

YEAR 9 **COURSE** **HANDBOOK** **2027**



CRANBOURNE
SECONDARY COLLEGE



Learning Community Contribution Care

Principal's Perspective

Dear students, parents, carers, and families,

Welcome to the Year 9 Subject Handbook for 2027.

The move from Year 8 into Year 9 is a significant and exciting step for students. It presents the opportunity to make decisions about elective subjects and have greater input into their learning and pathway.

The subjects that we have on offer at the College have been designed to cater for a broad range of interests and learning experiences. The subjects also enable choices for students to extend and challenge themselves in preparation for further education in the senior years.

The structure of Year 9 enables students to select subjects that feature a combination of their current interests while also enabling students to try something different or new. This provides an excellent opportunity for Year 9 students as they move closer to a more focused pathway in Years 10 to 12.

In Year 9 students study a combination of core subjects and elective subjects over 4 days. In addition, students are also provided other learning opportunities through the Connect program for one day per week.

Our Connect program strengthens self-confidence and aspiration regarding future pathways. The program has been designed to provide real world opportunities for students to apply skills and knowledge beyond the classroom as well as school-based learning focused on teamwork, collaboration and communication skills.

When selecting subjects for Year 9 I would encourage all students to consider both what they think they will enjoy while also thinking about subjects that they would like to try. Students are supported through this process of subject selection during class time with one of their core subject teachers in year 8.

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

I look forward to celebrating 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.

Year 9 Subject Decision Making

Transitioning to Year 9 is an exciting time. You have the opportunity to select subjects that you would like to explore. It is a year where you can begin to hone in on specific areas of interest and start thinking about what you want to do in later years and in your future career.

It is important that you read the subject descriptions in this handbook to inform good decision making for your subjects next year. In Year 9 you 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. You should ensure that you are aware of all options that are available to you and how that may connect with your plans for Years 10, 11 and 12 as well as beyond secondary school.

Choosing a Year 9 Program of Learning

When choosing the specific studies for your Year 9 program, you may want to consider the following points:

- What do you enjoy? Students are generally successful in the subjects they enjoy.
- In what subject are you already achieving high results? Success is a motivator, and existing success may indicate a strong interest or ability in a subject area.

How do you 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 you are expected to undertake both theory and practical activities in every subject, which are demonstrated and assessed.

After selecting the subjects you want to study, you also need to choose reserve subjects. Reserve subjects are those that you would also like to do in case you do not get your first preference. Consider the reserve choice carefully; although Cranbourne Secondary College will try to ensure that you receive your first choice of subjects this will not always be possible. You will need to be prepared to study your reserve subject if necessary.

If you don't know what subjects you want to select, choosing the same as your friend is not a good idea. Classes are organised into blocks and in Year 9 you will be expected to move into different classes every period of the day. Moving subjects after timetables have been completed is very difficult.

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

What if you don't know what subjects to choose?

Put some time into researching the subjects offered, and into reflecting about how you learn, what interests you, your strengths and areas for improvement.

Is Year 9 different from Year 8?

Yes! There is a change in what is expected at Year 9 in comparison to Year 8. You will need to have good organisational skills as you will move around from classroom to classroom for most periods. You will be in classes which are composed of many different people, and you will need to be able to adjust to not having the same people in every class. You will be expected to complete more complex work, and to work harder and smarter to meet deadlines. You 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.

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

Once you have selected your subjects and completed your course selection form and online submission, you will not be able to change your subjects. You will need to think very carefully and reflect on your choices before you submit them. Year 9 elective subjects run for a semester, this gives you the opportunity to delve into many different curriculum areas and demonstrate a growth mindset towards your studies.

Key Features of the Year 9 Program

All students undertake the following core subjects:

- English or EAL (for those students who meet the relevant criteria).
- Mathematics: General or Specialist.
- Health - Live Your Best Life.
- Connect: programs designed to support students in various areas of their lives.
- Immersive Electives: student selected electives that are tied to learning, aspiration, ambition and community.

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

- Humanities
- Science

All remaining studies are selected electives from all curriculum areas. All electives run for a semester to allow students greater access to various studies in order to gain insight and support their subject selection in later years.

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 9 will complete our mainstream English program. Students do not need to nominate this subject in their course selection.

Parallel to English, there are English as an Additional Language (EAL) classes available for eligible students. Eligibility includes:

- Students who have recently arrived in Australia from a predominantly non-English speaking country within the last seven years.
- Students who have been in a new arrivals Language School program and those students who still require language proficiency because their prior schooling was not in English, or they have been learning English for less than 7 years.
- 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.

Please liaise with the Year Level Leader and EAL Department to determine eligibility and subject allocation.

Mathematics

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

Students in Year 9 are allocated to take one of the available forms of Maths: Numeracy Coaching, General Mathematics or Academic Excellence. Students will be recommended a course by their current teacher based on their achievement data and their learning trajectory. If a student wishes to select a different level of the subject they will need to discuss this with the Maths Leader as students can move between the various mathematics subjects depending on their academic performance.

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 four elective subjects from the elective lists. All electives run for a semester. Electives range from subjects within German, Health and Physical Education, Humanities, Science, Technology, Performing Arts and Visual Arts.

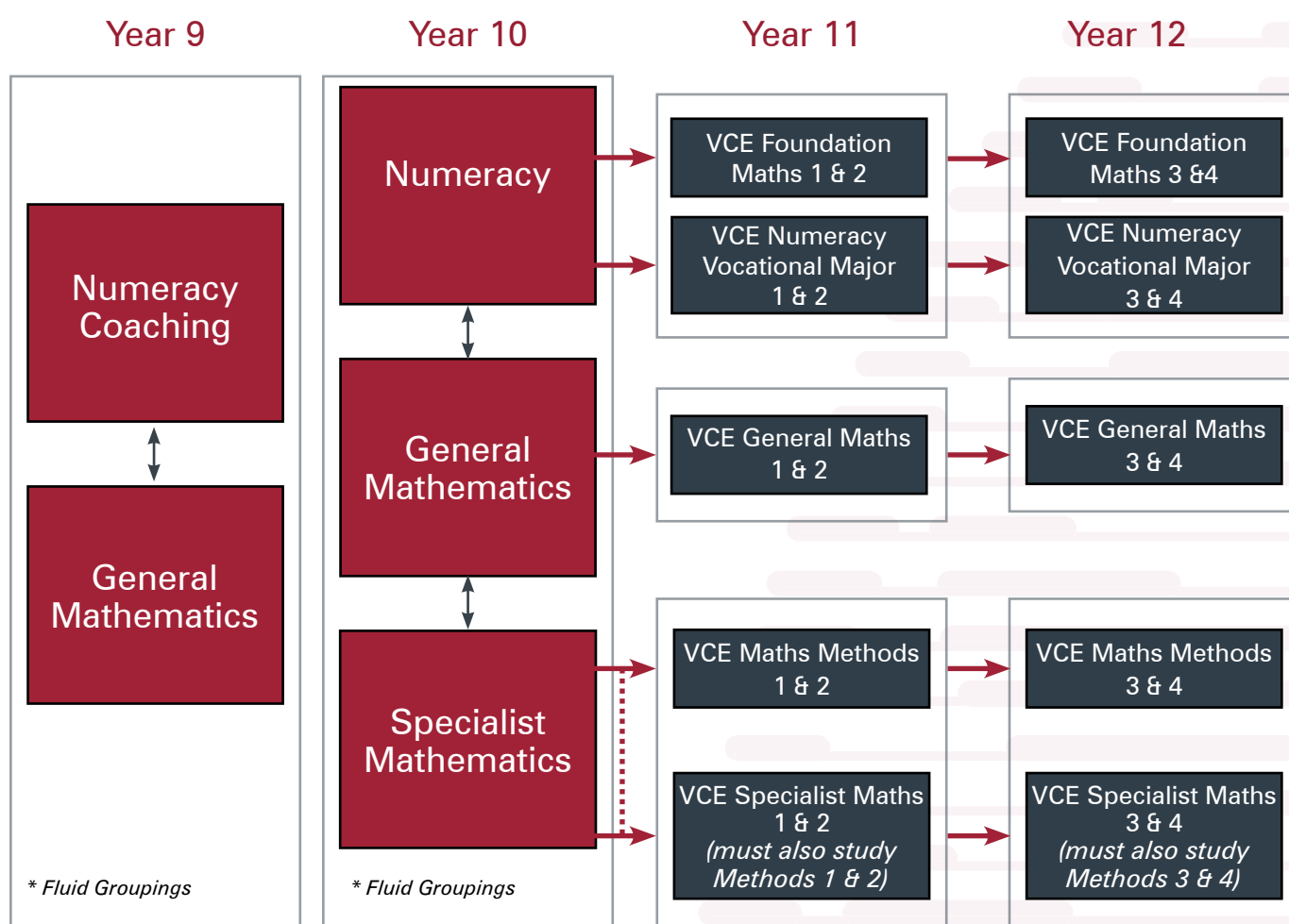
Please note, students who elect German will undertake a year long course.

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.



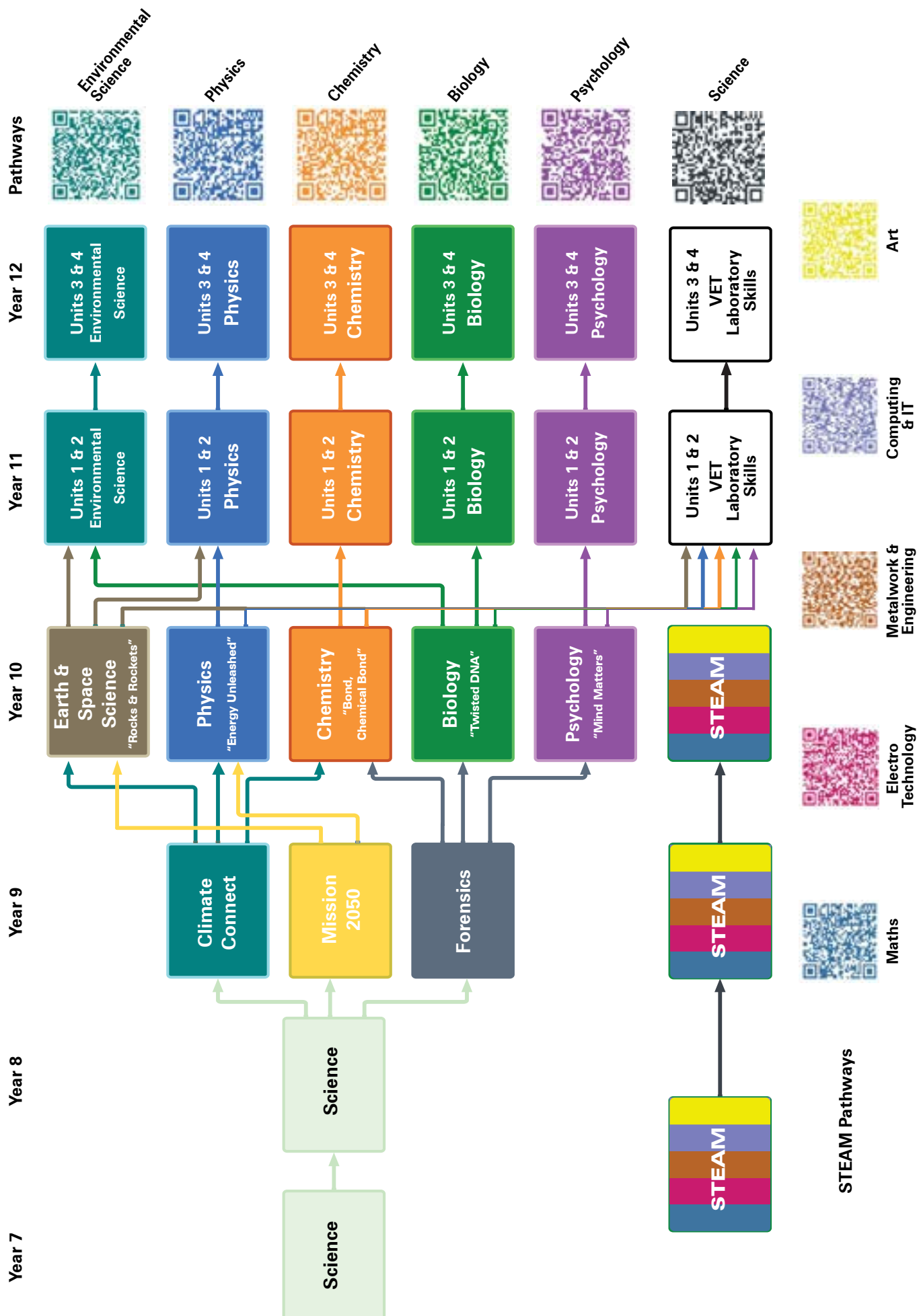
The above represents the standard College Mathematics pathway map. Variations to this involve the use of a variety of evidence sources, including student assessment results, classroom teacher input and parent student conferences.

* 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.



Year 9 Core Subjects

English (8 periods per 10 day cycle)

Students do not have to choose an English subject – students will be allocated 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 Coaching

General Mathematics

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

Humanities

Australian History - From Frontier Wars to Freedom Movements
Civics and Citizenship – Power, People and the Press
Economics and Business – Money, Money, Money
Geography - Consuming the World

Science

Climate Connection
Mission 2050
Forensic Science

CORE Subjects

Year long		Semester long			
English	Maths	Humanities	Science	Health and Physical Education	Humanities/ Science/HPE
English or EAL	Numeracy or General Maths	First Choice	First Choice	Live Your Best Life	First Choice

Electives (incl. Humanities, Science, Health & PE, Performing Arts, Technology, Visual Arts) Semester Long

Elective 1	Elective 2	Elective 3	Elective 4
First Choice	First Choice	First Choice	First Choice
Reserve	Reserve	Reserve	Reserve

Year 9 Electives

6 periods per 10 day cycle

Choose four subjects from the following list of electives:

Health and Physical Education

- Have You Got Game?
- Sports Coaching
- Basketball Academy

Humanities

- Australian History - Voices of Resistance: From Frontier Wars to Freedom Movements
- Civics and Citizenship – Power, People and the Press
- Economics and Business – Money, Money, Money
- Geography - Consuming the World

English

- Year 9 English Language
- Year 9 Literature

Languages

- German (year long subject)

Performing Arts

- Dance
- Drama
- Music
- Music Institute Cranbourne (MIC)

Science

- Climate Connection
- Mission 2050
- Forensic Science

STEAM

- Science, Technology, Engineering, Arts, Mathematics

Technology

- Food Studies
- Information Technology: Design Your Life with Web Pages and Animation
- Design Technology Metalwork
- Design Technology Woodwork

The Arts

- Art
- Media
- Visual Communication Design



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

Study designs can provide specific details and support subject selection.

Information on VCE and VCE VM Study Designs is based on VCAA documents. A full list of all VCE studies available in Victoria can be found on the VCAA website.



Year 9 ELECTIVES

Health and Physical Education – Live Your Best Life*

This subject will provide you with your 'one stop shop for all your health knowledge for life'. Students study the notion of gender and gender norms/identities, the sexualisation of genders within the media and the impact this has on individuals and their relationships which is part of the Victorian Government's Respectful Relationship curriculum. This subject runs for 1 semester and all Year 9 students will complete this subject.

We will take a journey together learning about safety in our communities in order to continue to look out for those we care about but also to evaluate situations whereby you may be required to make a safe choice. We ask you – Should you get into a car with someone who has been drinking or taking drugs? Once I have posted a picture on the Internet, is it out there forever? Throughout this unit, you will develop strategies to ensure your safety and the safety of the members of the community. You will be able to evaluate coping strategies with peer pressure and alternatives that will provide you with the ability to say "No".

Throughout the subject we will explore the dynamics of relationships, concepts of gender and developing a deeper understanding of respect for all population groups with a focus on breaking stereotypes and gendered assumptions. We are ready if you are.

What students do

- Go through scenarios regarding gender-based violence.
- Use prior knowledge of drugs and alcohol and their impact on different situations.
- Be involved with group discussions to help build their knowledge and understand different perspectives.

What students learn (skills, knowledge and understandings)

- Students will analyse and compare different scenarios.
- Students will evaluate the impact of decisions made by people which lead to gender based violence.
- Students will discuss how these situations may happen in their life and formulate strategies in how to help themselves or others.

What students will be assessed on

- Involvement in their course work
- Case studies analyses
- Common Assessment Tasks (CATs)
- Group discussions

**This is a compulsory subject for all Year 9 students.*

Health and Physical Education – Have You Got Game?

This is for students interested in playing team sports within a competitive and high intensity environment. This unit will also offer students the opportunity to learn the basic rules, history of the sport, and game sense and tactics. This program explores culture, identity, and what it means to be an athlete in sports. Over the course of this unit, students will work through an activity booklet that includes research, planning and reflections.

What students do

- Participate in teacher-directed physical activities that are team-based and high intensity
- Develop understanding into how athletes perform at higher levels of sports
- Large focus on Striking and Fielding and Invasion games

What students learn (skills, knowledge and understandings)

- Understand the rules and playing positions for sports
- Combine your skills, strategic thinking, and tactical knowledge to improve performance
- Learn to work effectively within a team and develop an understanding about what it means to be a team player
- Game tactics, rules, protocols, safety, history, nutrition of professional athletes and people of importance for each of the practical activities
- Students will explore different cultural games relating to being physically active.

What students will be assessed on

- Practical participation
- Application of movement and game tactics
- Self-assessment task
- Common Assessment Tasks (CATs)

Additional requirements

- Participation in all aspects of the practical classes is required

Sports that will possibly be covered: Examples but not limited to:

- Unit 1 - Minor games, Cultural Games, Netball, Basketball, Rugby and Football
- Unit 2 - Cultural Games, Baseball, Cricket, Tee-ball

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Health and Physical Education – Sports Coaching

Sports Coaching is a dynamic and interactive subject where students actively engage in coaching a sport, guiding their peers through comprehensive warm-up routines. This course emphasizes the importance of leadership and inclusivity, teaching students how to manage and motivate diverse teams. Students learn to foster a positive and supportive environment, ensuring all participants feel valued and included, regardless of their skill levels or backgrounds. Through hands-on coaching experiences, students develop essential skills in communication, strategy and teamwork, preparing them to lead and inspire athletes in various sporting contexts.

What students do

- Coach a sport including running the warm up, drills and game play.
- Provide responsible leadership by engaging in roles seen within sport settings such as captaining, coaching, umpiring, and scoring.

What students learn (skills, knowledge and understandings)

- Students share in the planning and administration of sport experience.
- Students develop their leadership skills.
- Students work effectively within a group towards common goals.
- Students develop the capacity to problem solve and make reasoned decisions about sport issues.

What students will be assessed on

- Engagement and participation in both practical and theoretical lessons
- Planning and participating in a tournament
- Practical Assessment
- Analyses of practical classes
- Self-assessment task
- Common Assessment Tasks (CATs)

Additional information

- Participation in all Sports Coaching practical classes is required.

Sports that will possibly be covered:

- Unit 1 - Minor games, Volleyball, Basketball, European Handball and Ultimate Frisbee
- Unit 2 - Netball, Badminton, Soccer, Hockey

Health and Physical Education - Basketball Academy

The Cranbourne Secondary College Basketball Academy is aimed at providing an integrated academic pathway driven by young students sporting aspirations.

What students do

This elite program allows young student athletes to enhance and develop their sporting talent while concurrently receiving their secondary education. It is crucial to the Academy that the students' academic pursuits are the highest priority and that each student's interest and aspiration in sport assists them in achieving excellent results both academically and athletically. Students will also take part in strength & conditioning sessions once a week in the gym.

What students learn (skills, knowledge and understandings)

Cranbourne Secondary College's Basketball Academy is committed to providing strong pastoral care for all students by monitoring academic performance and achievement, providing a unique, high quality specialised sports program and allowing students to achieve their full potential in their selected sport. Students will develop skills that will create opportunities for career development

What students will be assessed on

Students will be assessed on their basketball skills and gameplay, including shooting, passing, ball handling, individual defence, teamwork, and decision making. In addition, students will be evaluated on their work habits during strength and conditioning sessions, focusing on effort, consistency, and attitude.

Additional requirements

An extra-curricular contribution applies to this program.

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Year 9 English Language

Students interested in communication, media, psychology, social trends, and how language works in everyday life will enjoy this subject. They will explore how people use language to communicate ideas, build relationships, express identity, and influence others while developing their analytical and discussion skills through the study of authentic texts.

What students do

Students investigate how language is used in a variety of everyday contexts, including conversations, social media, advertising, popular culture, and digital communication. They explore how different audiences and situations influence the way people communicate and examine how spoken, written, and visual forms of communication create meaning. Students participate in discussions, debates, and practical language investigations using real-world examples.

What students learn (skills, knowledge and understandings)

Students will develop an understanding of how language functions as a system and how it varies according to audience, purpose, context, and culture. They will learn linguistic terminology and analytical techniques to investigate language patterns and features. Areas of study may include Australian English, slang and dialects, language and identity, digital communication, persuasive language, media discourse, conversational analysis, and language change.

What students will be assessed on

The assessment will be delivered as a CAT. Students will be assessed through analytical commentaries, language investigations, written responses, presentations, debates, and discussion-based tasks. They will analyse authentic language data and demonstrate their understanding of how language operates in different social and cultural contexts. Students will also complete inquiry-based projects that explore contemporary language issues and communication practices.

Additional information

Students should have strong literacy skills and an interest in analysing language, communication, and contemporary issues. Students should also have a willingness to participate in discussion, debate, and analytical inquiry would be advantageous.

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Year 9 Literature

Students who enjoy reading, discussing ideas and exploring the deeper meanings within texts will enjoy this subject. Literature provides students with opportunities to investigate a range of novels, films, short stories and poetry while developing their analytical and critical thinking skills. Students will explore how authors create meaning and how readers can interpret texts in different ways.

What students do

Students will read, view and discuss a range of literary texts from different genres and time periods. Through close reading, annotation and class discussion, they will investigate how characters, settings, themes and key events contribute to meaning. Students will explore genres such as dystopian fiction, fantasy, science fiction or mystery, identifying the conventions and ideas that make each genre distinctive. They will respond to texts through discussions, presentations, analytical writing and creative tasks.

What students learn (skills, knowledge and understandings)

Students will learn how to analyse texts using evidence and develop interpretations of characters, themes and author choices. They will build their understanding of literary features such as symbolism, imagery, characterisation and narrative structure. Students will develop discussion and presentation skills while learning how different readers may respond to texts in different ways. They will also explore how genres use common conventions to communicate ideas and engage audiences.

What students will be assessed on

The assessment will be delivered as a CAT. Students will be assessed through analytical and creative responses, oral presentations, discussions and genre-based investigations. Assessment will focus on students' ability to interpret texts, analyse literary features and support their ideas with evidence.

Additional information

Students have a high level of literacy and enjoy reading, discussing ideas and exploring a variety of literary texts.

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Australian History - Voices of Resistance: From Frontier Wars to Freedom Movements

Are you interested in History?

Australian History: Voices of Resistance will assist students in developing a deeper understanding of themselves, others, and the contemporary world. The subject broadens perspectives by examining significant events, ideas, individuals, groups, and movements. Students will build social, political, economic, and cultural understandings of the conditions that have shaped modern Australia.

Humanities is valuable for any career pathway. It develops an understanding of how people think by exploring the historical context behind ideas and how these ideas are influenced by social and environmental factors. It also helps students understand the world we live in—how it has evolved over time and how it may change in the future.

What students do

Students investigate key developments in Australian history from early European colonisation through to Federation and the struggle for Rights and Freedoms. They examine frontier conflict, analyse a range of primary and secondary sources, and explore differing historical perspectives. Students develop historical inquiry skills by evaluating evidence, forming arguments, and presenting their ideas through written work, discussion, and collaborative activities.

What students learn (skills, knowledge and understandings)

Students will examine the impacts of European colonisation on Aboriginal and Torres Strait Islander peoples, including the Frontier Wars and the perspectives surrounding conflict, resistance, and settlement. They will analyse the political, economic, and social developments that led to Federation in 1901 and evaluate the significance of these events in shaping Australia as a nation.

Students will also study Aboriginal and Torres Strait Islander peoples' struggles for Rights and Freedoms. They will analyse key events, individuals, and movements, understand links between Civil Rights campaigns in the USA and Australia, and evaluate the ongoing impacts of these movements on contemporary Australian society. Throughout the course, students will develop skills in historical inquiry, source analysis, and forming evidence-based arguments.

What students will be assessed on

- Historical inquiry and analysis
- Application of historical skills
- Understanding of key historical concepts and content
- Participation in individual tasks, group work, and class discussions
- Common Assessment Tasks (CATs)

Additional information

Students are expected to participate in excursions that support and enhance their learning.

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Civics and Citizenship - Power, People and the Press

This Humanities subject will suit you if you are interested in current affairs and care about what's going on in Australia and the world. This subject will help you understand how citizens can have their say and influence decision making in Australia at the local, state and national levels to make our society a better place.

What students do

You will evaluate a range of factors that sustain democratic societies and analyse ways you can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities. You will investigate how the levels of government work using a range of sources and examine how this has had an impact on improving Australian society. A wide variety of issues will be examined to see the range of political points of views involved and how they interreact and you will be invited to come up with possible solutions to problems in our society.

What students learn (skills, knowledge and understandings)

You will examine the levels of government, the different parties and independents in the Australian parliament and investigate how they and the media seek to influence voters. You will compare the Australian system of government with other countries to analyse the principles that make a successful democratic society. You will be encouraged to respond to events and issues that are happening in contemporary Australian society, and you will have the opportunity to investigate topics of your choosing and present your views on local, state, national and global issues.

What students will be assessed on

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

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Economics and Business - Money, Money, Money

This Humanities subject will suit you if you've ever wondered how money becomes so important in people's lives – covering topics like how we manage money, how we can make better use of money, what factors can affect how much money you get to use.

What students do

You will investigate, analyse and evaluate a variety of aspects and issues related to young people and money. You will learn how to manage financial risks and rewards in the current Australian and global financial landscape. You will also examine how young people can become involved in enterprising behaviours and capabilities which can be developed to improve the work and business environments. You will also research the way the work environment is changing in contemporary Australia and analyse the implications for current and future work.

What students learn (skills, knowledge and understandings)

You will look at how people can acquire money, what young people need to spend money on, how money can be managed through budgeting, how to avoid scams that can threaten your money, what terms like inflation, interest rates and debt mean, and government actions that directly affect your money – for example, taxation and superannuation. You will also investigate how entrepreneurs use innovation to expand their businesses in the Australian and global economy you will also have the opportunity to develop innovations to solve problems you see in the world.

What students will be assessed on

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

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Geography - Consuming the World

This Humanities subject will suit you if you are interested in going on field trips, learning about the environment and investigating how people engage with the world around them. Geography allows you to explore the world around you and the impact actions can have on the world. This subject will focus on the interconnection of people, land and resource management, food security, and distribution. You will focus on the impact humans have on the environment around them, and the consequences of government and local actions. You will participate in class discussions and tackle some of the biggest issues facing our communities today.

What students do

Through research and fieldwork, you will investigate:

- How different biomes impact food production and resource sharing
- What food security is and how it impacts the communities around you
- The challenges in feeding the current and future populations of the world
- How movement dictates our actions and lives
- The impact interconnection has in our modern world

What students learn (skills, knowledge and understandings)

You will use geographical concepts and skills to study the environment and how people act within it.

You will undertake field trips to gain practical experience and knowledge about the world and the forces which shape it, including humans. You will develop critical and creative thinking skills as you explore different solutions to resource management.

What students will be assessed on

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

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Language – German

This subject is a year-long subject and is designed to equip students with the skills and knowledge necessary to achieve subsequent success in Year 10 German and a potential pathway into VCE German. Over two semesters, students will improve their grammatical accuracy, oral and written fluency as well as listening and reading comprehension through the study of a variety of topics and integrated grammar.

A range of resources will be used, including movies, television programs, songs and other authentic texts, giving students the opportunity to become more familiar with the culture of the German speaking countries. Students will use Digital Technologies to expand their skills and competencies in German, particularly to assist in developing their listening, reading and writing skills. Excursions will expose students to the language beyond the classroom.

What students do

- Students will develop an understanding and appreciation of the German language and culture, in a European and global context.
- Students will develop their understanding of modern topics relevant to young people in Australian and German speaking countries including different aspects of travel, fashion and health.
- Students will engage with a range of authentic visual, written and spoken texts.
- Students will engage with the German language to communication information about their personal worlds.

What students learn

The course encourages an ongoing active approach to using the German language built up in previous years of study. Students will further develop their skills in writing (informal letter, conversation, postcard), speaking (discussions, dialogues and pronunciation) and reading, listening and viewing (comprehension of information in a variety of medium length texts).

- Students will learn language framed by a variety of topics such as means of transportation, school life and home in German speaking countries.
- Students will learn how to construct written and spoken German responses incorporating text type features, grammar structures and topic specific language.
- Students will identify how features of the German language and culture may vary in spoken and written texts according to audience, context and purpose.
- They will reflect on and further develop their understanding of both their own cultural identity and other familiar languages such as English with the perspective of a German language learner.

What students will be assessed on

Students will complete a Common Assessment Task (CAT) for each unit of learning. The CATs will incorporate the different skills of writing, speaking, reading, listening and viewing throughout the CATs with the opportunity for students to demonstrate their growing understanding and application of skills and knowledge developed in each topic.

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Dance

Students interested in exploring dance styles and developing their dance skills will enjoy this subject. Students will learn choreography from a range of styles and develop their own choreographic techniques in dance workshops.

What students do

Students will explore a variety of dance styles including hip hop, disco and Jazz. Students will work collaboratively as they experiment with and apply choreographic devices to shape their work. They will learn dance routines and develop choreographic intent as they create their own choreography for a group dance.

What students learn (skills, knowledge and understandings)

Students will learn about the art of movement, elements of dance, production elements, dance technique and the importance of safe dance practices. They will learn new choreography as a group as well as developing their own dance choreography, building towards a performance at the Emerging Creators Festival.

What students will be assessed on

This assessment will be delivered as a CAT. Students will be assessed on their final performance piece and an accompanying performance analysis and evaluation task.

This unit provides the opportunity for students to showcase their skills to a range of audiences, including Open Night, assemblies and the Emerging Creators Festival.

Additional requirements

There are no additional requirements for this unit. However, a willingness to participate, work as part of a group and build confidence would be advantageous.

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Drama

Students interested in creating drama will enjoy this subject. Students will participate in practical activities as they explore significant theatre styles and techniques throughout history.

What students do

Students will participate in activities that build confidence and performance skills. They will improvise characters and plots through theatre sports games and deepen their understanding of working with playscripts, set designs and costume. Students will learn how to apply different techniques in their work and have the freedom to imagine, create and shape their performances to show their intention.

What students learn (skills, knowledge and understandings)

Students will learn how to create a performance in different styles of theatre. They will learn the conventions for each style and how they can apply conventions in their rehearsals. They will develop their practical performance skills in acting, directing, play building, improvisation and script work. They will make and respond to drama as actors and audience, preparing them to critically write about drama.

What students will be assessed on

This assessment will be delivered as a CAT. Students will be assessed on their final performance piece and an accompanying performance analysis and evaluation task. All students will be given the opportunity to showcase this work as part of the Emerging Creators Festival at the end of the semester.

Additional requirements

There are no additional requirements for this unit and prior knowledge is not necessary. However, a willingness to participate, work as part of a team and build confidence would be valuable.

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Music

Students interested in exploring musical instruments across a range of music styles and music related technologies will enjoy this subject. They will develop relevant instrumental and vocal techniques throughout rehearsals, working towards a live performance at the Emerging Creators Festival.

What students do

Students will rehearse a variety of short songs and participate in technical exercises. They will develop their aural, theory and written skills as they develop critical listening, analysis and evaluation skills responding to music products. Students participate in solo and ensemble performances in front of different audiences building their performance confidence.

What students learn (skills, knowledge and understandings)

Students will learn how to play a musical instrument, developing their understanding of the elements of music, music notation and composition skills. They will learn performance and stagecraft techniques to assist with the presentation of their performance items.

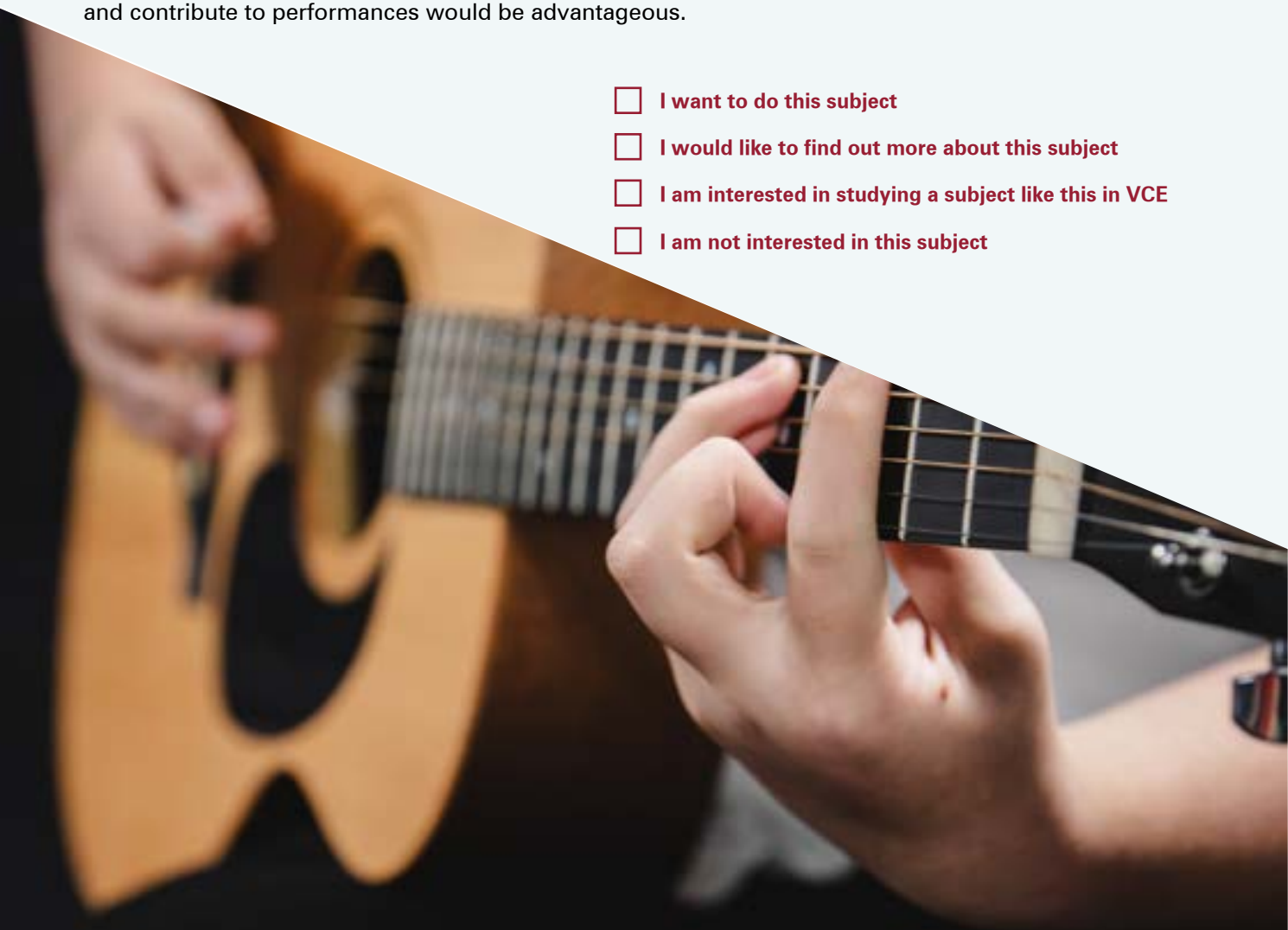
What students will be assessed on

The assessment will be delivered as a CAT. Students will be assessed on various performance techniques and songs they have prepared as well as listening analysis and evaluation tasks. At the end of the unit, students will have the opportunity to showcase their developed group and solo items at celebratory events such as Emerging Creators Festival, Open Nights and year level assemblies.

Additional requirements

There are no additional requirements for this unit, however a willingness to participate in practical workshops and contribute to performances would be advantageous.

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject



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 want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Climate Connection

This Science subject will interest you if you are curious about understanding the Earth, causes of climate change and finding sustainable alternatives to our current electricity production.

What students do

This subject involves combining Physics and Earth science to explore and explain climate change.

In the first term you will build an understanding of the structure of the Earth, natural disasters, and key processes like the water cycle and carbon cycle. The term culminates in explaining climate change as a result of the enhanced greenhouse effect.

The second term involves building an understanding of electricity from the ground up by using hands-on experimentation. You will be provided a STELR kit for use throughout the term, which includes the material to build and test your own circuits. The term builds up to investigating the use of solar panels and wind turbines as renewable sources of electricity.

What students learn (skills, knowledge and understandings)

- Model making to explain concepts and key ideas
- Experimentation to demonstrate natural principles and test theories
- Research skills to independently develop understanding
- Linking Physical concepts to natural processes such convection to plate tectonics
- Investigating key electrical concepts like current, voltage and resistance
- Investigating and comparing circuit design to household wiring
- Considering how choices related to the use of fuels are influenced by environmental, social and political considerations
- Investigating how to optimise electricity production and consider the trade offs engineers have to make

What students will be assessed on

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

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Mission 2050

This Science subject will interest you if you are curious about the Solar system, Newton's Laws of motion and the forces at work when launching water rockets. In the second unit, we will explore the planet Earth, develop mapping skills and traverse the ocean's depths.

What students do

This subject will involve you using your creativity and critical thinking skills to understand the astronomical features of the universe and what it will take to launch a water rocket successfully. Then you will find methods utilised in the exploration of the Earth's surface as well as the depths of the ocean.

What students learn (skills, knowledge and understandings)

- To explore the features of the solar system and investigate the differences between planets
- To examine Isaac Newton's three Laws of Motion that form the basic principles of Modern Physics.
- Use the Laws of Motion to consider the factors that affect the ability to launch rockets or space shuttles into the atmosphere
- To identify the main factors involved in colonising other planets that are unable to sustain life
- Research exploration technologies in use to explore the planet
- To develop compass skills and understand the features of maps
- To carry out an orienteering activity, mapping aspects of Cranbourne Secondary
- To understand the implications of deep water pressure and the limitations to exploration of the ocean
- To research life that exists in the depths of the oceans and their adaptations for survival

What students will be assessed on

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

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Forensic Science

This Science subject will suit you if you are curious about the science behind Australia's criminal justice system.

What students do

This subject will involve you becoming a 'forensic scientist' to conduct investigations, examine and analyse evidence from 'crime scenes' to develop findings that can assist in a criminal case. Can you catch a criminal? In this subject you will learn how science is used in court to determine whether a person is innocent or guilty, but remember, everyone is innocent until proven guilty using forensic evidence.

What students learn (skills, knowledge and understandings)

- Skeletal system
- Hair and fibre analysis
- Development of fingerprints and how they are unique to every person
- How to investigate a crime scene and collect evidence
- Reflex actions and how they can keep you alive
- Reading comprehension tasks that explore the use of forensic biology evidence in a criminal conviction
- Forensic toxicology analysis
- Exploring whether eyewitnesses are reliable or not
- Water and soil testing
- Model making to explain concepts and key ideas

What students will be assessed on

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

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject



STEAM - Science, Technology, Engineering, Arts, Maths

What students do

In the first unit called The Design Thinking Process, students learn about what the design thinking process is and how it is used to create solutions to real world problems. Students will complete a project in which they use the design thinking process to offer a solution to an issue associated with solving a real life problem. In addition, students learn how to use innovative online apps and robotics/coding to implement in their prototypes.

In the second unit, called Innovative Technology, students explore aviation, robotics, and 3D printing as part of the design thinking process. Students will complete a project aimed at developing a prototype to help solve a real life problem.

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

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Food Studies

This semester only subject is for students who love to immerse themselves in the practical as well as theory aspects of food technology, by experimenting and appreciating different ingredients, recipes and related cultures.

What students do

Year 9 food studies is conducted over six periods in the two week cycle. Usually there is one double per fortnight and students cook once a week with the remainder of the periods being theory based.

What students learn

Students will continue to develop and build on skills that they previously learnt in Year 8. They will explore the world of bacteria, delve into Australian Indigenous ingredients and culture, and appreciate food sustainability in an ever changing world.

Term A (terms 1 & 3) - Topics covered

- Hygiene and Safety
- Food safety/avoiding food poisoning
- Indigenous Ingredients/Culture

Term B (terms 2 & 4) - Topics covered

- Taste the world (recipes and culture)
- Food Sustainability

What students will be assessed on

Students complete two common assessment tasks: one each term. The first CAT – Design a gourmet hamburger (using Indigenous ingredients) and the second CAT – Design a celebratory treat.

Additional requirements

In any technology, especially food technology, the practical is enhanced with the knowledge gained during theory sessions, therefore a diligence to research, investigation, production and evaluation are crucial skills to have and further develop in this subject.

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Information Technology - Design Your Life with Web Pages and Animation

Students will use the design process method, along with existing software to create their own website, with the potential to make their website “go live”.

What students do

Students will learn the basics of web design, and use a project of their choice to be the basis of their web design project. They will also learn basic animation using software and how to manage data sets using Excel.

What students learn (skills, knowledge and understandings)

In this unit of work students will learn how to create digital solutions using the design process, how to create a basic website with available software, to effectively communicate ideas in a digital space, to complete animations using the Pivot software and other tools, to manage data effectively using Microsoft Excel and extend their knowledge with more advanced features of Excel such as macros and vlookup tables.

What students will be assessed on

- Website Design CAT
- Data Management CAT

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Design Technology Metalwork

For students interested in using design thinking to research, plan, and create their ideas using various metals.

What students do

Students use the design process to design, plan, create and evaluate how some metal-based projects will work. They will use traditional and current metalworking techniques to create 3-5 unique metal-based projects over the semester.

What students learn

Students will learn to use the design process in a Metalworking context to design, plan, create and evaluate different metal-based projects over the semester. This process will involve learning about planning stages, creating drawings, using various hand tools and some machinery to shape and create projects, and evaluating projects to plan for additional modifications and future projects.

What students will be assessed on

Students will use the design process within each Common Assessment Task (CAT) to design and create projects for an intended purpose.

Additional requirements

Students must have a high attention to detail for quality outcomes of projects. Students must comply with safety compliance requests of removing loose items or wearing Personal Protective Equipment (PPE).

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Design Technology Woodwork

For students interested in using design thinking to research, plan, and create their ideas using timber.

What students do

Students use the design process to design, plan, create and evaluate a range of timber projects. They will use traditional and contemporary manufacturing techniques and technologies to create 3-5 unique timber projects over the semester.

What students learn

Students will learn to use the design process in a woodworking context to design, plan, create and test different timber projects over the semester. This process will involve learning about planning stages, creating drawings, component lists, testing a range of joinery methods, using various hand tools and some machinery to create moving projects, and evaluating processes to plan for additional modifications and future projects.

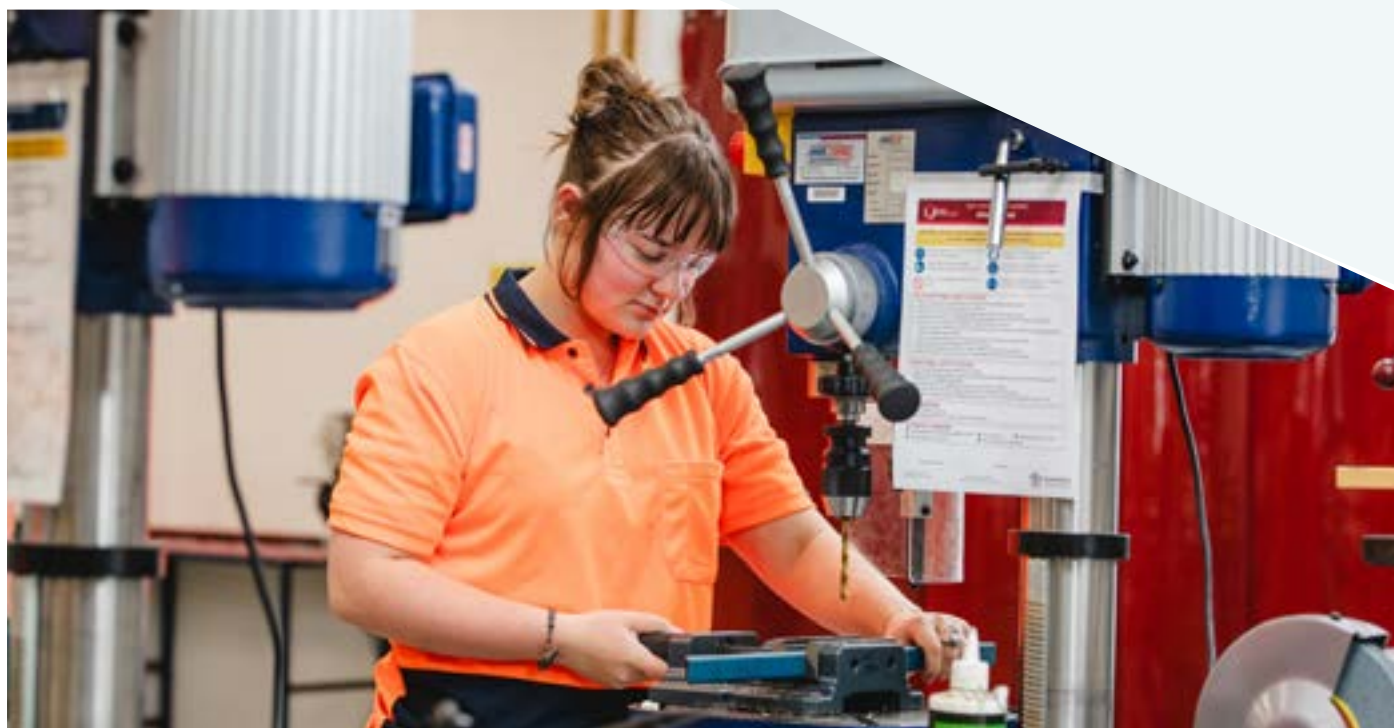
What students will be assessed on

Students will use the design process within each Common Assessment Task (CAT) to design and create projects with moving parts.

Additional requirements

Students will need to consider how their moving parts will work, so being able to plan and visualize concepts would be advantageous. Students must also have a high attention to detail for quality outcomes of projects.

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject



Art

For students interested in learning traditional skills to develop and create a series of artworks. Students work with a range of materials including paints and inks and will be involved in exhibiting their final artworks.

What students do

In Year 9, students develop their artistic skills by exploring ideas in the development, refinement and presentation of finished artworks. Studying art provides the opportunity to acquire new skills as well as knowledge of different art forms, media and techniques.

What students learn

Students are shown a diverse range of drawing techniques, whilst following the creative practice to develop and make artworks. Students will then explore a range of skills and techniques, particularly those used in drawing, painting and printmaking practices. They undertake a unit of theory exploring different artists, art movements and the art elements.

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 influences
- Common Assessment Tasks (CATs) at the end of each term.

Additional requirements

Students will develop practical skills as well as written analysis and evaluation skills, therefore an aptitude for both would be beneficial.

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Media

For students interested in analysing and creating film content, as well as an introduction to the five stages of the production process.

What students do

Students undertake various skills including script writing, filming and editing, in addition to creating a pitch to represent a social issue. They also explore how animation is used for media, and review and analyse a range of films.

What students learn

Students learn what the production process involves: scriptwriting, storyboarding, filming, editing and distribution to make their own media product aimed at a specific audience. Students will also learn the fundamentals in using production organisational programs and various industry grade software from the Adobe Creative Suite, while producing their own media products.

What students will be assessed on

Students will be assessed both formally and informally throughout the semester. Their assessments include:

- Development of folio work including the use and application of the five stage production process
- Common Assessment Tasks (CATs) at the end of each term.

Additional requirements

Students will develop practical skills as well as written analysis and evaluation skills, therefore an aptitude for both would be beneficial.

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

Visual Communication Design

What students do

For students interested in understanding how information is conveyed through drawing methods and elements. Students look at and explore how designs are perceived in society, including street art designs, and begin to learn technical drawing techniques.

What students learn

Students look at a range of communications such as logo, poster and typography designs, in addition to exploring a range of technical drawing techniques. Visual Communication Design allows students to follow the design process to create solutions to design brief. Students explore varied methods and media including the use of digital applications, copic markers and inks.

What students will be assessed on

Students will be assessed both formally and informally throughout the semester. Their assessments include:

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

Additional requirements

Students will develop practical skills as well as written analysis and evaluation skills, therefore an aptitude for both would be beneficial.

- ☐ I want to do this subject
- ☐ I would like to find out more about this subject
- ☐ I am interested in studying a subject like this in VCE
- ☐ I am not interested in this subject

CRANBOURNE SECONDARY COLLEGE

YEAR 9 2027

COURSE APPLICATION SELECTION FORM



Full Name:	Form group:	Student Code:
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Year 9 students will be required to make their selections based on the following criteria:

Core Subjects

Students must choose a subject in one of the following learning areas;

- **1 Humanities subject;** Australian History - Voices of Resistance: From Frontier Wars to Freedom Movements, Civics and Citizenship – Power, People and the Press, Economics and Business – Money, Money, Money, Geography - Consuming the World
- **1 Science subject;** Climate Connection, Mission 2050, Forensic Science
- **1 elective from the above core subjects Humanities and Science, or HPE** – Have you got game?, Health and Physical Education - Sports Coaching
- All students will complete **Health - Live your best life.**

Electives

Students must select 4 additional elective subjects which can also include any of the core subjects above as well as subjects from; The Arts, Health & Physical Education, Humanities, Year 9 English electives, German (year-long), Performing Arts, Science, STEAM, Technologies.

(Please be aware that not all subjects will run next year, this is dependent upon a number of factors.)

SUBJECT PREFERENCE SELECTIONS

Preference 1 (Humanities)			
Preference 2 (Science)			
Preference 3 (Health & Physical Education)	Live your best life		
Preference 4 (Humanities/Science/HPE)			
ELECTIVES		RESERVE	
Preference 5 (Elective)		Reserve 1	
Preference 6 (Elective)		Reserve 2	
Preference 7 (Elective)		Reserve 3	
Preference 8 (Elective)		Reserve 4	



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