it develops from concept to a manufactured product.

What students do

In Year 10 Product Design: Systems students build and expand their design thinking skills and evaluation techniques for the modern technological world. Students will focus on computing, technology, engineering and electronics, directing skills in managing and manipulating electronic materials and resources. Students explore a range of equipment, tools and machines including 3D printers and laser cutters to produce functional products or systems. Students explore components such as wheels and axels, pulleys and belts, gears, switches, lights, motors, connecting wires, coding and CAD.

What students learn (skills, knowledge and understandings)

Students will learn basic techniques for coding, designing, fabrication and customisation of parts. Students investigate how systems are designed, produced, and evaluated to meet the needs of individuals, communities, and industries. Through practical and theoretical learning, students apply the design process to create innovative solutions using mechanical, electrical, and digital systems. Throughout the course, students work independently and collaboratively to address real-world design challenges.

What students will be assessed on

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Technology – Product Design Wood

For students interested in the study of timber product design and manufacture.

What students do

Students design and create two furniture products using different methods of design and manufacture. To create these projects, they use a range of hand tools, powered tools, wood cutting/shaping machinery, and computer-controlled manufacturing methods (laser cutting). To design their products they follow the design process steps to research ideas, create working plans, design digitally on CAD, and record practical work in a portfolio.

What students learn (skills, knowledge and understandings)

Students learn what factors affect the design of finished furniture products and then design their own projects (within the limitations of the resources available). They learn to work safely with a range of hand tools, powered tools and wood cutting/shaping machinery. They follow the design process steps to research ideas, create working plans, and record practical work. This builds some of the skill sets required as they work towards senior subjects such as VCE Product Design and VET trade pathways.

What students will be assessed on

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Digital Art and Design

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

What students do

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

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

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

- Folio of development work
- Selected finished artworks and designs
- Research and exploration of influences
- Common Assessment Tasks (CATs) at the end of each term.

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Media Studies

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

What students do

Students will work collaboratively to create their own short films and be introduced to the production process that will assist their future in VCE Media. The production process involves: scriptwriting, storyboarding, filming, editing and distribution to make their own media product aimed for a specific audience. Students will learn how technical and symbolic codes are used to create meaning and entertain audiences. Students will learn the fundamentals in using production organisational programs and various industry grade software from the Adobe Creative Suite, including Adobe Premiere Pro while producing their own media products.

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

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

- | | |
|--|---|
| ☐ I am not interested in this subject | ☐ I would like to find out more about this subject |
| ☐ I want to do this subject | ☐ This subject is linked to my career pathway |
| ☐ I may want to do this subject | ☐ I am interested in studying a subject like this in VCE |



Visual Arts Drawing

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

What students do

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

What students learn

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

What students will be assessed on

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

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

Additional requirements

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

- | | |
|--|---|
| ☐ I am not interested in this subject | ☐ I would like to find out more about this subject |
| ☐ I want to do this subject | ☐ This subject is linked to my career pathway |
| ☐ I may want to do this subject | ☐ I am interested in studying a subject like this in VCE |



Visual Arts Painting

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

What students do

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

What students learn

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

What students will be assessed on

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

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

Additional requirements

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Visual Arts Photography

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

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

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

What students do

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

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

What students learn (skills, knowledge and understandings)

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

What students will be assessed on

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

- Journal of development work
- Selected refined and presented photographic artworks
- Research and exploration of influences
- Common Assessment Tasks (CATs) at the end of each term.

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE



Visual Communication Design

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

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

What students do

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

What students learn (skills, knowledge and understandings)

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

- Develop skills in analysing existing visual communications, to help students understand how to design their own concepts and ideas.
- Students learn the techniques used in applying varied media that are suitable for the design process, including Copic markers and inks.
- Students design logos, market and advertising products, magazines and other visual communications.
- Use of digital applications including the Adobe Creative Suite to create and enhance designs.

What students will be assessed on

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

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

- ☐ I am not interested in this subject
- ☐ I want to do this subject
- ☐ I may want to do this subject

- ☐ I would like to find out more about this subject
- ☐ This subject is linked to my career pathway
- ☐ I am interested in studying a subject like this in VCE

Technology – Trade Taster (Semester 1 only)

Students interested in the studying a VET subject will explore different trades and related VET courses.

What students do

The Trades Taster offers students the opportunity to explore trades and to learn about the VET subjects that pathway to further education or employment in these industries.

Structured as a semester based subject that has Certificate II in Workplace Skills underpinning the theoretical learning and including industry related activities and group projects, students will gain the foundation skills and knowledge needed to understand the pathway options available.

Trades explored will include: Building, Plumbing, Electrical, Furniture Making and Engineering.

What students learn (skills, knowledge and understandings)

Successful completion of selected Units of Competency from Certificate II in Workplace Skills will contribute one unit to the VCE or VCE-VM program and at least 90 nominal hours of VET.

Select Units of Competency from Certificate II in Workplace Skills may include:

- BSBCMM211 - Apply communication skills
- BSBWHS211 - Contribute to the health and safety of others
- BSBTWK201 - Work effectively with others
- BSBPEF101 - Plan and prepare for work readiness
- BSBPEF202 - Plan and apply time management\
- BSBSUS211 - Participate in sustainable work practices
- BSBCRT201 - Develop and apply thinking and problem solving skills
- BSBTEC202 - Use digital technologies to communicate in a work environment

Students will undertake the white card (construction induction card) as part of their health and safety studies. Students will also have fundamental understanding of various industry areas that will assist in their capacity to choose appropriate VET subjects as part of their program moving forward.

What students will be assessed on

- Units of Competency from Certificate II in Workplace Skills (partial completion)
- Exercising safe work knowledge and practices at all times
- Participation in individual and team activities
- Fulfilling all theory and practical components of the course
- Completion of all projects to a minimum standard paying close attention to accuracy and finishing

Community and Care Services Taster (Semester 1 only)

Students interested in studying a VET subject will explore the foundation of community and care work and related VET courses.

What students do

The Services Industry Taster offers students the opportunity to explore community and care work and to learn about the VET subjects that lead to further education or employment in these industries.

Structured as a semester based subject that has Certificate II in Workplace Skills underpinning the theoretical learning and including industry related activities and group projects, students will gain the foundation skills and knowledge needed to understand the pathway options available.

Industries explored will include: Community Services, Active Volunteering, Health Services and Early Childhood Education.

What students learn (skills, knowledge and understandings)

Successful completion of selected Units of Competency from Certificate II in Workplace Skills will contribute one unit to the VCE or VCE VM program and at least 90 nominal hours of VET.

Select Units of Competency from Certificate II in Workplace Skills may include:

- BSBCMM211 - Apply communication skills
- BSBWHS211 - Contribute to the health and safety of others
- BSBTWK201 - Work effectively with others
- BSBPEF101 - Plan and prepare for work readiness
- BSBPEF202 - Plan and apply time management
- BSBSUS211 - Participate in sustainable work practices
- BSBCRT201 - Develop and apply thinking and problem solving skills
- BSBTEC202 - Use digital technologies to communicate in a work environment

Students will undertake the First Aid Certificate (HLTAID011) as part of their health and safety studies.

Students will have fundamental understanding of various industry areas that will assist in their capacity to choose appropriate VET subjects as part of their program moving forward.

What students will be assessed on

- Units of Competency from Certificate II in Workplace Skills (partial completion)
- Exercising safe work knowledge and practices at all times
- Participation in team activities
- Fulfilling all theory and practical components of the course
- Completion of all projects to a minimum standard paying close attention to accuracy and finishing

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 frames
- VU22029 - 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.

UEE22020 - Certificate II in Electrotechnology (Career Start)



Certificate II in Electrotechnology (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

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

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



Sample Units of Study

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

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 scored or 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

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.

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

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

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.

Further Education & Pathways Examples

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

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
- CUAMCP311 - Create simple music compositions
- CUAMPF213 - Perform simple repertoire in ensembles
- CUAMPF314 - Make music demos

Year 2 - Music Performance specialisation

- CUAMPF312 - Prepare for musical performances
- CUAMPF412 - Develop & maintain stagecraft skills
- CUAMPF311 - Develop technical skills for musical performances
- CUAMPF414/416 - Perform music as part of a group/soloist
- CUAMPF315 - Develop & perform musical improvisation
- CUAMPF414 - Perform music as part of a group
- CUAMPF416 - Perform music as a Soloist

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

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
- SISSSOFF002 - 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

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

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.

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.

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.

CRANBOURNE SECONDARY COLLEGE
YEAR 10 2027
COURSE APPLICATION SELECTION FORM



Full Name:	Form group:	Student Code:
Career field of interest (if known)		
Current 2026 English/EAL and Maths subjects (Please circle)		
English EAL		General Maths Specialist Maths
Year 10 students will be required to make their selections based on the following criteria:		
<u>Core Subjects</u> English or EAL, General Maths or Specialist Maths to be determined utilising 2026 student data and teacher recommendations. All students will be enrolled in STEP class and Humanities – Legacies of Hate and Hope. Students must choose a subject in one of the following learning areas: Science or Health and Physical Education. 1 Science subject (Biology: Twisted DNA, Chemistry: Bond, Chemical Bond, Physics: Energy Unleashed, Psychology: Mind Matters, Space and Earth Science: Rocks and Rockets) 1 Health and Physical Education subject (Fit for Life, Health, Wellbeing and Lifestyle, Human Movement and Performance, Outdoor Education) <u>Electives</u> Students must select four additional elective subjects, which can also include any of the core subjects above, as well as subjects from the following areas: The Arts, Health and Physical Education, Humanities, English Electives, German (year-long), Performing Arts, Science, STEAM, and Technologies. Students may also apply to study an accelerated VCE, VCE VM, VET, or language subject and will need to have demonstrated strong academic performance and GPA to be eligible. Students need to have completed and submitted an Accelerated Learning Application Form to their Year Level Leader. (Please be aware that not all subjects may run next year; this is dependent upon many factors.)		

SUBJECT PREFERENCE SELECTIONS			
Preference			
Humanities	Legacies of Hate and Hope		
Science Preference			
Health/PE Preference			
ELECTIVES		RESERVE	
Preference 1 (Elective)		Reserve 1 (Elective)	
Preference 2 (Elective)		Reserve 2 (Elective)	
Preference 3 (Elective)		Reserve 3 (Elective)	
Preference 4 (Elective)		Reserve 4 (Elective)	
Preference 5 (Elective)		Reserve 5 (Elective)	
Preference 6 (Elective)		Reserve 6 (Elective)	



CRANBOURNE

SECONDARY COLLEGE

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