



Year 10 2024

Course

Selection

Handbook

www.cesc.vic.edu.au

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Introduction

Year 10 is a very important year for students – it is a year when students make choices that will impact their futures.

Over the years, students have attended Cranbourne East Secondary College and participated in many activities designed to make them think about future career pathways and prospects. This has occurred in P2S as well as other subjects.

As they enter the next phase of their school life, they will be expected to take greater responsibility for their learning. This starts now as you consider pathway subject selections to make up their course of study for 2024. The pathway offerings will provide opportunities for students to explore areas of interest and possibly give some background for subject selection in later years.

We believe that we have designed a structure for Year 10 students in 2024 that achieves many things. Students will:

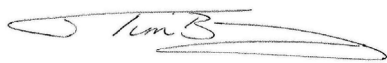
- have access to a VCE or VCE Vocational Major Unit 1 and 2 subjects. For students who wish to undertake these studies, it gives them a chance to become familiar with the demands and structure of a senior pathway in Year 10. It also offers students an opportunity to complete an extra sequence of a Unit 3 and 4 subjects in Year 12. This can have a beneficial impact on a student's ATAR score.
- have access to a variety of VET courses
- be able to access a comprehensive Year 10 course with a range of pathway studies

These options will lead students to further study at Cranbourne East Secondary College in Year 11 and 12. Students and parents need to discuss future options and choose wisely, keeping an eye on future careers.

The 2024 timetable will be created from the selections that students make; this is why pathway changes may not be possible unless there are exceptional circumstances.

Students need to take every opportunity to discuss these choices with their parents, teachers and year-level leaders who want to advise and support them through this process.

Students moving into Year 10 will also have an opportunity to undertake a Course Counselling appointment to support them through this process.



Tim Bray

Assistant Principal

School Staff

The following College staff may be of assistance when planning your Year 10 Course. We encourage you to contact any of our staff members, please call the College on 5990 0200.

Role	Staff Name
Year 9 & 10 Assistant Principal	Tim Bray
Year 10 Team Leader	Hannah Fisher
Year 9 Team Leader	Daniel Williams
Careers Development & Pathways Leader	Nancy Huez-O'Rourke
English Learning Area Leader	Casey Brack
EAL Leader	Angela Grillias
Maths Learning Area Leader	Greg Heaton
Humanities Learning Area Leader	Danni Reid
Science Learning Area Leader	Kylie Duncan
PE/Health Learning Area Leader	Dylan Cousins
The Arts Leader	Lian Battle
Technologies Leader	
Languages Leader	Yue Wang

Key Terms

Vic Curriculum: a bridge curriculum between the Australian Curriculum and the Victorian Essential Learning Standards (VELS), shown on student's reports. What we refer to as being 'at the Standard' for a Year Level.

Apprenticeship: a structured learning program that combines on the job training with TAFE learning. For students who are **not** in school.

ATAR: Australian Tertiary Admission Rank (formerly known as ENTER). Ranks on a scale from zero to 99.95 to allow students to apply to University and TAFE courses.

Attendance: 95% attendance is required to pass VCE units. Students **must** provide medical certificates for any other absences. 95% attendance equates to missing about 10 lessons per term.

Certificate II: A nationally recognised qualification, usually what would be completed at TAFE in 6 – 12 months.

SAC: School Assessed Coursework, in school assessment as part of VCE.

TAFE: Stands for Technical and Further Education. TAFE courses range from short courses to around 4 years (part time). The highest qualification offered is a Diploma.

Traineeship: A structured training and learning program which lasts 1 – 3 years. Generally in a

non – vocational field such as Business, Children's Services, etc.

Units 1 & 2: Usually completed in Year 11, as part of a VCE certificate.

Unit 3 & 4: Taken together, you can't complete 1 or the other. Usually taken in Year 12 as part of a VCE certificate.

University: University courses range from bachelor's to Doctorates. University learning is a combination of lectures (100 – 400 people listening to 1 person speak), tutorials of around 25 students and practicals (in some courses). To enrol directly into university, after Year 12 you need to complete VCE.

VCAA: The Victorian Curriculum and Assessment Authority sets all learning for Victorian State Schools. They also assess and mark VCE exams.

VCE Vocational Major (VM): a 2-year vocational and applied learning program that will enable transitions into apprenticeships, traineeships, further education and training and university (via non-ATAR pathways)

VCE: Victorian Certificate of Education, the standard Year 11 and 12 pathways in Victoria.

VET: Vocational Education and Training, is a course that offers standalone, nationally recognised qualifications.

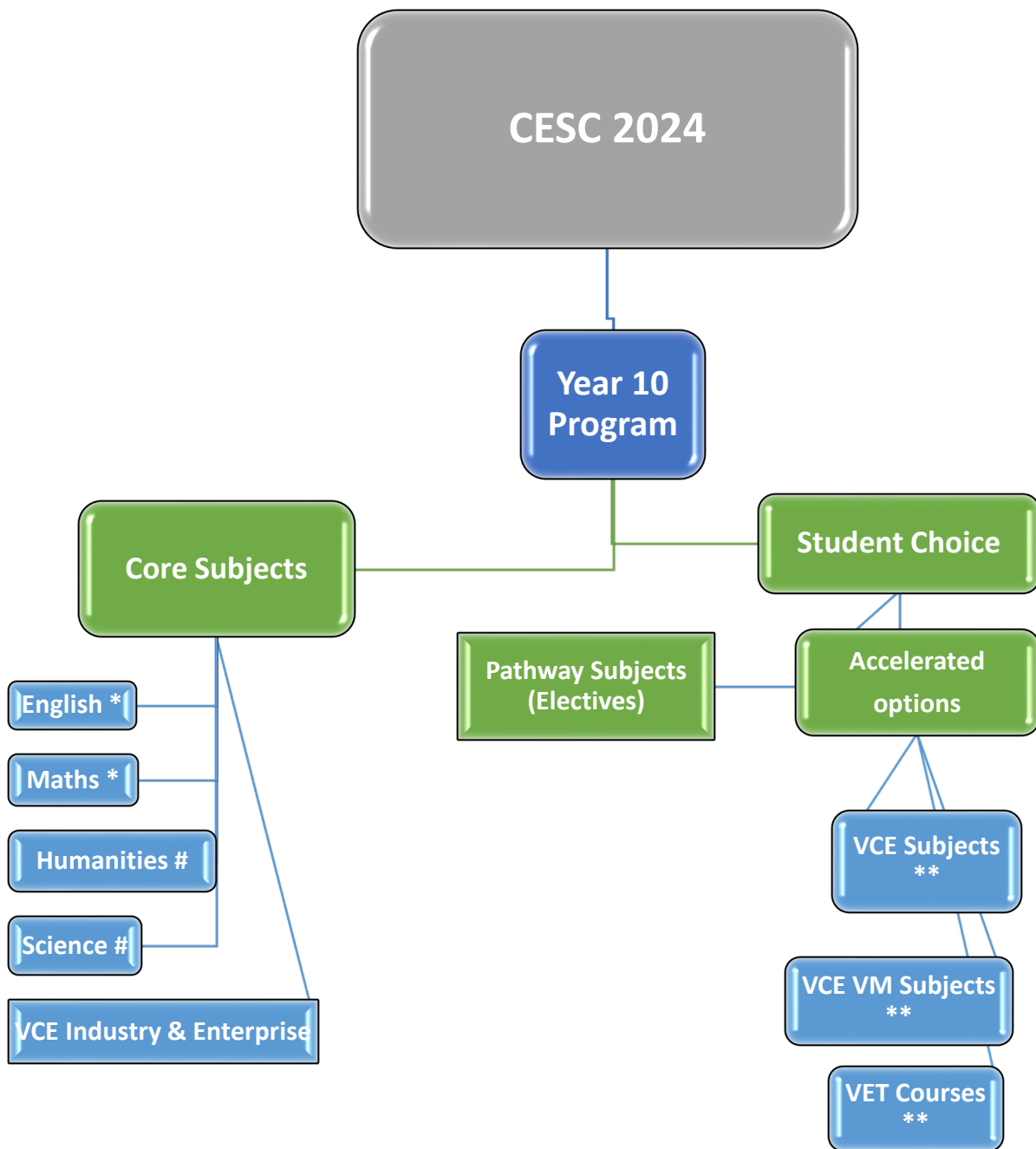
The Course Selection Process

This guide has been developed to support the Year 10 subject selection process for students, parents and guardians. It is a guide only, and not intended to be all encompassing. Students need to be responsible to conduct research in their future career pathway.

Key Dates for Year 10 2023 Subject Selection Process:

<p>Tuesday 12th July 2023</p>	<p>Year 9 into 10 Student Information Assembly</p>	<p>The assembly will provide students with an overview of the Year 10 program and electives including, VCE and VET offerings, the course selection process they will undertake.</p>
<p>Tuesday 18th July 2023</p>	<p>2024 Course Selection and Subject Information Evening</p>	<p>2024 Course Selection and Subject Information Evening for current Year 9 parents and students in the Theatre at 6.00pm. The session will convey essential information about the Year 10 program, pathway options</p> <p>For identified and invited students there will also be additional presentations pertaining to Year 10 students undertaking either a VCE, VCE Vocational Major (VM), VET or select entry subject (STEM or Sports Pathway) as part of their Year 10 program in 2024.</p> <p>All Learning Areas will have a display in the Gym from 5:30 pm to 8:00pm. This will enable you to discuss the relevant pathways, subjects, and programs on offer with various staff members.</p>
<p>Wednesday 12th July</p>	<p>Subject Selection Handbook available to download</p>	<p>2024 subject selection guides which detail pathway information, subject overviews will be available to view and download from from the CESC Website and Compass newsfeed.</p>
<p>Tuesday 25th and Thursday 27th July</p>	<p>Course Counselling for Year 9 into 10 Students 9:00am - 8:00pm</p>	<p>All Year 9 students will book a appointment to meet for a one-to-one course counselling interview with a Middle School Leader or Assistant Principal. Parents are strongly encouraged to attend.</p>

Year 10 Pathway Overview



* English & Maths classes include Enrichment, Mainstream, Essential (Foundation) and EAL (English as an Additional Language)

Students must complete at least 1 subject from the Humanities Learning Area and at least 1 subject from the Science Learning Area

** Select entry programs. Students are invited to select these programs based on academic achievement.

Overview of the Year 10 Program

The Year 10 program requires students to attend 50 periods per cycle (the same as from Years 7 – 9). These 50 sessions include a combination of **Core** subjects and **Pathway** subjects.

Core subjects provide students with the basic skills and knowledge needed for the world beyond school, as well as prepare students for further study in Years 11 and 12.

Core subjects at Cranbourne East Secondary College:

- English (students will be placed in the appropriate level & class – Enrichment, Mainstream and Essential based on academic achievement)
- Humanities (students must select at least 1 Humanities subject)
- Maths (students will be placed in the appropriate level & class
– Enrichment, Mainstream and essential based on academic achievement)
- Science (students must select at least 1 Science subject)



Pathway Subjects

Pathway subjects (electives) run for 1 semester (2 terms) for 10 periods a cycle. Students can select up to 4 Pathway subjects per year depending on the total the mix of subjects chosen. All Year 10 pathways are designed to provide bridging knowledge for further studies or equip students with skills for the workplace.

Some students will also be given an opportunity to study a VCE, VCE Vocational Major or VET subject in Year 10. These programs will run for the full year and are equivalent to 2 pathway subjects.

In addition, to the compulsory Humanities and Science class, students may select 1 further subject from each of those Learning Areas.

Year 10	Semester	Semester
	English Pathway (10 periods)	
	Maths Pathway (10 periods)	
	Science pathway (10 periods)	Humanities pathway (10 periods)
	VCE I&E (10 periods)	Pathway Subject (10 periods)
	Pathway Subject (10 periods)	Pathway Subject (10 periods)

Year 10 with Accelerated Subject	Semester	Semester
	English Pathway (10 periods)	
	Maths Pathway (10 periods)	
	Science pathway (10 periods)	Humanities pathway (10 periods)
	VCE I&E (10 periods)	Pathway Subject (10 periods)
	VCE / VCEVM subject (10 periods)	VCE / VCEVM subject (10 periods)

Careers @ Cranbourne East

At Cranbourne East Secondary College we provide a high level careers program from Year 7 to 12. Staff, students and families are supported by qualified Career Practitioners who provide many significant opportunities throughout a student's time at the college. Some of these include:

- an individual annual Career Action Plan which can be linked to personalised learning and support plans
- open access to their digital Career Action Plan
- careers counselling prior to choosing their senior secondary subject selection and further education and training courses
- Individual Careers Pathways meetings

The Career Education team also:

- manage internal and external VET programs
- facilitating external work experience and structured workplace Learning (Yr 10 & VCE VM)
- organise careers related incursions and excursions
- support Year 12 students with VTAC applications support
- support the implementation of the course selection interviews

Have you visited our Career's website?

Located at www.cesccareers.com or by pressing the Careers Page link in the Star drop down in Compass.



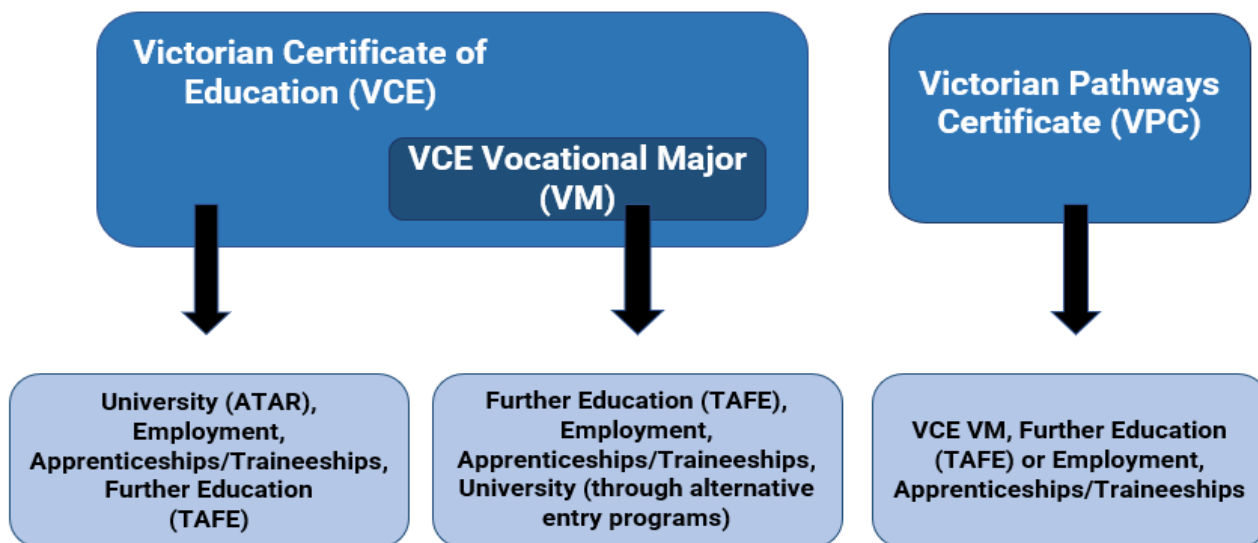
This website is a one-stop shop for all careers-related information. Students can use it for their careers and pathways research and planning.

At school, the Careers Resource Centre is located in the Blue Building. The SWL & VET Coordinators are located in the Red Building. As the team are very popular at peak times, students are encouraged to make an appointment in advance to

ensure they get to see someone promptly.

You can contact the Careers Team via email using the following email address: careers@cesc.vic.edu.au

Understanding the different Career Pathways and Options



Useful Websites

VCAA www.vcaa.vic.edu.au

VCAA is the body that administers and regulates the delivery of VCE, VCE-Vocational Major and VET programs. The information available includes:

- Study Designs (what is taught in a subject from Units 1 – 4)
- Administration and Assessment Policies
- Example Exams
- Information about Scholarships, Competitions and celebrations of student achievement

VTAC www.vtac.edu.au

The Victorian Tertiary Admissions Centre (VTAC) is the central office that administers the application processes for places in tertiary courses, scholarships and the Special Entry Access Scheme at universities, TAFEs and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions.

Job Outlook www.joboutlook.gov.au

Job Outlook makes it easy to find and understand career information.

My Future-Career Information www.myfuture.edu.au

My Future provides various information on career planning, training options and profiles on different occupations. A good starting point to talk about careers.

VCE in Year 10

Completing a VCE subject in Year 10 is a way for students to get an understanding of what VCE studies are really like.

Studying a VCE subject in Year 10 helps to develop students':

- Time management skills.
- Independent learning skills needed for VCE success.
- Ability to cope with exams and school assessed coursework.
- Interests in a particular area.

VCE Subjects Available

The following Unit 1 & 2 VCE subjects are being offered to Year 10 students in 2024.

Applied Computing	Music Performance
Business Management	Outdoor & Environmental Studies
Drama	Physical Education
Food Studies	Psychology
Health and Human Development	Media Studies

Enrolment Process

Not all students will be eligible to complete a VCE or VCE-Vocational Major subject in Year 10. Enrolment will be offered to students based on:

Specific academic data including but not limited to:

- PAT / NAPLAN / CAT data
- Pre and Post-tests data
- Teacher judgements
- Reports

As well as evidence of:

- Positive learning behaviours
- Positive Attendance records

Identified students will also be invited to attend a parent/student information session and may be required to undertake one or both of the following.

- entrance test (if required)
- interview

Students who do not meet the criteria for VCE or VCE-Vocational Major in Year 10 will still be able to enrol in the subject in Year 11.

There is a 95% attendance requirement for all VCE subjects.

Would studying a VCE or VCE-Vocational Major subject in Year 10 be right for me?

Studying a VCE or VCE-Vocational Major subject in Year 10 is not for everybody.

VCE and VCE-Vocational Major subjects are offered to extend students who have consistently been achieving **above the standard** in a particular area in past years.

Attempting VCE or VCE-Vocational Major studies too early can actually be damaging if you are not capable of handling the stress or challenge. It can cause a low self – esteem about learning, a sense of failure, and put you behind in other subjects too. It's easy to become overwhelmed.

VCE and VCE-Vocational Major subjects will have a **95% attendance** requirement. To pass the subject you must attend **95%** of all classes, or have medical certificates for absences.

Use the table below and advice from others to help you decide if completing a VCE or VCE-Vocational Major subject in Year 10 is right for you.

I am...	I am...
<ul style="list-style-type: none"> • Feeling unchallenged in a subject • Achieving above the standard results in one or more subjects • Never late with assignments • An independent learner • Somebody who learns best with structure 	<ul style="list-style-type: none"> • More than 1 year below the standard on one or more subjects • Feeling stressed about school work • Not motivated in school • Not committed to doing homework • Absent a lot
If this is you, try a VCE subject	If this is you, you are NOT ready for a VCE subject in Year 10

More benefits of studying VCE or VCE-Vocational Major in Year 10:

- Become familiar with assessment system, marking and expectations of a VCE or VCE (VM) subject
- Allows completion of an extra Unit 3 & 4 subject which may count towards an ATAR score
- Challenge yourself academically

Vocational Education and Training in Schools (VET)

What is Vocational Education and Training in Schools?

Vocational Education and Training (VET) Programs assist students to make the transition to further education, training, and employment. Vocational Education and Training in Schools (VETiS) programs refer to TAFE level courses that give students the opportunity to complete a nationally recognised vocational qualification whilst attending secondary school.

These programs are designed so that students can develop general work-related competencies and the skills and knowledge they will require through:

- Enabling students to gain their VCE/VCE-Vocational Major **and** a VET qualification
- Gaining qualifications in a recognised TAFE Certificate course at a Certificate II or III level
- Promoting an awareness of the world of work through work placement
- Developing skills in communication, teamwork, using technology, problem-solving, using mathematical ideas, and concepts, planning, and organising activities, gathering, and analysing information and occupational health and safety
- Developing the skills and knowledge required to work in an industry.
- Giving students a competitive edge in looking for both casual and full-time employment
- Providing a qualification that can lead to further study including further TAFE studies and university.

Things to Consider When Selecting a VET Course

VET programs involve significant commitment by students and should not be considered an 'easy' option. There is a major theoretical element to all VET programs, it is not all hands-on practical work, even in certificates like Automotive Technology, Beauty, Building and Construction, or Hospitality. Students are often required to work through self-paced modules.

In Year 10, students can study a variety of VET courses at CESC. *If you have any questions regarding VET courses please see our VET Coordinator or anyone in the Careers Team.*

Student Commitment

There are many advantages of students who choose to do a VET program. Cranbourne East Secondary College is committed to doing all that it can to ensure that students gain entry to and are successful in the VET programs of their choice. Students need to be committed to their VET program. They will be expected to:

- Meet application deadlines, prepare for and attend interviews on time
- Attend classes on time and on a regular basis
- Notify the school of an impending absence
- Always act in a responsible manner at school, RTO, TAFE or work place
- Organise and complete work placement when required
- Work in a safe manner.

On Campus VET (Internal) Courses

VET Elective subjects

These VET Elective subjects are delivered across **one semester**. Year 10 students have the opportunity to choose one VET Elective per semester. These electives are not full certificates. However, they will allow eligible students to receive a statement of attainment towards 3-4 units in the full certificate. Entry into these subjects has strict eligibility. Only students with excellent attendance and learning behaviours are accepted.

Choices for 2024 are:

• VET Applied Fashion	• VET Engineering
• VET Business	• VET Hospitality
• VET Community Services	• VET Information Technology
• VET Cookery	• VET Sport & Recreation
• VET Performing Arts Industries	• VET Visual Arts

Year 10 VET (Full Certificates)

Year 10 students will be given the opportunity to apply for entry into Certificates II and III (full certificates). **These are 2-year courses.** There is an application process, and only students with excellent attendance and learning behaviours will be considered.

Choices for 2024 are:

• Certificate II in Applied Fashion	• Certificate II in Health Support*
• Certificate III in Business*	• Certificate III in Information Technology*
• Certificate III in Sport & Recreation*	

Courses marked with an (*) are scored programs, which means VCE students can count this subject in their top 4 Year 12 subjects for their ATAR calculation.

Subject Mapping – Years 9 to 12

The following table shows the link between subjects offered in Years 9 & 10 and the relevant VCE, VCE-VM and VET. This will provide students who have an interest in completing a particular subject in Senior School the subjects that are recommended to be undertaken in Years 9 & 10.

	VCE Subject	VET options	Year 10 Core and Pathways	Year 9
Learning Area: English	<ul style="list-style-type: none"> Vocational Major Literacy 		<ul style="list-style-type: none"> Essential or Mainstream English (core) 	<ul style="list-style-type: none"> English (core)
	<ul style="list-style-type: none"> English 		<ul style="list-style-type: none"> Mainstream English or Enrichment English (core) 	<ul style="list-style-type: none"> English or Enrichment English (core)
	<ul style="list-style-type: none"> Literature 		<ul style="list-style-type: none"> Introduction to VCE Literature 	<ul style="list-style-type: none"> English or Enrichment English (core)
Learning Area: LOTE	<ul style="list-style-type: none"> Chinese Language Culture & Society 		<ul style="list-style-type: none"> Mandarin 	<ul style="list-style-type: none"> Mandarin
Learning Area: The Arts	<ul style="list-style-type: none"> Dance 		<ul style="list-style-type: none"> Dance 	<ul style="list-style-type: none"> Dance
	<ul style="list-style-type: none"> Drama 	<ul style="list-style-type: none"> VET Elective Performing Arts Industries 	<ul style="list-style-type: none"> Theatre Studies 	<ul style="list-style-type: none"> Drama
	<ul style="list-style-type: none"> Music Performance 	<ul style="list-style-type: none"> Certificate II in Creative Industries 	<ul style="list-style-type: none"> Music 	<ul style="list-style-type: none"> Music
	<ul style="list-style-type: none"> Media 		<ul style="list-style-type: none"> VET Elective Applied Fashion Media – Film Studies 	<ul style="list-style-type: none"> Media
	<ul style="list-style-type: none"> Creative Practice 	<ul style="list-style-type: none"> VET Elective Visual Arts 	<ul style="list-style-type: none"> Creative Practice Sculpture Photography 	<ul style="list-style-type: none"> Ceramics Visual Arts Photography
	<ul style="list-style-type: none"> Visual Communication & Design 		<ul style="list-style-type: none"> Visual Communication & Design 	<ul style="list-style-type: none"> Visual Communication
Learning Area: Technology	<ul style="list-style-type: none"> Computing/Informatics 	<ul style="list-style-type: none"> VET Elective Information Tech Certificate II in Applied Digital Technologies Certificate III in Information Technology 	<ul style="list-style-type: none"> Digital Technologies 	<ul style="list-style-type: none"> Digital Technology
	<ul style="list-style-type: none"> Food Studies 	<ul style="list-style-type: none"> VET Elective Cookery Certificate II in Cookery 	<ul style="list-style-type: none"> Healthy eating for life Trends in food 	<ul style="list-style-type: none"> World of Food
	<ul style="list-style-type: none"> Product Design & Technology 		<ul style="list-style-type: none"> Product Design 	<ul style="list-style-type: none"> Product Design
	<ul style="list-style-type: none"> Software Development 	<ul style="list-style-type: none"> Certificate II in Applied Digital Technologies 	<ul style="list-style-type: none"> Digital Technologies 	<ul style="list-style-type: none"> Digital Technology

		<ul style="list-style-type: none"> ▪ Certificate III in Information Technology* 		
	<ul style="list-style-type: none"> ▪ Systems Engineering 	<ul style="list-style-type: none"> ▪ Certificate II in Engineering Studies 	<ul style="list-style-type: none"> ▪ Systems Electronics 	<ul style="list-style-type: none"> ▪ Systems (Electronics)
	<ul style="list-style-type: none"> ▪ Textiles 	<ul style="list-style-type: none"> ▪ VET Elective Applied Fashion ▪ Certificate II in Applied Fashion 	<ul style="list-style-type: none"> ▪ Textiles - A Passion for Fashion 	<ul style="list-style-type: none"> ▪ Textiles – Creating with fabrics

Learning Area: Health & PE	Health & Human Development	<ul style="list-style-type: none"> ▪ VET Elective Community Services ▪ Certificate II in Health Support ▪ Certificate II in Community Services* 	<ul style="list-style-type: none"> ▪ Introduction to VCE PE ▪ Health Matters ▪ Girls on the Move 	<ul style="list-style-type: none"> ▪ Health & PE (core) ▪ Mind, Body, Spirit ▪ Changing the Game – Girls ▪ Sports Pathway Program
	Outdoor Education	<ul style="list-style-type: none"> ▪ VET Elective Sport & Recreation ▪ Certificate II in Outdoor Recreation ▪ Certificate III in Sport & Recreation 	<ul style="list-style-type: none"> ▪ Outdoor Education 	<ul style="list-style-type: none"> ▪ Outdoor Education & Leisure
	Physical Education	<ul style="list-style-type: none"> ▪ VET – Certificate II in Sport & Recreation 	<ul style="list-style-type: none"> ▪ Sports Pathway Elective ▪ Introduction to VCE Physical Education ▪ Health Matters ▪ Physical Education and Coaching ▪ Girls on the Move 	<ul style="list-style-type: none"> ▪ Health & PE (core) ▪ Higher, Faster, Stronger ▪ Mind Body Spirit ▪ Changing the Game-Girls ▪ Sport, Games and Recreation ▪ Sports Pathway Program
Learning Area: Humanities	Accounting		<ul style="list-style-type: none"> ▪ General Humanities ▪ Business & Accounting: Running my Business 	<ul style="list-style-type: none"> ▪ Humanities (core)
	Business Management	<ul style="list-style-type: none"> ▪ VET Elective Business ▪ Certificate III in Business 	<ul style="list-style-type: none"> ▪ General Humanities ▪ Business & Accounting: Running my Business 	<ul style="list-style-type: none"> ▪ Humanities (core)
	Economics	<ul style="list-style-type: none"> ▪ Certificate III in Business 	<ul style="list-style-type: none"> ▪ General Humanities ▪ Economics: Living in a Global Economy 	<ul style="list-style-type: none"> ▪ Humanities (core)
	Geography		<ul style="list-style-type: none"> ▪ Geography: Environmental Change & Management 	<ul style="list-style-type: none"> ▪ Humanities (core)
	History 20 th Century or Revolutions		<ul style="list-style-type: none"> ▪ General Humanities ▪ History: Rights & Freedoms ▪ History: The Vietnam War 	<ul style="list-style-type: none"> ▪ Humanities (core)

	Legal Studies		<ul style="list-style-type: none"> General Humanities The Law & I 	Humanities (core)
	Politics		<ul style="list-style-type: none"> General Humanities Politics: Power & Politics 	Humanities (core)
	Industry and Enterprise	<ul style="list-style-type: none"> Certificate III in Business 	<ul style="list-style-type: none"> VCE Unit 1 Industry and Enterprise 	Humanities (core)
Learning Area: Mathematics	Vocational Major Numeracy		<ul style="list-style-type: none"> Essential or Mainstream Mathematics (core) 	Mainstream Mathematics (core)
	General/Further Maths		<ul style="list-style-type: none"> Mainstream or Enrichment Mathematics (core) 	Mainstream or Enrichment Mathematics (core)
	Maths Methods (Admission Test Required)		<ul style="list-style-type: none"> Mainstream or Enrichment Mathematics 	Mainstream or Enrichment Mathematics (core)
	Specialist Maths (Admission Test Required)		<ul style="list-style-type: none"> Mainstream or Enrichment Mathematics 	Mainstream or Enrichment Mathematics (core)

Learning Area: Science	Biology	<ul style="list-style-type: none"> VET – Certificate II in Lab Skills 	<ul style="list-style-type: none"> General Science Intro to VCE Biology 	Science (core)
	Chemistry	<ul style="list-style-type: none"> VET – Certificate II in Lab Skills 	<ul style="list-style-type: none"> General Science Intro to VCE Chemistry CSI Forensic Science Food, Glorious Food 	Science (core)
	Environmental Science	<ul style="list-style-type: none"> VET – Certificate II in Lab Skills 	<ul style="list-style-type: none"> General Science Intro to VCE Biology 	Science (core)
	Physics	<ul style="list-style-type: none"> VET – Certificate II in Lab Skills 	<ul style="list-style-type: none"> General Science Intro to VCE Physics CSI Forensic Science 	Science (core)
	Psychology	<ul style="list-style-type: none"> VET – Certificate II in Lab Skills 	<ul style="list-style-type: none"> General Science Intro to VCE Psychology 	Science (core)

Core Subjects: Year 10 Program

Core: English

In Year 10, students will be placed in an English class and will study one of the following four options:

- Mainstream
- Enrichment
- English as an Additional Language (EAL)
- Essential English

Students will need to meet the criteria outlined below to be eligible for the EAL or Enrichment classes.

English Mainstream

This class of English study is based on the year 10 expectations set in the Victorian Curriculum documents, and focusses on reading, writing, and speaking and listening. Students will work towards expanding their ability to comprehend and analyse a range of literary texts, as well as focus on a number of writing strategies. Lastly, students will be supported to develop stronger presentation and speaking skills, through both oral presentations, and group interpretations of texts.



All students study the play, '*Twelve Angry Men*' by Reginald Rose, as well as use the college Literature Circle texts.

Term 3 is a study of the documentary film – ***In My Blood It Runs*** as well as a Shakespearean text, which includes a performance by the Bell Shakespeare company.

Term 4 is a study of how language is used in texts to create an argument and persuade an audience.

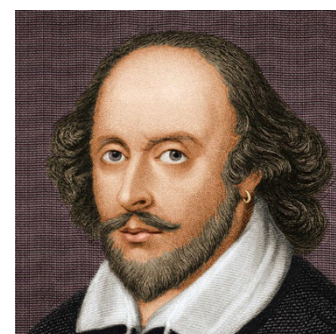
All students are expected to participate in an oral presentation task at least once a semester.

This stream of English is a **VCE or VCE Vocational Major pathway**.

Please note: students who consistently track *below the expected level* for year 10 are likely to find VCE difficult, and students who do not complete the expected tasks in year 10 are ill-prepared for any Senior Studies pathway.

Assessment:

- Common Assessment tasks
- Exam



Domain: English

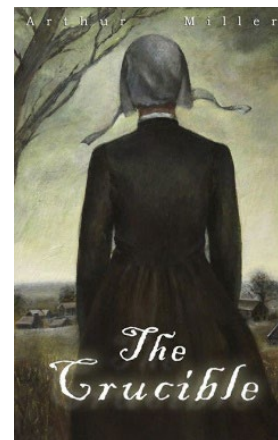
Future School Pathways: VCE English and English literature. VCE-Vocational Major Literacy, preparation for demands of all VCE exams.

Future Career Pathways: Author, Journalist, Blog Writer, Editor, Writer, Advertising, Media Roles. Any career pathway requiring fluency in Australian Standard English.

English Enrichment

This class of English study, while being based in the expectations of the Victorian Curriculum document, draws from a wider range of skills than the mainstream study. Students will be expected to undertake a higher level of academic and cognitive development, with the view that more advanced critical thinking, analytical and writing skills can be demonstrated at the end of the year. Students will also be expected to speak in a variety of settings, and demonstrate skills closer to the end stages of the Victorian curriculum standards; this includes comparative analysis of more sophisticated and in-depth texts. Students will need to meet a minimum standard of entry to be eligible for selection to this class.

In term 1, the class will undertake an analysis of the play 'The Crucible' You may find purchasing a study guide for this text beneficial.

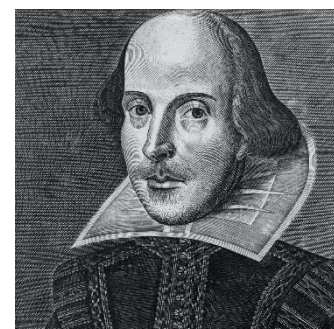


In term 2, the students are given choice from the college Literature Circle texts and use this text to complete a creative text response.

Term 3 is a study of the documentary film – **In My Blood It Runs** as well as a Shakespearean text, which includes a performance by the Bell Shakespeare company.

Term 4 is an analysis of language in media texts.

All students are expected to participate in an oral presentation task at least once a semester.



Students will need to be at or above standard to be eligible for this class and entrance into the program is at the discretion of the Year Level Leader and English Learning Area Leader. Students may be required to sit further testing to be eligible for selection to this stream, and will need to APPLY to be selected for the class.

This stream of English is a **VCE pathway**

Assessment:

- Common Assessment tasks
- Exam

Domain: English

Future School Pathways: VCE English and English literature. VCE-Vocational Major Literacy, preparation for demands of all VCE exams.

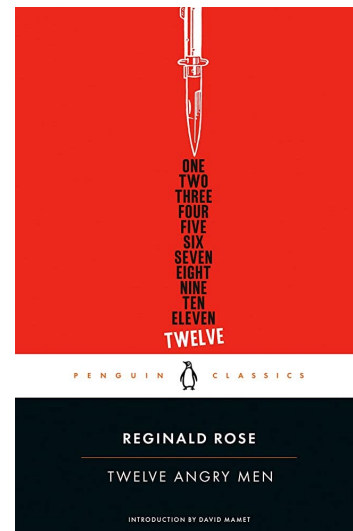
Future Career Pathways: Author, Journalist, Blog Writer, Editor, Writer, Advertising, Media Roles. Any career pathway requiring fluency in Australian Standard English.

English as an ADDITIONAL LANGUAGE

This stream of English study is based on the expectations set in the Victorian Curriculum EAL Companion documents, and focusses on reading, writing, and speaking and listening. Students will work towards expanding their ability to comprehend and analyse a range of literary texts, as well as focus on a number of writing strategies. Lastly, students will be supported to develop stronger presentation and speaking skills, through both oral presentations, and group interpretations of texts.

Students will need to purchase the play – Twelve Angry Men (Reginald Rose)

All students are expected to participate in an oral presentation task at least once a semester.



Selection for this program is based on the following criteria:

- The student has been in the country for less than five (5) years. If the student has transitioned through an English speaking country – they must not have been away from their home country for more than five (5) years.
- The student English language proficiency is on the EAL continuum

This stream of English is a **VCE or VCE-Vocational Major pathway**.

Please note: students who consistently track *below the expected level* for year 10 are likely to find VCE difficult, and students who do not complete the expected tasks in year 10 are ill-prepared for VCE or VCE-Vocational Major.

EAL students who are below C3 on the continuum will likely struggle with VM and those who are below C4 will likely struggle with VCE. It is advised that any student who is below the expected level mentioned, to complete a bridging year

Domain: English

Future School Pathways: VCE English and English literature. VCE-Vocational Major Literacy, preparation for demands of all VCE exams.

Future Career Pathways: Author, Journalist, Blog Writer, Editor, Writer, Advertising, Media Roles. Any career pathway requiring fluency in Australian Standard English.

English Essential

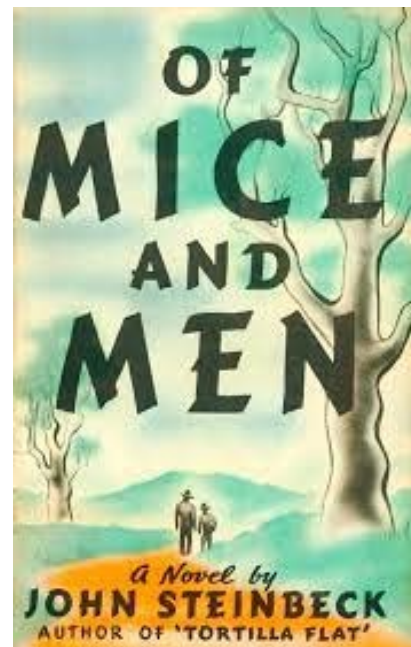
The purpose of the literacy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

In term 1, students will complete a text study on the novella and film 'Of Mice and Men' (1937).

In term 2 students will complete a unit studying survival stories and firsthand accounts written by scam victims. Students will complete reading, writing and discussion tasks to develop their reading comprehension skills, as well as writing for different purposes. Students will analyse messages in texts, write stories to express themselves, and deliver presentations informing others of their learning.



Term 3 sees students complete an oral presentation, a unit on Indigenous perspectives, and term 4 includes an analysis of current media texts. Students will complete various activities throughout the semester to develop their speaking, writing and reading skills. A viewing of the documentary film 'In My Blood it Runs' will ask students to critically consider Indigenous issues within Australia as they evaluate texts and express their own opinions through written tasks.



This pathway is dedicated towards enhancing the overall literacy of students so that they are able to access different forms of communication in their future endeavours. All texts for Essential English are supplied by the college.

PLEASE NOTE: This pathway does not prepare students for a VCE pathway and is only suitable for students who will undertake a VCE Vocational Major in years 11 and 12.

Domain: English

Future School Pathways: VCE-Vocational Major Literacy,

Core: Humanities

In 2024, students must select one semester long subject from the following Humanities subjects to undertake as their core subject.

- **Business & Accounting:** Running My Business
- **Economics:** Living in a Global Economy
- **General Humanities:** Business and Economics, History and Civics and Citizenship
- **Geography:** Environmental Change and Management
- **History:** Rights & Freedoms
- **History:** The Vietnam Way
- **Legal:** The Law & I
- **Politics:** Power and Politics

Please refer to the relevant pathway subject descriptions for specific detail on each subject.

Students may select up to three units from the humanities electives.

As well as the Humanities pathway program, all year 10 students will undertake **Unit One VCE Industry & Enterprise**. This unit is compulsory and includes the 5 day work experience placement as part of the course.

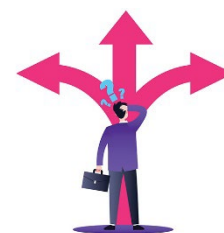
Year 10 – VCE Industry & Enterprise Unit 1 (Compulsory)

In Industry and Enterprise (I&E) Unit 1 the goal is for students to understand, develop and demonstrate work-related skills to participate effectively within a local and global setting, develop personal career goals and pathways and use experience from appropriate community and/or work settings to develop their own values in relation to work.

Students begin to lay the foundations for the development of work-related skills by actively exploring their own individual career goals and pathways and develop techniques that assist them to source suitable work opportunities. Students also investigate the nature of work by analysing industry and employment trends as well as current and future work options. After completing work experience, they should be able to explain the entry-level requirements for obtaining work in a selected industry and discuss the importance of developing personal work-related skills. Finally, students research work-related issues concerned with the basic rights and responsibilities of employers and employees, including OH&S requirements for specific workplaces, the role of unions in the workplace and equal employment opportunity. I&E is a VCE unit and satisfactory completion will therefore contribute to the student's VCE/Vocational Major program.

Careers component:

The Department of Education and Training (DET) mandates that students in Years 10 to 12 have a Career Action Plan to support the success of transition to further education, training and employment. An important aspect of developing a career pathway is gaining an understanding of work, in particular the compulsory participation in 35 - 40 hours of work experience whilst in Year 10. These components will be completed within this subject.



A mandatory 5 day Work Experience placement is incorporated into Industry and Enterprise. Students will receive ongoing support to secure and organize their work experience placement, and will be supported to complete Safe@Work modules to build their understanding of workplace risks, hazards and safety awareness before commencing Work Experience.

Content – Unit 1: Workplace Participation

- Area of Study 1: Contributing to the workforce
- Area of Study 2: Developing work-related skills
- Area of Study 3: Workplace effectiveness

Assessment:

- Career Research Report
- Structured Questions
- Case Study Presentation
- Exam

Domain: Humanities

Future School Pathways: Students will gain knowledge of entry requirements into industries they are interested in; this will tailor to their Career Action Plan and assist them in selecting an appropriate and individually tailored VCE/ VCE VM /VET courses.

Core: Mathematics

In Year 10, students will be placed in a Mathematics class and will study one of the following three options:

- Mainstream
- Enrichment
- Essential

Students will need to meet criteria outlined in the subject descriptions to be eligible for the Enrichment class.

Mathematics: Mainstream Maths

Year 10 Mainstream Mathematics is a continuation of the Victorian Curriculum that is studied in Years 7, 8 and 9. It builds on the skills that have been learnt in past years and helps students to prepare for mathematical studies in VCE or VCE VM .

Students will work from the strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Content includes:

- Real Numbers
- Financial Maths
- Data and Statistics
- Probability
- Circle Geometry
- Surface area and Volume of 3-D shapes
- Algebraic Methods
- Linear and quadratic equations
- Graphical representations of linear, quadratic and exponential functions



Assessment includes:

- Pre and post testing
- Application Tasks
- Verbal explanations
- Homework results
- Teacher observations

Domain: Mathematics

Future School Pathways: VCE Foundation Mathematics, VCE General Mathematics, VCE Mathematical Methods, VCE Further Mathematics, VCE Specialist Mathematics, VCE VM Numeracy

Future Career Pathways: Employment, University or TAFE

Mathematics: Enrichment Maths

Year 10 Enrichment Mathematics provides an opportunity for Year 10 students, whose mathematical skills and understandings are at or above the expected level, to develop and extend themselves in an environment with like-minded others.

Students will be expected to apply their skills to solving complex problems, as well as extend their abilities through discussion and reflection.

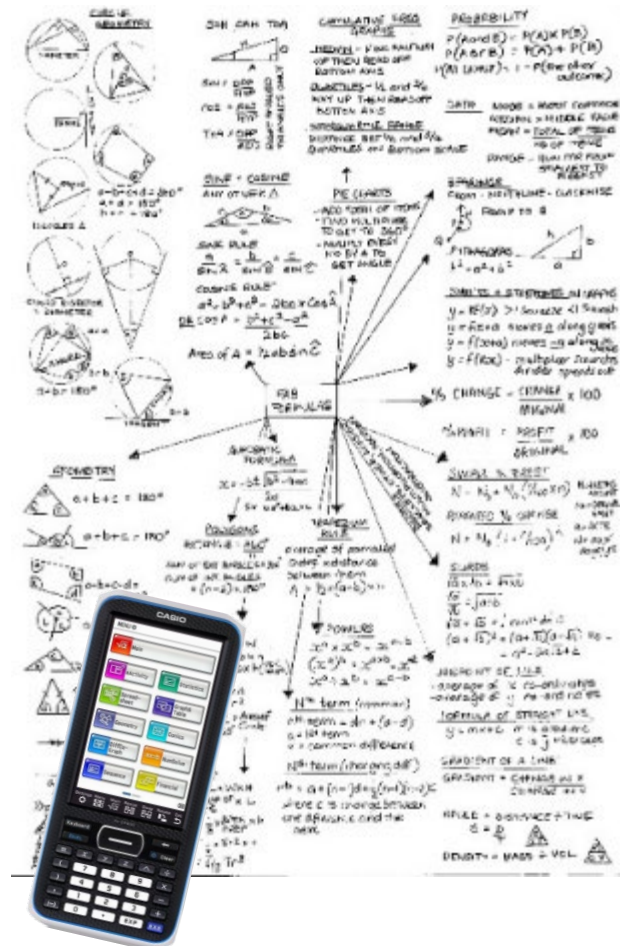
Although the topics will be aligned with the Victorian Curriculum F-10 (Vic Curriculum), additional content will be introduced to extend student's mathematical studies. They will work at a fast pace so that these extra elements can be introduced. The focus will be on building each student up to be able to study Mathematical Methods and/or Specialist Methods in VCE.

Selection will take into account:

- Student post-test data and overall unit assessment data from 2021.
- Other relevant data such as On Demand testing and past NAPLAN results.
- Student study habits.
- Recommendations from each student's 2021 Mathematics teacher.

Assessment includes:

- Pre and post testing
- Application Tasks
- Verbal explanations
- Homework results
- Teacher observations



Domain: Mathematics

Future School Pathways: VCE General Mathematics, VCE Mathematical Methods, VCE Specialist Mathematics

Future Career Pathways: Accounting, Engineering, Teaching, Marine Biologist, Statistician, Cartographer, Forensic Scientist, Cryptographer, Meteorologist, Nurse, Performance Analyst, Environmental Politics

Mathematics: Essential Maths

The purpose of the numeracy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.

Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation and design, problem-solving, using software tools and devices, and further study in mathematics or related fields.

Learning Outcomes

Rather than the learning outcomes having as their focus the traditional mathematical areas (number, space and shape, data, measurement, and algebra) the purposes or functions to which the mathematics may be put, are given prominence. The learning outcomes still ensure that the skills and knowledge of the mathematics strands are included but they are arranged under a different organisational structure. The specific mathematical skills and knowledge required are embedded in the learning outcomes and specified within the elements.

The five domains of Numeracy identified at Foundation are:

- **Numerical Skills and Processes:** focuses on using numbers to perform computations with and without software tools and devices.
- **Financial Literacy:** focuses on making decisions and performing monetary calculations involving money and demonstrating an understanding of participation in a monetary society.
- **Planning and Organising:** focuses on identifying and using numbers and units of measurement to make decisions about time, location, data, resources, and solve problems. As this subject becomes more complex at an Intermediate and Senior level it expands to include financial management both at a personal and business level.
- **Measurement, Representation and Design:** focus on units to measure, recognise and represent shapes and three-dimensional objects. As this subject becomes more complex at an Intermediate and Senior level it expands to include a use of software tools and devices.

Preparing for Work: focuses on using and communicating numerical skills in a practical context within the work environment.

Core: Science

In 2023, students must select one semester long subject from the following Science subjects to undertake as their core subject.

- Introduction to VCE Biology
- Introduction to VCE Chemistry
- Introduction to VCE Psychology
- Introduction to VCE Physics
- CSI
- Food Glorious Food
- General Science (includes units of Physics, Chemistry and Biology)



Please refer to the relevant pathway subject descriptions for specific detail on each subject.

Students may select up to three units of Science.

Domain: Science

Future School Pathways: Units 1-4 VCE Biology, Units 1-4 VCE Chemistry, Units 1-4 VCE Physics, Units 1-4 Environmental Science

Future Career Pathways: Pharmacy, Research Science, Healthcare, Environmental Management and Conservation, Education, Biotechnology, Forensic Science, Politics and Policy, Business and Industry, Economics, Mathematics, Science Writing and Communication.

Pathway Subjects: Year 10 Program

Year 10 Pathway Subjects

Students completing a Year 10 Program will be required to select **up to 6** pathway subjects to complete **per semester** depending on the mix of subjects and programs chosen.

Whole year programs: VCE subjects, VET courses and VCE VM

Selected students may only enrol in **one** VCE subject.

Select subjects you enjoy, are good at and which relate to your career path if possible. Remember, this is **YOUR** pathway, nobody else's. Make sure your choices fit your needs, interests and passions.

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English Literature

Students will need to be AT LEVEL in English to be able to access this curriculum. It is a much higher level of skill and analysis than mainstream English and is not suitable for students requiring literacy support.

PART A: Literature in our world

Students will learn the types of texts that are considered Literature, and explore the ways Literature has evolved over the centuries. They will examine the ways stories have been told in societies and how these stories shape the cultures and social hierarchies of the people who live in the world.

Students will explore texts such as poems, short stories, plays and adaptations to determine how the different types of texts tell various stories that give meaning to our world.

PART B: Exploring Literature

Students will examine texts and complete an intensive analysis of the way the world and context of the author is reflected in texts. The students will analyse the literary devices used by the authors to express opinions of the world and write analyses that explain specific examples from the texts.

Students will write creatively to show an understanding of the writing techniques used by the authors in the texts studied. They will explain how their writing has been influenced by the literature and which literary techniques have been explored.

Expected tasks.

- Reading journal
- Analytical essays
- Passage annotations and analysis paragraphs
- Extended creative writing linked to set texts
- Group discussion

This subject is recommended or highly recommended for the following VCE subject/s: VCE Literature

Domain: English

Future School Pathways: Leads to the following VCE or VCE VM Subjects: VCE English and VCE Literature.

Future Career Pathways: Journalist, author, screenwriter, playwright, editor. Any other career that requires a strong grasp on the English language.

Health & Physical Education: Health Matters

In this subject, students continue to build on their knowledge of key health concepts learned in year 7-9 Health classes.

This elective is designed to prepare students for a pathway into VCE Health and Human Development and/or VET Allied Health.

Students will cover topics such as the Dimensions of Health and Wellbeing, Respectful Relationships, Youth Health Issues and Nutrition. They are also introduced to the sociocultural factors and analyse the protective and risk factors for many common lifestyle diseases.

Respectful Relationships are further examined with the students learning the characteristics of healthy and unhealthy relationships the impact of relationships on overall health and wellbeing and how to seek help if needed.

Nutrition knowledge and the links to growth, development and consequences of poor nutrition are developed in this elective. Students learn how to interpret food models and analyse programs designed to improve food choices of Australians.

Students are also exposed to stages of development and look at the key stages and milestones associated with different age groups across the lifespan.

Content:

- Examine the characteristics of, and interrelationships between, physical, social, emotional, mental and spiritual health and wellbeing during the lifespan stage of youth.
- Identify and explain the Dimensions of Health
- Analyse data and measures in health status of Australia's youth
- Examine mental health issues relevant to young people and consider the importance of family and friends and investigate where young people can access help
- Examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages in life

Domain: Health & PE

Future School Pathways: VCE Health and Human Development, Allied Health VET

Future Career Pathways: Maternal Child Health Nurse, Midwifery, Nutritionist, Dietician, Health Teacher, Community Health Policy Development, Allied Health Services, Humanitarian Aid Work.

Health & Physical Education: Introduction to VCE Physical Education

This subject is designed to be a pathway into VCE Physical Education. To be able to access the curriculum and be successful, students will need to be AT or above LEVEL in both HPE and English.

The subject teaches key content and skills in preparation for VCE Physical Education. Students looking towards a VCE pathway are encouraged to pick this subject. This is not a practical based HPE Elective.

Within Introduction to VCE Physical Education, Year 10 students are introduced to topics and skills that will get them ready for a pathway into VCE Physical Education.

Students will be given the opportunity to link and apply key concepts and new content to practical scenarios and settings.

Students will be offered a range of units which include:

1. Skill Acquisition and Learning: Students learn about Stages of Learning, Skill Acquisition strategies and Feedback, and how these can be used to improve the performance of an athlete. The students will be learn about how a skill is taught and developed with practical opportunities including juggling and may attend a Golf Driving Range. They investigate the Stages of Motor Learning and discuss how they could improve using Feedback.

2. Sport Science and Biomechanical principles: The focus is on Newton's Laws of Movement and Motion. Students will look at different forms of movement and how to measure this including speed, velocity and displacement. The students will may attend Casey Indoor Sports and a trampoline park to apply Newton's Laws whilst performing sporting movements.

3. Chronic Adaptations: The students will learn about Chronic Adaptations as a result of exercise. Students within this unit will be exposed to content that teaches them about how the body changes over time when exercising. Students may measure various fitness levels and spend time developing and measuring the changes over time. This may include resistance training sessions and practical lessons.

4. Energy Systems: Students will investigate how the body is able to produce energy for movement at rest, sub-maximal and maximal levels. The students will look at concepts including ATP-PC, Lactate Inflection Point and the Krebs's Cycle. Practical opportunities will be provided for students to look at how the different systems work together.

At the end of this program, students will have built skills and knowledge that will be used when entering VCE Physical Education.

Assessment:

Students will perform Common Assessment Tasks that asks them to apply knowledge to real life skills.

1. Juggling CAT – Analysing Stages of Learning
2. Newton's Laws – Create a Story Book
3. Chronic Adaptations – Written Evaluation
4. Energy Systems – Lab & Short Answers

Domain: Physical Education

Future School Pathways: VCE Physical Education, VCE Health and Human Development

Future Career Pathways: PE Teacher, Health care worker including Nurse, Doctor, Paramedic, Personal Trainer, Fitness Instructor, Physiotherapist, Sports Manager and Exercise Physiologist.

Health & Physical Education: Outdoor Education

In Year 10 Outdoor Education, students study human relationships with the natural environment through a combination of both theory and practical activities.

This elective is designed to prepare students for a pathway into VCE Outdoor Education, VCE Environmental Studies and/or VET Outdoor Recreation.

Students will learn about the outdoors and develop basic skills and knowledge required to survive in the outdoors. These basic skills and knowledge include outdoor cooking, meal planning, setting up a tent, how to use a compass for navigation and first aid techniques.

Students will attend multiple outdoor activities during the semester, including visits to the Mornington Peninsula National Park, recreational outdoor activities such as Canoeing, and an overnight camp.

The subject requires students to participate in a range of outdoor experiences, all of which link to the environmental content studied in class. These experiences are at the core of the subject and are a compulsory part of the subject. Students should both understand and be willing and able to attend these activities prior to selecting this elective.

Students will undertake studies including Sustainability and Minimal Impact Strategies that are needed when entering outdoor environments. Students will also learn about the different relationships that humans have with the environment, covering topics such as Recreation, Conservation, Primary Industries and Tourism.

Due to most activities having both risk and safety considerations, students selecting this elective will be required to sign a contract outlining the basic levels of behaviour required for the safety of all involved. Students not meeting this contract may be excluded from events and may be removed from the elective.

Content:

- Sustainability
- Minimal Impact Strategies
- Primary Industries
- Tourism
- Recreation

Assessment:

- Fieldwork Reports and Reflection
- Case Study
- Structured Questions

Exam

Domain: Physical Education

Future School Pathways: VCE Outdoor Education, VET Sports and Recreation, VET Outdoor Recreation

Future Career Pathways: Outdoor Education Professional: Camp Leader, Outdoor Activity instructor, Conservation, Tourism, Education, Agriculture, Environmental Research and Policy, Sustainability Work.

Health & PE: Girls on the Move

Girls on the Move is offered to female students who are looking to continue with Health and Physical Education studies but not enjoy the intensity that comes with a mixed classroom.

This elective offers students opportunity to participate in physical activity lessons including Fitness and Liesure based tasks (eg. Going to the Gym, Pilates, Badminton etc.) as well as Team Sports and Coaching. Students will participate in a range of sports based sessions and have the opportunity to develop their leadership skills by creating and teaching activities to their peers.

The theoretical component of this elective provides students with the opportunity to develop knowledge and awareness of key female health issues including topics such as the Menstrual Cycle, Puberty, Sunsmart, Breast and Cervical Cancer etc. As well as providing opportunities for the students to investigate help seeking strategies and programs as well as developing key knowledge around staying safe.

As well as this, the students will explore Female Athletes and Leadership within sport as well as look at career pathways available within the sports industry.

This elective is the continuation of the Year 9 Elective – Changing the Game – Girls, but it is not a prerequisite to choose this elective.

It is a great choice for any female wishing to continue Health and PE into Year 10.

Content:

- Unit 1: Women's Health (Sports Injuries, Safety, Puberty, Menstrual Cycle)
- Unit 2: Females in Sport (Role Models, Leaders, Pathways)
- Fitness and Liesure
- Coaching

Assessment:

- Short Answer
- Research Task
- Exam
- Participation in Physical Activity
- Coaching Session

Domain: Physical Education

Future School Pathways: VCE Physical Education, VCE Health and Human Development, VCE Outdoor Education, VET Sport and Recreation

Future Career Pathways Sports Coach, Physical Education Teacher, Health teacher, Personal Trainer, Physiotherapist, Nursing, Physiotherapist, Doctor, Myotherapist, Osteopath, Podiatrist, Exercise Physiologist and Professional Sports Team Employee.

Health & PE: Physical Education and Coaching

In Physical Education and Coaching, Year 10 students will have the opportunity to participate in a number of different team sports including Invasion Sports (Rugby, Netball, Soccer), Net and Wall Sports (Badminton, Volleyball, Tennis), Target Sports (Bowls, Archery, Curling) and Striking and Fielding Sports (Cricket, Softball, Baseball).

Students will participate in game sense units for these themes with a strong focus on increased skill attainment both in practice and during prolonged times of gameplay. Students will use recorded vision of themselves participating to support them to develop strategies for improvement in a range of skills for different sports.

Recreational activities will also be explored as a part of this subject. Students will be required to investigate recreational and leisure activities available within the community. Students may be given the opportunity to attend a variety of facilities to participate in both recreational and leisure activities. (Squash, Zumba, Pilates, Boxing, Lawn Bowls etc)

As part of the Sports Coaching unit, students will learn about what it takes to successfully coach a local community sports team as part of their studies in this subject. Students learn the difference between planning skill activity drills as opposed to game sense activities and the purpose of when to use each skill activity.

They learn about different coaching styles used by sports coaches and practice their technique to master one style when coaching a group of students. Students be required to plan and modify drills according to both age and ability and will be assessed on their ability to modify their drills for students of different ages, including year 7/8 students as well as primary school aged students.

Students may attain a Community Coaching General Principles Certificate as part of their theory learning in this subjects that may assist them to gain a coaching role in the community.

This elective is designed to prepare students for a pathway into VET Sport and Recreation and VET Sports Coaching.

Content:

- Invasion Sports
- Net and Wall Sports
- Striking and Fielding Sports
- Sports Coaching
- Target Sports
- Recreational Activities

Assessment:

- Physical Activity Participation - including ability to work in teams
- Ability to Plan, Create and Deliver lessons for a specific sport
- Self and Peer Assessment Rubric for Thematic Units
- Exam

Domain: Physical Education

Future School Pathways: VCE Physical Education, VCE Outdoor Education, VET Sport and Recreation

Future Career Pathways: Sports Coach, Physical Education Teacher, Health teacher, Personal Trainer, Physiotherapist, Nursing, Physiotherapist, Doctor, Myotherapist, Osteopath, Podiatrist, Exercise Physiologist and Professional Sports Team Employee.

Sports Pathway Electives

The SPP exposes students to a variety of educational and practical experiences which aim to shape their future pathways in the sporting field. The program also contains a competitive physical activity environment to develop teamwork and leadership skills as well as physical skills.

Students take part in personal training sessions with a professional strength and conditioning coach where they complete blocks of training specific to fitness components. Students are Pre and Post tested on the fitness components and analyse their own fitness data across the year.

Within the program there will be theoretical units on Performance Enhancement, Sports Psychology, Acute Responses To Exercise, Training Methods and Programs as well as discussion around Sporting Pathways linked to VCE, VET and VCE-Vocational Major.

Students wishing to participate in the SPP electives will be required to partake in a selection process.

Students will be identified via selection criteria and be eligible to select a special program during their course selection interview. Where there are more students identified and accepting of their place in the program, students will be ranked using the selection criteria.

In 2024, students will have the option to choose 1 or 2 semesters of the Sports Pathway Program within their subject selection.

Semester 1

Semester 1 of the Sports Pathway Program looks at Sports Psychology and Training Methods for sports performance. Students will learn about how the mind impacts professional athletes and develop their own strategies to overcoming key challenges within their own sporting settings. Within the Training Methods unit students will investigate the Fitness Components and how different methods of training are used to improve an athletes performance.

Students will participate in weekly Strength and Conditioning sessions as well the opportunity to complete units on Net and Wall Sports (Volleyball, Badminton etc), Football Codes (AFL, Gaelic, Soccer and Touch Rugby) and Striking and Fielding Sports (Cricket, Softball, Baseball etc)

Assessment

- Satisfactory completion of Sports Psychology Booklet
- Semester Exam

Semester 2

Semester 2 of the Sports Pathway Program looks at Performance Enhancement and Training Programs for sports performance. Students will learn about how the athletes can improve their performance in a range of different methods. This will include the investigation of nutrition, drugs, uniforms etc and the impacts on athletes They will discuss and learn how they can apply various methods within their own sporting settings. Within the Training Programs unit students will learn about how to build their own Training Program that will improve their own physical performance. The students will use the fitness components and training principles to develop an appropriate program.

Students will participate in weekly Strength and Conditioning sessions as well the opportunity to complete units on Net and Wall Sports (Volleyball, Badminton etc), Football Codes (AFL, Gaelic, Soccer and Touch Rugby) and Striking and Fielding Sports (Cricket, Softball, Baseball etc)

Assessment

- Performance Enhancement Case Study and Presentation
- Semester Exam

Domain: Physical Education

Future School Pathways: VCE Physical Education, VET Sport and Recreation

Future Career Pathways: Any Career where Fitness and Motor skills are needed, Sports Coach, Fitness Instructor P.E Teacher, Personal Trainer, Physiotherapist, Health Related Fields including: Nursing, Physiotherapist, Doctor, Myotherapist, Osteopath, Podiatrist, Exercise Physiologist and Professional Sports Team Employee.

General Humanities

General Humanities covers three major areas of the domain, which include Civics and Citizenship, History, Business and Economics. The main purpose of General Humanities is to provide students with the key knowledge and skills that will assist them in being active members of the community, while leaving pathways open for further Humanities based study in Years 11 and 12.

Students are given opportunities to build on their thinking skills and learn how to research and problem solve. They analyse and use data to create and support their opinions.

Throughout the subject, students are also exposed to a variety of local, nation and international issues and worldviews. Students begin the subject by exploring Australia and its connection to other nations throughout the world, considering the relationship between these countries and influences on world order. Students then investigate the significance of World War Two looking at how the conflict began, some of the key places Australians fought, key turn points of the war, the Holocaust and how the war come to an end. Finally, students explore the role of global economics and influences on different markets, connecting this knowledge to starting a business and the powerhouse that is eCommerce.

Content:

- **Civics and Citizenship:** Unit 1 - Government Policy in Action
- **History:** Unit 2 - World War Two
- **Business and Economics:** Unit 3 – Business Influences

Assessment:

- Political Structured Questions
- Historical Source Analysis
- Economics Report
- Exam

Domain: Humanities

Future School Pathways: VCE Economics, VCE Legal Studies, VCE Business Management, VCE Accounting, VCE History, VCE Accounting.

Future Career Pathways: Business Manager, Human Resources, Marketing Consultant, Small Business Owner, Entrepreneur, Project Manager, Industrial Relations, Policy Development & Implementation, Urban Planning, Economist, Business Analyst, Small Business Owner, Accountant, Bookkeeper, Civil Servant, Financial Risk Analyst, Bank Teller, Bank Manager, Financial Planner, Historian, Journalist, Museum Education Officer, Politician, Social Historian, Teacher, Lawyer, University Lecturer, Researcher, Architect, Tourism Officer, Civil Servant, Youth Worker.

Humanities: Geography - Environmental Change and Management

Environmental Change and Management focuses on investigating environmental Geography through in-depth studies of different environments. This unit provides an overview of the environmental functions that support all life, the major challenges to their sustainability and different environmental world views, including those of Aboriginal and Torres Strait Islander Peoples. Students investigate a specific type of environment and environmental change and how it can be managed sustainably in Australia (through fieldwork) and around the world.

Content:

- Climate change and Sustainability
- Land management in Australia
- River and Coastal Investigations
- How to Measure Human Wellbeing
- Comparing Wellbeing in Australia to the World

Assessment:

- Fieldwork Reports
- Case Study
- Structured Questions
- Exam

Domain: Humanities

Future School Pathways: VCE Geography.

Future Career Pathways: Meteorologist, Climatologist, Urban Planner, GIS Specialist, Environmental Educator, Geography analyst, Journalist, Agricultural Scientist, Travel Consultant, Teacher, Park Ranger, Researcher.

Humanities: Economics - Living in a Global Economy

Students look at the way an economy could be managed and its impact on people. They identify and explain how economic performance is measured and how Australia's economy is performing. Students will explain the links between economic performance and people's living standards. Students will analyse economic issues and how these could be solved by governments. Students will generate a range of viable options, using cost-benefit and SWOT (strengths, weaknesses, opportunities and threats) analysis to recommend and justify a course of action, and predict consequences of economic and business decisions. Students will also investigate Australia as a trading nation and its place within Asia and the global economy. They will examine the roles and responsibilities of participants in Australian or global markets and workplaces.

Content:

- Governments and economics decisions
- Indicators of economic performance
- Australia as a trading nation
- The impact of economic issues

Assessment:

- Investigative report
- Cases study
- Structured questions
- Exam

Domain: Humanities

Future School Pathways: VCE Business Management, VCE Accounting and VCE Economics.

Future Career Pathways: Small Business Owner, Accountant, Bookkeeper, Civil Servant, Financial Risk Analyst, Bank Teller, Bank Manager, Financial Planner.

Humanities: Politics - Power and Politics

Power and Politics provides students with an introduction into the creation and history of the United Nations as a global organisation targeted at fostering international relations and stability. Students investigate the role of the United Nations in maintaining international peace and security, protecting human rights, delivering humanitarian aid, upholding international law, supporting sustainable development and prompting climate action. This subject focuses on United Nations role within modern conflicts from 1990's to current, including the impact of terrorism within globally and how this has impacting international relations.

Content:

- Introduction to the United Nations
- United Nations in modern conflicts (1990's-current)
- Terrorism

Assessment:

- Structure Questions
- Model United Nations Project
- Political Essay
- Exam



Domain: Humanities

Future School Pathways: VCE Politics, VCE History, VCE Economics, VCE Legal Studies

Future Career Pathways: Industrial Relations, Criminal Justice, Policy Development & Implementation, Case Management, Youth Worker, Elderly Care Worker, Urban Planning, Teaching, Migrant & Multicultural Affairs, International Aid and Development, Sociologist, Lobbyist, Public Relations, Teacher, Publishing, Journalism, Human Resources.

Humanities: History - Rights and Freedoms

Rights and Freedoms provides an opportunity to study the history of the modern world with an both a global and Australian focus. The twentieth century became a critical period in Australia's social, cultural, economic and political development. This unit focuses on the significance of the Universal Declaration of Human Rights, the causes of the struggles of Aboriginal and Torres Strait Islander peoples, and the effects of the US civil rights movement and its influence on Australia. Students explore the US Civil Rights Movement and make connections to the events that occurred within Australia. Finally, students will explore the role of Women's Rights globally and how this has changed within Australia and other countries over time.

Content:

- Women's Rights
- Civil Rights Movement in the United States of America
- Australian Civil Rights Movement

Assessment:

- Historical Investigation
- Source Analysis
- Exam

Domain: Humanities

Future School Pathways: VCE History, VCE Geography, VCE Legal Studies and VCE Politics.

Future Career Pathways: Historian consultant, Journalist, Museum Education Officer, Politician, Social Historian, Teacher, Lawyer, University Lecturer, Researcher, Architect, Tourism Officer, Civil Servant, Youth Worker.

Humanities: Business & Accounting - Running My Business

Students will begin to look at what it takes to run a small business. They will explore the nature of innovation and discuss how businesses seek to create an advantage over their competition. Students will generate a range of decisions around business management, using cost-benefit analysis, to justify the reasoning behind their choices. Students will explore record keeping methods used in accounting and also how to analyse this data. Students will investigate the power of marketing in improving business performance.

Content:

- Introduction to business
- Creating business ideas
- Small business decision making
- Accounting and data analysis
- Business marketing

Assessment:

- Business Case Study
- Marketing Plan
- Structured Questions
- Exam



Domain: Humanities

Future School Pathways: VCE Economics, VCE Legal Studies, VCE Business Management, VCE Accounting.

Future Career Pathways: Business Manager, Human Resources, Marketing Consultant, Small Business Owner, Entrepreneur, Project Manager, Industrial Relations, Policy Development & Implementation, Urban Planning, Teaching, Teacher, Economist, Business Analyst.

Humanities: Legal - The Law & I

Students will be studying people's individual rights and how laws are created. They will study the court system, including the role of the High Court, and the legal processes involved. Students will look at different court jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments. They will discuss the key principles of Australia's justice system, including equality before the law, an independent judiciary, and the right of appeal. Students look at the role of police and the interactions that take place in the community.

Content:

- Courts processes and shaping laws
- The principles of the justice system
- The role of the police

Assessment:

- Structured Questions
- Case Study Investigation
- Short-answer Questions
- Exam



Domain: Humanities

Future School Pathways: VCE Politics, VCE Legal Studies.

Future Career Pathways: Industrial Relations, Criminal Justice, Policy Development & Implementation, Case Management, Youth Worker, Lawyer, Urban Planning, Teaching, Migrant & Multicultural Affairs, International Aid and Development, Sociologist, Lobbyist, Public Relations, Teacher, Publishing, Journalism, Human Resources.

Humanities: History - The Vietnam War

In this subject, students will look at France, America and Australia's involvement in the Vietnam conflict. They will look at the world at that time and the reasons for foreign nations fighting in Vietnam. Students will look at the different types of warfare involved and its impact on soldiers. They will study the impact of the war on the Vietnamese people and the nation as a whole. They'll also study the impact of the war on the Home Front. Students will analyse primary and secondary sources, especially the different historical interpretations of specific events. Finally, students explore the changing movements of popular culture during this time and the development of anti-war movements in the wake of the Vietnam conflict.

Content:

- Causes of the Vietnam
- Consequence of the Vietnam War

Assessment:

- Source Analysis
- Extended Response
- Exam



Domain: Humanities

Future School Pathways: VCE History, VCE Geography, VCE Legal Studies, VCE Politics

Future Career Pathways: Historian consultant, Journalist, Museum Education Officer, Politician, Social Historian, Teacher, Lawyer, University Lecturer, Researcher, Architect, Tourism Officer, Civil Servant, Youth Worker.

Languages: Mandarin

Mandarin is one of and the first of the four second languages that Australian government is giving special importance to promote. If you want to increase your opportunities for a better-paid job in the future, if you want to get bonus marks for VCE examination and you are interested in Chinese culture, LOTE (Mandarin) is the right subject for you.

Students will continue focusing on communicating in Chinese language and building Chinese language/culture awareness. They will further develop their four core linguistic skills in listening, speaking, reading and writing as well as their intercultural understanding of Chinese culture and society.

In a smaller-sized class, you will be able to learn the language more quickly and experience the culture more in depth by doing hands on activities.

You may have chance to travel though vast China, experience traditional and contemporary Chinese culture, develop new friendships and have a lifetime of memories.

Content:

- Daily Chinese at school, at home and on the street
- Chinese education
- Traditional Chinese medicine

Assessment:

- Language tests
- Role-play
- Essay
- Presentation

In Year 10, language is a full year of study.

Domain: Languages Other Than English

Future School Pathways: VCE LOTE, VCE 20th Century History, VCE History (Revolutions), VET, VCAL.

Future Career Pathways: Tourism and Hospitality, International Business, Community Services, Translator & Interpreter, Education, Working in Asia or for an Asian company

The Arts: Dance

Step into the world of dance, where passion and creativity take center stage! Get ready to explore a multitude of dance styles and immerse yourself in a world of artistic expression.

In this fun and energetic subject, we dive deep into the captivating realms of dance, unveiling a range of styles from cultural dance to modern dance and empowering you to become a true dancer.

But it doesn't stop there! This subject is designed to ignite your creative spark and unleash your inner choreographer. We believe in the power of individual and collaborative ideas, encouraging you to generate captivating concepts and communicate them through the mesmerizing language of dance.

Don't worry if you're new to the dance floor – this course welcomes beginners with open arms. All you need is a burning passion for dance and the courage to explore new horizons. With a supportive community of fellow dancers and guest teachers by your side, you'll be amazed at the progress you can make.

Content:

- Applied Anatomy (Skeletal and Muscular Systems)
- How to choreograph a dance through dance design (movement vocabulary, intention and formal structure)
- Learning a range of style specific choreography through the participation of dance workshops
- Performance processes and artistry

Assessment:

- Devising group choreography
- Performing learnt works from external choreographers



Domain: The Arts- Dance

Future School Pathways: VCE Dance, VET Dance, School Production

Future Career Pathways: Performer, Choreographer, Event Management, Arts Administration, Yoga or Pilates Teacher, Dance teacher, Physical Therapist, Nutritionist or Dietitian, Youth Work, Dance Movement Therapy.

The Arts: Theatre Studies

In Theatre Studies you will work collaboratively to learn about the differing roles that go into producing a theatre performance. Whether you are interested in Acting, Lighting, Set, Costume, Sound, Make-Up Design or Directing you will be encouraged to challenge your own creativity.



This subject is designed to empower you to take risks. But don't worry if you are new to the world of theatre, this subject will take you through the layers of each production area so you are able to feel confident applying your new skills. Through Theatre Studies you will receive the opportunity to develop and nurture existing interests while also learning about Production Areas that you may not have a lot of prior knowledge about.



You will also analyse a professional performance to identify and evaluate the use of acting and production area choices to enhance the final performance. Your evaluation of the professional performance will then inform and influence your own choices when developing theatre.

Content

- Learning about a range of theatre styles
- Production Areas (set, costume, make-up, lighting, sound)
- Analytical Skills

Assessment

- Developing Theatre Performances
- Design Presentation

Domain: The Arts

Future School Pathways: VCE Drama, VCE Theatre Studies, VET Acting, VET Event Management, VCE English, VCE English Literature, School Production.

Future Career Pathways: Director, Playwright, Producer, Actor, Teacher, Business Manager, Event Management, Theatre Technician.

The Arts: Music

Year 10 Music builds on the knowledge and skills developed in Year 9 Music. You will have the opportunity to play a variety of instruments and perform in groups and by yourself. You will study different styles of music and understand what makes each of them unique. There is a strong focus on developing basic theory, keyboard and vocal skills on top of improving your instrument of choice. This is a great stepping-stone into VCE music.

If you are interested in developing a deeper understanding of music including: performance skills, rehearsal strategies, reading music, recording music and learning about musical culture, this is the subject for you. To undertake this subject, it is strongly recommended that students are enrolled in instrumental lessons, either at the college or externally.



Content

- How to present a performance in a group and solo setting
- Aural and Theory Skills
- Song writing / Composition
- Improvisational Skills
- Music Recording using Sound Trap
- Understanding stylistic characteristics of different styles.
- Applying theoretical knowledge in a practical sense and analysing music by ear
- Rhythm Reading / Solfege Singing

Assessment

- Song writing
- Solo and/or Group Performances OR using music programs to create music.
- Theory / Aural Exam
- Cover Analysis

Domain: The Arts

Future School Pathways: VCE Music Performance and VET Music

Future Career Pathways: Musician, Sound Engineer, Music Teacher, Instrumental Teacher, Composer

Science: General Science

From the microscopic information in our cells that determine who we are to how we interact in space and time. The General Science elective gives students an insight into the fundamental concepts that form our understanding of the incredible world around us. The broad range of practical activities aim to foster a sense of wonder and curiosity along with providing the opportunity to apply laboratory skills, gather scientific data, and to demonstrate the Laws and Principles that underpin Science. This elective goes through a range of concepts that align to each of the VCE Sciences that are offered.

Content:

- The scientific method
- Chemical reactions and materials (Chemistry)
- Rocket science (Astro physics)
- Cells & living things (Biology)
- Evolution and the inheritance of genetic traits (Biology)
- Motion & forces (Physics)

Assessment:

- Practical investigations
- Scientific reports
- Visual presentations of data & observations
- Tests & end-of-semester exams

Domain: Science

Future School Pathways: Unit 1 and 2 Chemistry, Unit 3 and 4 Chemistry, Unit 1 and 2 Biology and Unit 3 and 4 Biology

Future Career Pathways: Agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Science: CSI Forensic Science

Through this elective unit, students will develop an understanding of Crime Scene Investigation, and the science behind commonly used investigative techniques. Students will be given the opportunity to apply their skills in chemistry, physics, biology and psychology to real life contexts, to allow them to explore criminal cases and develop an understanding of the scientific methods used in forensics within a crime scene.

Students will be taught the practical and theoretical science behind crime scene protocol, evidence collection, human identification and evidence analysis. Through application of these forensic science skills and problem-solving skills to criminal case studies, they will gain in depth knowledge of how these techniques are used by forensic scientists to collect and analyse data from a crime scene, and then further used to determine the sequence, motives and context of events, narrow down suspects and ultimately solve crimes.



Content:

- Crime Scene Protocol
- Evidence Collection
- Human Identification
- Evidence Analysis

Assessment:

- Practical investigations
- Scientific reports
- Visual presentations of data & observations
- Tests & end-of-semester exams

Domain: Science

Future School Pathways: Unit 1 and 2 Chemistry, Unit 3 and 4 Chemistry, Unit 1 and 2 Biology and Unit 3 and 4 Biology

Future Career Pathways: Agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Science: Food Glorious food

This class is centred around food and its origins. Students will investigate how food like bread and cheeses are made and the science behind it. They will learn about the five senses and the messages they tell us about what we put into our mouth, so we can decide whether it should be eaten. Students will conduct experiments to see the calories in food and lastly how food can be sustainably harvested.

Approximate Cost:

Content:

- The Scientific Method
- Genetic modified food research
- Molecules and nutrients
- 5 senses – umami, bitter, sweet, sour and salty
- Calorimeters
- Food sustainability
- Analysis for macronutrients in foods (*can modify methodology of year 8 mac attack prac and add in more variety of food samples*)
- Research investigation: food security in Cranbourne East
- Research investigation: factors that influence food selection at CESC (*can survey peers to get quantitative and qualitative data*)



Assessment:

- Practical investigations
- Scientific reports
- Visual presentations of data & observations
- Tests & end-of-semester exams

Domain: Science

Future School Pathways: Unit 1 and 2 Physics, Unit 3 and 4 Physics, Unit 1 and 2 Chemistry, Unit 3 and 4 Chemistry, Unit 1 and 2 Biology and Unit 3 and 4 Biology.

Future Career Pathways: Dietetics, sports science, research science, healthcare, food science, microbiology, education, biotechnology, policy development, agriculture, viticulture, industrial chemistry

Science: Introduction to VCE Biology

Biology is a diverse and constantly changing science discipline that attempts to understand and explore the nature of life, both past and present. The study explores the processes of life, the relationships which exist between organisms and their interactions with the non-living environment.

This Year 10 elective is designed to equip students with the necessary investigative and written scientific skills in direct preparation for Unit 1 and 2 Biology.

Content:

- Cells – structure and function
- Cellular processes- meiosis and mitosis
- Heredity – processes and patterns
- Diversity – variation, natural selection & evolution
- Abiotic and Biotic factors and interactions
- Relationships between organisms
- Ecosystems and habitats

Assessment:

- Practical investigations
- Scientific reports
- Visual presentations of data & observations
- Tests & end-of-semester exams

Domain: Science

Future School Pathways: Unit 1 and 2 Biology, Unit 3 and 4 Biology

Future Career Pathways: Research Science, Healthcare, Environmental Management and Conservation, Education, Biotechnology, Forensic Science, Politics and Policy, Business and Industry, Economics, Mathematics, Science Writing and Communication.

Science: Introduction to VCE Chemistry

Chemistry is a study which investigates and interprets the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemistry plays a vital role in the production and development of energy and new materials, food and medicine production and the treatment of the waste that is generated.

This Year 10 elective is designed to equip students with the necessary investigative and written scientific skills along with key concept understanding in direct preparation for Unit 1 and 2 Chemistry. The basis of these skills is extracted from the VCE Chemistry Study Design with a focus on developing an understanding of scientific methods.

Content:

- Investigating the properties and behaviour of polymers
- Modelling chemical reactions and the role of energy
- The conservation of mass
- Simple chemical formula and equations
- Investigating the production of a range of useful substances, for example, fuels & pharmaceuticals
- Investigating the effect of temperature, surface area and catalysts on the rate of chemical reactions

Assessment:

- Practical investigations
- Scientific reports
- Visual presentations of data & observations
- Tests & end-of-semester exams

Domain: Science

Future School Pathways: Unit 1 and 2 Chemistry, Unit 3 and 4 Chemistry

Future Career Pathways: Agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Science: Introduction to VCE Physics

Physics is a scientific discipline that focuses on understanding and explaining the physical world. The study explores the way that energy and matter interact with each other, allowing a deeper understanding of the laws of nature. This unit focusses on the scientific method which was framed in the context of Electrical phenomena, Light and waves, Radiation and Nuclear Physics, and the structure of the universe.

This Year 10 elective is designed to equip students with the necessary investigative and written scientific skills in direct preparation for Unit 1 and 2 Physics. The unit is designed to give students an experience of some of the topics and skills needed to be successful in VCE physics.

Content:

- The physics of electricity – Voltage, Current and ohms law.
- The nature and behaviour of light
- Reflection
- Refraction
- The wave nature of light and the electromagnetic spectrum
- The nature of matter
- Radiation, Isotopes and Nuclear fission
- Distances and scales in the Universe
- The standard particle model of the Universe.

Assessment:

- Practical activities and extended investigations
- Scientific reports and posters
- Visual presentations of data & observations
- Tests & end-of-semester exams

Domain: Science

Future School Pathways: Unit 1 and 2 Physics, Unit 3 and 4 Physics

Future Career Pathways: Astronomer, Aerospace Engineer, Air traffic Controller, Nuclear Engineer, Biophysicist, Computer Game Programmer, Civil Engineer, Electronics Engineer, Pilot, Military Officer, Environmental Engineer, Teacher, Forensic Scientist, Geologist, Surveyor, Radiologist, Laboratory Technician.

Science: Introduction to VCE Psychology

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological, and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

This Year 10 subject is designed to equip students with science investigative and written skills in direct preparation for Unit 1 and 2 Psychology. The basis of the skills is extracted from the VCE Psychology Study Design with a focus on Scientific research methods.

An important feature of undertaking Psychology is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In the Psychology field inquiry can include laboratory experimentation, dissections, observational studies, self-reports, questionnaires, interviews or case studies.

Students will focus on Psychology as an occupation and discover the many fascinating areas of work for a Psychologist including Sports, Clinical, Neuro and Forensic Psychology. Throughout the semester, students will learn to pose questions, formulate research hypotheses, test variables, and collect, analyse and interpret data.

Content:

- Introduction to Psychology and our experience of the world
- Sports Psychology and the influence of motivation and stress on sporting performance
- Clinical Psychology and the understanding of personality traits and theories
- Neuropsychology and the understanding of the brain and how it works
- Forensic Psychology and deductive crime scene analysis and an understanding of psychopaths
- Research methods and how to conduct an empirical research investigation
- Ethical and unethical psychological experiments and studies

Assessment:

- Scientific Investigation Reports
- Empirical Research Assessment
- Visual Diagrams/ Posters/Models
- Multiple Choice and Short Answer Tests

Domain: Science (Psychology)

Future School Pathways: Unit 1 and 2 Psychology, Unit 3 and 4 Psychology

Future Career Pathways: Psychologist, Social Worker, Forensics, Counsellor, Teacher, Nurse, Child Care worker, Mental Health Worker, Criminal Justice, Rehabilitation Worker.

Technology: Healthy Eating for Life

This unit of study will focus on skills that they can take into the future once they leave school.

Students will look at the nutritional requirements of a person throughout their lifespan as well as the Australian diet and how it can positively or negatively affect us now and in the future. This will include looking at different diet related diseases that affect people that are both under and over nourished.

Students will evaluate the various eating models that provide good health and will use one of these to assess the suitability of the food on offer at our canteen. They will further develop their culinary skills by learning how to cook a variety of quick and easy meals that can easily be made at home both now and in the future.

Content

- Functions of food in the body
- Nutritional requirements over the lifespan
- Factors that influence food habits
- Food consumption and its impacts on health
- Food guides that promote healthy eating

Assessment

- Research Task
- Design Brief Assessment Task

Domain: The Technologies

Future School Pathways: Units 1-4 Food Studies

Future Career Pathways: Food Technologist, Food Science, Food Author, Food Stylist, Food Chemistry, Chef, Advertising and Marketing Professional, Environmental Health Officer, Caterer, Food Processing Technician, Dietician, General Manager, Retail Manager, Agricultural Scientist, Health Science and Environmental Science (Sustainability)

Technology: Trends in Food

This unit is designed to develop students' skills and confidence in investigating, designing, producing and evaluating different meals by using a variety of food preparation processes and presentation techniques. It will reinforce student awareness of health, safety, and the hygienic preparation of food.

Students will investigate current trends in food, dining, food styling and photography. This will further provide them with the opportunity to develop their creative talents in the production of sweet and savoury food items.

They will be provided with the exciting opportunity to use their creative talents in creating different healthy dishes. Students will also begin to explore how preservation has an impact on our food and how it changes the sensory properties of food.

Content

- Factors that contribute to current Food Trends
- Food Styling and Photography
- The Australian Guide to Healthy Eating
- Preservation

Assessment

- Research Task
- Design Brief Assessment Task

Domain: The Technologies

Future School Pathways: Units 1-4 Food Studies

Future Career Pathways: Food Technologist, Food Science, Food Author, Food Stylist, Food Chemistry, Chef, Advertising and Marketing Professional, Environmental Health Officer, Caterer, Food Processing Technician, Dietician, General Manager, Retail Manager, Agricultural Scientist, Health Science and Environmental Science (Sustainability)

Technology: Digital Technologies

As technology becomes more deeply entrenched in our social and working lives, ensure your skills are future proofed by opting to learn more about digital technologies.

This Year 10 elective is designed to offer students the opportunity to follow creative and problem-solving pathways whilst allowing students the chance to develop programming skills.

The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical users of information conveyed by digital systems. A computer and backup device such as USB drive or portable hard drive is strongly recommended.

Content:

- The role of hardware and software in digital systems
- Acquiring, storing, manipulating, and presenting data using spreadsheets
- Planning, designing, developing, and evaluating web based digital solutions
- Developing coding and programming skills
- Working safely within IT environments

Assessment:

- Pre/post tests
- Written documentation
- Creative solutions
- Visual Diagrams/ Posters

Domain: The Technologies

Future School Pathways: Unit 1 and 2 Computing, leading to either Units 3 & 4: Informatics or Units 3 & 4: Software Development

Future Career Pathways: Computer programmer, Web designer, Project manager, data analyst – many jobs now require candidates to demonstrate high levels of computer skills

Technology: Textiles: A Passion for Fashion

This is a fashion focussed class where students will build on and further develop their practical sewing skills. Students will be introduced to the use of a commercial pattern, and how to adapt this for the best fit. Ideas will be generated using the design process; techniques will be trialled and then the best solution will be created into a finished garment. Designs, ideas, processes, and solutions will be evaluated against comprehensive criteria for success recognising the need for sustainability. Themes and topics will be developed through negotiation and needs of the students.

Students will work towards quality of garment finish as well as creativity and suitability. They will apply design thinking, creativity, innovation, and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

Content:

- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience.
- Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental and Communication Design.

Assessment:

- Folio of designs and explorations
- Research tasks
- Products and Evaluations

Domain: The Technologies/The Arts

Future School Pathways: Units 1 - 4 Studio Arts and Product Design (Textiles) , VCE VM VET Fashion,

Future Career Pathways: Fashion Industry

Technology: Product Design and Technology

In Product Design and Technology, students will be investigating a range of design solutions. These solutions may be constructed from a variety of materials (including timber, metal and plastic).

Designing solutions will involve following the Design Process.

- Research/ Investigation
- Creating a number of possible design solutions
- Justifying a preferred design
- Production of the design
- Evaluating how effective the solution is in solving the problem.
- Evaluating the processes used in solving the problem.

Skills to manipulate the variety of materials are introduced in a sequence and students' abilities will develop as they progress from basic ideas and sketches to more detailed work using a variety of tools and materials, (may include the use of Computer Aided Design and Manufacturing). Students will also develop an awareness of the impact of a range of factors that include aesthetics or product appeal, durability, ergonomics and safety.

Content

- Application of the Design Process
- Project management
- Resistant Materials
- Manufacturing processes
- Manufacturing of a product

Assessment

- Class participation and attendance
- Folio that provides evidence supporting the Design Process

Domain: The Technologies

Future School Pathways: VCE Product Design and Technology, VET Building and Construction, VET Automotive, VET Mechanical Engineering,

Future Career Pathways: Carpentry, Cabinet Making, Building and Construction, Mechanical Engineering, Automotive Engineering, Fitting and Machining, Industrial Design

Technology: Systems Engineering (Electronics)

Systems Technology involves both electrical and mechanical systems. It is one of the fastest growing areas of technology today. Students will learn to work safely in a workshop and become competent in the safe use and care of tools. Students will learn about practical electronics and its theory relating to more complex circuits and systems which were covered in Year 9. This will help them to creatively design, build, modify and evaluate working electronic models using a variety of common electronic components. This will develop students' confidence with circuit theory in Science, Physics and Technology design.

Content:

- Application of the Design Process
- Project management
- Component identification
- Component function
- Manufacturing of a product

Assessment:

- Class participation and attendance
- Folio that provides evidence supporting the Design Process
- Completed Printed Circuit boards

Domain: The Technologies

Future School Pathways: VCE Systems Engineering, VCE Electronics, VET Electronics,

Future Career Pathways: Electronics, Electrical trades, Industrial Automation, Robotics, Electrical Engineering, Renewable energy, Automotive.

The Arts: Media (Film Studies)

In Media, students will have the opportunity to experience the film production process. Students will complete pre-production and post-production tasks including the development of a film script, digital and traditional storyboarding, camera operation and editing. Students will work with industry standard software and equipment and work collaboratively to develop their understanding of film production roles such as directing, editing, acting, sound design and lighting.

In addition to creating film, students will have the opportunity to analyse and creatively respond to narrative text from a variety of genres. They will develop their understanding of directing styles and film production techniques used to manipulate and create meaning for the audience.

Content:

- Film Techniques
- Film Pre-Production
- Film Production
- Film Post-Production
- Viewing Films
- Film Analysis and comparison

Assessment:

- Film Reviews\Analysis
- Script writing
- Storyboard
- Film Production
- Sound design

Domain: The Arts- Media

Future School Pathways: VCE Media, VET Screen and Media

Future Career Pathways: Filmmaking, TV, Media Production, Advertising, Marketing, YouTube content creator, Screenwriter, Camera operator,

Visual Arts: Creative Practice

In this subject, students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve, and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration, and apply materials and techniques in artworks.

Students will be expected to:

- generate ideas and identify sources of inspiration and artistic influences
- progressively record the research and development of individual ideas in a visual diary
- use a variety of research methods to translate ideas, observations and experiences into artworks
- select, create, organise and use visual reference material
- explore a range of art elements, art principles and aesthetic qualities
- research subject matter appropriate to individual ideas in a visual diary
- discuss the characteristics of a range of art forms, including how materials, techniques and processes will be used

Assessment:

- Written tasks using arts language (including extended responses)
- Visual diary, showing exploratory work and a progression of ideas
- Presentation of finished artworks

Domain: The Arts

Future School Pathways: VCE Studio Arts Units 1-4

Future Career Pathways: Art and Design Industry, Illustration, Animation, Art conservation and preservation, Textiles, Gallery/Museum Curator etc.

Visual Arts: Sculpture

In this subject, there will be primarily a hands-on practical focus to develop sculpture skills. Students will explore a range of construction techniques through different materials and techniques in order to develop their skill and knowledge. They will follow their own individual studio practice through development of ideas, exploration of materials, artist research and taking an idea from conception to realisation. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. The first unit will have a ceramics focus and the second will be based on exploring a wide range of materials such as card, paper and mod roc.

Students will be expected to:

- generate ideas and identify sources of inspiration and artistic influences
- progressively record the research and development of individual ideas in a visual diary
- explore the art elements and art principles
- discuss the characteristics of a range of art forms, including how materials, techniques and processes will be used
- explore and experiment with a range of different materials and techniques
- create a series of finished artworks

Assessment:

- Visual diary, showing exploratory work, research and a progression of ideas
- Finished artworks

Domain: The Arts

Future School Pathways: VCE Creative Practice Units 1-4

Future Career Pathways: Art and Design Industry, Architecture, Sculptor, Ceramicist, Illustration, Animation, Art conservation and preservation, Art Therapy, Textiles, Gallery/Museum Curator etc.

Visual Arts: Visual Communications and Design

In Visual Communication Design, students develop the skills and practice to communicate ideas and messages in visual communications. Visual communication Design practice includes the use of design thinking skills and design as a process. Drawing conventions and the use of design elements and principles are the primary components of the visual language that students use to represent concepts, in relation to a specific purpose and audience. Students investigate the work and practices of a range of Australian and international designers, from different times, places, and cultures.

Content:

- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience.
- Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental and Communication Design.

Assessment:

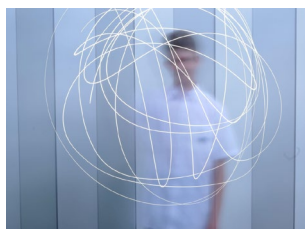
- Visual communication: (Drawing)
- Communication Design
- Outcomes and Folio

Domain: The Technologies/ The Arts

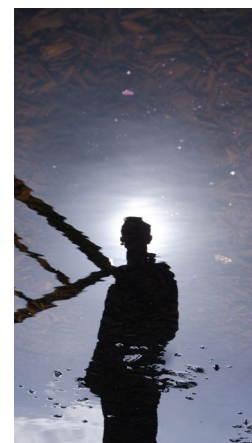
Future School Pathways: Units 1 - 4 Visual Communication Design

Future Career Pathways: Design – Communication, Environmental or Product

Visual Arts: Photography



In Photography, students focus on developing their camera skills while learning how to explore, develop, refine and present artworks. Students research many different photographers from around the world to explore sources of inspiration and influence. Students will develop individual ideas and experiment with a range of aesthetics and techniques. Using a visual diary to document their progress, students refine and resolve their skills to communicate ideas in photographs. Students also research and analyse the ways in which photographers from different times and cultures have developed their studio practice to interpret and express



ideas, source inspiration, and apply techniques in photography.

Students will be expected to:

- generate ideas and identify sources of inspiration and artistic influences
- record the research and development of individual ideas in a visual diary
- use a variety of research methods to translate ideas, observations and experiences into artworks
- select, create, organise and use visual reference material
- explore aesthetic qualities
- research subject matter appropriate to individual ideas in a visual diary
- discuss the characteristics of a range of art forms, including how materials, techniques and processes will be used

Assessment:

- Written tasks using arts language (including extended responses)
- Visual diary, showing exploratory work and a progression of ideas
- Presentation of finished artworks



Domain: The Arts

Future School Pathways: VCE Creative Practice Units 1-4 and/or VCE Media Units 1-4

Future Career Pathways: Photographer, Graphic designer, Art conservation and preservation, Art Therapy, Gallery/Museum Curator, Journalism, Content creator, Marketing

Detailed Information regarding:

- **VCE Subjects**
- **VCE-Vocational Major Subjects**

Can be found in the senior school Handbook

VET Certificates offered at Cranbourne East Secondary College

CESC will offer the following VET Certificates to students in Years 10, 11 and 12

<p>Certificate II/III in Applied Fashion & Design Tech Duration: 2-Year Program Offered to: Year 10*, Year 11 & Year 12 VCE & VCE-VM</p>	<p>Certificate II in Applied Digital Technologies Duration: 2-Year Program Offered to: Year 10*, Year 11 & Year 12 VCE & VCE-VM</p>
<p>Certificate III in Business *Scored Duration: 2-Year Program Offered to: Year 10*, Year 11 & Year 12 VCE & VCE-VM</p>	<p>Certificate III in Community Services *Scored Duration: 2-Year Program Offered to: Year 10*, Year 11 & Year 12 VCE & VCE-VM</p>
<p>Certificate II in Cookery Duration: 2-Year Program Offered to: Year 10*, Year 11 & Year 12 VCE & VCE-VM</p>	<p>Certificate I in Employment Pathways Duration: 1-Year Program Offered to: Year 11 & Year 12 VPC Only</p>
<p>Certificate II in Health Support Services Duration: 1-Year Program Offered to: Year 10*, Year 11 & Year 12 VCE & VCE-VM</p>	<p>Certificate III in Health Service Assistant *Scored Duration: 1-Year Program (2nd Year program) Offered to: Year 11 & 12 Students who have completed Certificate II in Health Support Services.</p>
<p>Certificate III in Information Technology *Scored Duration: 2-Year Program Offered to: Year 10*, Year 11 & Year 12 VCE & VCE-VM</p>	<p>Certificate III in Laboratory Skills Duration: 2-Year Program Offered to: Year 10*, Year 11 & Year 12 VCE & VCE-VM</p>
<p>Certificate II in Outdoor Recreation Duration: 1-Year Program Offered to: Year 10*, Year 11 & Year 12 VCE & VCE-VM</p>	<p>Certificate II in Skills for Work & Vocational Pathways Duration: 1-Year Program Offered to: Year 11 & Year 12 VPC & VCE-VM</p>
<p>Certificate III in Sport & Recreation *Scored Duration: 2-Year Program Offered to: Year 10*, Year 11 & Year 12 VCE & VCE-VM</p>	

**For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels*

***All VET Certificates are subject to demand*

Vocational Education & Training (VET) Electives

Year 10 students will be allowed to choose a VET Elective in 2024 – these TAFE qualification units match students' interests and are delivered over one semester. Students can choose up to two of these electives over the year. Students can gain credit towards their VCE, VCE-VM and VPC Certificate. VET is a national system with recognised qualifications that can lead to employment anywhere in Australia. Students will learn technical and employability skills and specialised industry knowledge in the following areas:

Elective 1: Applied Fashion

Students completing this elective will attain selected units from the nationally accredited Certificate II in Applied Fashion Design. Students develop skills and knowledge in using a sewing machine, designing and modifying commercial patterns, along with workplace health and safety for a textiles, clothing and footwear environment. This practical, hands-on elective also includes opportunities for students to engage in the fashion design process while creating their own "Look".

Elective 2: Business Enterprise

Students will attain selected units from the nationally accredited Certificate II in Business. Students will learn how to incorporate safe work practices into their workplace activities. They will learn how to process attendee registrations for events and administer them through finalisation, including recording customer information, monitoring attendance, generating operational reports, and issuing customer documents for event attendance. Students will also learn the skills and knowledge required to deliver all aspects of customer service at an introductory level.

Elective 3: Community Services

Students completing this elective will attain selected units from the nationally accredited Certificate II in Community Services. Students will develop skills and knowledge to support and assist in community services such as child care, home and community care, drug and alcohol work, disability work, social housing or mental health work.

Elective 4: Cookery

Students completing this elective will attain selected units from the nationally accredited Certificate II in Cookery. Students learn the skills and knowledge to incorporate safe work practices into workplace activities. These units reflect the role of individuals working in kitchens who use a defined and limited range of food preparation and cooking skills. They are involved in mainly routine and repetitive tasks and work under direct supervision. Students can work in a simulated environment where they will be involved in various small and large-scale catering experiences. These units can provide a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons, and schools.

Elective 5: Creative Industries – Audio

Students will attain selected units from the nationally accredited Certificate II in Creative Industries. Students will explore various areas in the arts and creative industries, with some specific units relating to audio skills, such as developing audio skills and knowledge and performing basic sound editing and sound recording.

Elective 6: Engineering

Students will attain selected units from the nationally accredited Certificate II in Engineering Studies. This course aims to provide students with skills and knowledge in machining processing, fabrication techniques and using power tools and computers for engineering-related work activities. It offers pre-employment training and pathways in the engineering, manufacturing or related industries and accommodates entry into the wider engineering industry.

Elective 7: Hospitality

Students will attain selected units from the nationally accredited Certificate II in Hospitality. Students will develop skills and knowledge in front-of-house hospitality skills, such as barista skills, food hygiene, food advice, and financial transactions. This course suits students who enjoy practical learning and want to work in the hospitality industry.

Elective 8: Information Technology

Students will attain selected units from the nationally accredited Certificate II in Applied Digital Technologies. Students will learn how to develop a web presence using social media, operate digital media technology and protect their online profile. Students will also learn and follow industry conventions and preferences when working with digital media and technology.

Elective 9: Sport & Recreation

Students will attain selected units from the nationally accredited Certificate II in Sport & Recreation. Students will develop the competencies required to work in various roles within the sports industry. They will learn how to book athlete travel and accommodation, provide equipment for activities and maintain sport, fitness and recreation industry knowledge.

Elective 10: Visual Arts – Fine Arts

Students completing this elective will attain selected units from the nationally accredited Certificate II in Visual Arts. Students will develop knowledge and core skills in drawing. Students will explore observational and imaginative drawing techniques using art elements and principles. They will explore and realise their ideas into a range of creative outcomes experimenting with various materials and techniques. This practical hands-on elective also allows students to gain inspiration from various sources. Students will follow professional practices and OH&S guidelines.

VCE VET Digital Technologies Certificate II in Applied Digital Technologies

COURSE OUTLINE

Training Provider:	iVET
Course Code:	ICT20120
Location:	CESC
Duration:	2-Year Program
Day/Time:	TBA



Year 10*and Year 11 VCE-VM Students

Description:

Certificate II in Applied Digital Technologies develops some of the most common and transferrable skills and knowledge to prepare students for entry-level positions in the ICT services industry. It can also lead to further study in general ICT pathways or a particular IT specialisation.

Contribution to Year 10 and Year 11 VCE-VM Students

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

Sample Units of Study: 1st Year & 2nd Year

- Operate digital devices
- Use computer operating systems and hardware
- Protect devices from spam and destructive software
- Operate application software packages
- Develop web presence using social media
- Use digital technologies to communicate in a work environment
- Protect own personal online profile from cyber security threats
- Participate in sustainable work practices
- Research using the internet
- Identify and report online security threats

Structured Workplace Learning (SWL)

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

Learning Areas:

- Operating systems
- Digital devices
- Cyber security
- Common digital technologies

Job Opportunities:

- Junior office support worker
- Office Assistant
- Data entry operator
- Help desk support

Further Study:

- Certificate III in Information Technology
- Diploma of Information Technology
- Bachelor of Information Technology

Please note: These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.

VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator ***For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels**

VCE VET Applied Fashion Certificate II/III in Applied Fashion & Design Technology

COURSE OUTLINE

Training Provider: Ripponlea
Course Code: MST20616
Location: CESC
Duration: 2 Year Program
Day/Time: TBA



Year 10*, Year 11 & Year 12 VCE & VCE-VM Students

Description:

Certificate II in Applied Fashion Design and Technology is the perfect starting point for anyone who loves fashion, or working with fabric and design and would like a career in the fashion industry.

This course provides an introductory overview of the fashion design and production process. You will learn how to create fashion illustrations, both by hand and digitally, put together colour and fabric proposals, modify patterns and designs, and make garments.

At the end of this course, you will have a folio of fashion design work suitable to use in interviews for a variety of fashion design courses, from certificate, through to diploma and degree level.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM, if they complete both years successfully.

Sample Units of Study: 1st Year & 2nd Year

- Participate in environmentally sustainable work practices
- Work safely
- Apply quality standards
- Draw and interpret a basic sketch
- Modify patterns to create basic styles
- Produce a simple garment
- Identify fibres, fabrics and textiles used in the TCF industry
- Produce a simple textile fabric or product
- Design and produce a simple garment
- Work within an indigenous cultural framework
- Identify design process for fashion designs

Structured Workplace Learning (SWL)

The VCAA strongly recommends a minimum of 80 hours of SWL over the duration of the VCE VET Applied Fashion Design and Technology Program.

Learning Areas:

- Communication in the workplace
- Environmental sustainability
- Occupational, health and safety
- Design and production of a garment

Job Opportunities:

- Design or Production Assistant
- Fashion Designer
- Fashion Manufacturer
- Merchandiser

Further Study:

- Certificate IV in Applied Fashion Design & Technology
- Diploma of Applied Fashion Design & Technology
- Bachelor of Fashion Design

Please note: These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.

VCE VET Business Certificate III in Business

COURSE OUTLINE

Training Provider: IVET
Course Code: BSB30120
Location: CESC
Duration: 2-Year Program
Day/Time: TBA



Year 10*, Year 11 & Year 12 VCE & VCE-VM Students

Description:

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge.

Students will develop and build teamwork, interpersonal skills and organisational capabilities, which can be used to strengthen their employability skills post-secondary schooling further.

The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

Sample Units of Study: 1st Year & 2nd Year

- Organise personal work priorities
- Assist with maintaining workplace safety
- Engage in workplace communication
- Work in a team
- Use inclusive work practices
- Use business software applications
- Design and produce business documents
- Design and produce spreadsheets
- Create electronic presentations
- Use digital technologies to communicate in a workplace
- Support personal well-being in the workplace
- Apply critical thinking skills in a team environment
- Participate in sustainable work practices
- Write simple documents
- Organise workplace information

Structured Workplace Learning (SWL)

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

Learning Areas:

- Communication in the workplace
- Business technology use
- Customer Service
- The business industry
- Producing workplace documents
- Environmental sustainability

Job Opportunities:

- Administration
- Office Assistant
- Customer support
- Sales representative

Further Study:

- Diploma in Business
- Bachelor of Business

VCE VET Community Services Certificate II in Community Services

COURSE OUTLINE

Training Provider: iVET
Course Code: CHC22015
Location: CESC
Duration: 2-Year Program
Day/Time: TBA



Year 10*, Year 11 & Year 12 VCE & VCE-VM Students

Description:

Certificate II in Community Services allows students to develop the skills and knowledge to undertake community services work, such as providing support and assistance to various clients, including childcare, the elderly and the disability sector.

This course is perfect for students looking to move into various areas in the community services sector. It is the perfect building block for developing a sound educational base specific to the fastest-growing sector in Australia.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

Sample Units of Study: 1st Year & 2nd Year

- Organise and complete daily work activities
- Work with diverse people
- Provide first aid
- Communicate and work in health or community services
- Manage personal stress in the workplace
- Be an effective volunteer
- Use routine strategies for work-related learning
- Participate in workplace health and safety
- Respond to client needs
- Work within a community development framework
- Implement participation and engagement strategies.

Structured Workplace Learning (SWL)

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

Learning Areas:

- Working with diverse people
- Communication in the workplace
- Work health and safety
- Teamwork

Job Opportunities:

- Assistant community services worker
- Assistant childcare worker
- Elderly Assistant
- Social work roles
- Youth services roles

Further Study:

- Certificate III in Community Services
- Diploma of Community Services
- Bachelor of Community Services

VCE VET Cookery Certificate II in Cookery

COURSE OUTLINE:

Training Provider: Food Futures
Course Code: SIT20421
Location: CESC
Duration: 2-Year Program
1st Year Day/Time: TBA
2nd Year Day/Time: TBA



Year 10*, Year 11 & Year 12 VCE & VCE-VM Students

Description:

Students will develop various food preparation and cookery skills to prepare menu items.

This course emulates the role of a cook working in a kitchen under the direct supervision of a chef and focuses on the back-of-house skills typically used in a restaurant or food outlet. Students will learn hygienic practices in food preparation and the skills to prepare the present simple dishes.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

Units of Study: Years 1 & 2

- Use hygienic practices for food safety
- Clean kitchen premises and equipment
- Use food preparation equipment
- Prepare and present simple dishes
- Prepare and present sandwiches
- Work effectively in a commercial kitchen
- Receive, store and maintain stock
- Participate in safe work practices
- Show social and cultural sensitivity
- Interact with customers

Structured Workplace Learning

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

Learning Areas

- Work health and safety
- Hygiene practices
- Food preparation
- Basic cookery skills

Job Opportunities

- Cook / Sandwich hand
- Catering Assistant
-

Further Study

- Certificate III in Commercial Cookery (Apprenticeship)
- Certificate IV in Commercial Cookery
- Bachelor of Tourism and Hospitality Management

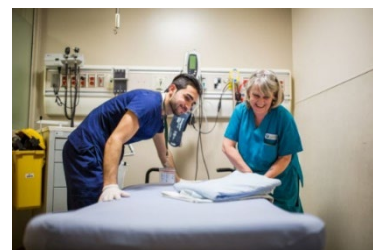
Please note: These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.

VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.

VCE VET Health Support Services / Certificate II in Health Support Services

COURSE OUTLINE

Training Provider: Antrick Education
Course Code: HLT23215
Location: CESC
Duration: 1-Year Program
VCE Day/Time: TBA
VCE-VM Day/Time: TBA



Year 10*, Year 11 & Year 12 VCE & VCE-VM Students

Description:

This Program reflects industry and student demand for qualifications in the health and community sectors. The Program includes a nationally recognised First Aid certificate and covers key employability skills transferable to any industry.

Throughout the Program, students will complete practical sessions in our working ambulance, participate in skill-building workshops and theory sessions, which involve working on real case studies and complete a community project of their choice.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

Sample Units of Study: 1st Year

- Work with diverse people.
- Respond effectively to behaviours of concern.
- Participate in workplace health and safety.
- Conduct manual tasks safely.
- Assist with movement.
- Comply with infection prevention and control policies & procedures.
- Use business technology.
- Communicate and work in health or community services.
- Work effectively with others.
- Contribute to team effectiveness.
- Organise & complete daily work activities.
- Maintain a high standard of service.
- Provide First Aid.

Structured Workplace Learning:

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

Learning Areas:

- Communication
- Teamwork
- Customer service
- Work Health and Safety
- Organising work activities
- Business Technology

Job Opportunities:

- Health Support Service Attendant
- Allied Health Assistant
- Diploma of Nursing

Further Study:

- Certificate III in Health Service Assistance
- Certificate IV in Mental Health

Please note: These details are subject to change and will require confirmation by the Registered Training Provider or TAFE. VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.

VCE VET Information, Digital Media & Technology Certificate III in Information Technology

COURSE OUTLINE:

Training Provider: IVET
Course Code: ICT30120
Location: CESC
Duration: 2-Year Program
1st Year Day/Time: TBA
2nd Year Day/Time: TBA

Year 10*, Year 11 & Year 12 VCE & VCE-VM Students



Description:

The Certificate III qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and achieve self-sufficiency as an ICT user.

The course will cover IT hardware, operating systems and the fundamentals of network administration within a contextualisation of Cyber Security.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

Sample Units of Study:

- Determine and action network problems.
- Create user documentation.
- Evaluate characteristics of cloud computing solutions and services.
- Install and manage network protocols.
- Implement systems software changes.
- Administer network peripherals.
- Run standard diagnostic tests.
- Provide basic system administration.
- Install and optimise operating system software.
- Provide ICT advice to clients.
- Configure and administer a network operating system.
- Work and communicate effectively in an ICT environment.
- Participate effectively in WHS communication and consultation processes.
- Implement and monitor environmentally sustainable work practices.
- Provide network systems administration.
- Install, configure and secure a small office or home office network.
- Identify and use current industry-specific technologies.

Structured Workplace Learning

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

Learning Areas

- Safe and sustainable practices
- Common software applications
- Hardware and peripherals

Job Opportunities

- ICT Support

- Help Desk Operator
- Computer Forensics
- IT Systems Administrator
- Cyber Security Specialist
- Security Analyst
- Security System Programmer
- Cyber Security Engineer

Further Study

- Certificate IV in Cyber Security
- Advanced Diploma of Cyber Security
- Bachelor of Cyber Security

VCE VET Laboratory Skills Certificate III in Laboratory Skills

COURSE OUTLINE:

Training Provider: AIET
Course Code: MSL30122
Location: CESC
Duration: 2-Year Program
1st Year Day/Time: TBA
2nd Year Day/Time: TBA



Year 10*, Year 11 & Year 12 VCE & VCE-VM Students

Description:

This is an entry-level course for laboratory personnel in many industry sectors, such as construction materials testing, environmental monitoring, food testing, pathology testing and mineral assaying. Students contemplating engineering or science pathways like scientific research, biomedical science, chemical engineering, or similar will also benefit from the practical skills gained in this qualification.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

Sample Units of Study: Years 1 & 2

- Plan and conduct laboratory/fieldwork
- Record and present data
- Participate in environmentally sustainable work practices
- Contribute to the achievement of quality objectives
- Participate in laboratory or field workplace safety
- Collect routine site samples
- Receive and prepare samples for testing
- Perform basic tests
- Perform microscopic examination

Structured Workplace Learning

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

Learning Areas

- Work health and safety
- Laboratory work
- Data recording and presentation
- Environmentally sustainable work practices

Job Opportunities

- Laboratory Technician
- Instrument Operators

Further Study

- Certificate IV in Laboratory Techniques
- Certificate IV in Science
- Diploma of Laboratory Technology

VCE VET Outdoor Recreation Certificate II in Outdoor Recreation

COURSE OUTLINE:

Training Provider: Saville
Course Code: SIS20419
Location: CESC
Duration: 2-Year Program
1st Year Day/Time: TBA
2nd Year Day/Time: TBA



Year 10*, Year 11 & Year 12 VCE & VCE-VM Students

Description:

This course allows students to explore various outdoor recreation activities while developing the skills fundamental to future personal activity participation or a career in the outdoors industry.

This Program includes core units that apply to all outdoor recreation settings, and the electives offered allow teachers to create programs unique to an environment and available resources.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

Sample Units of Study:

- Assist in conducting recreation sessions
- Minimise environmental impact
- Maintain equipment for activities
- Provide first aid
- Respond to emergency situations
- Ride bicycles on roads and pathways, easy conditions
- Bushwalk in tracked environments
- Navigate in tracked environments
- Perform basic water rescues

Structured Workplace Learning

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

Learning Areas

- Conducting outdoor recreation sessions
- First aid and emergencies
- Safety in the Outdoors
- Environmental sustainability

Job Opportunities

- Outdoor Educator
- Program Officer (Outdoor Camps)
- Outdoor Activity and Recreation Provider

Further Study

- Certificate IV in Outdoor Recreation
- Diploma of Outdoor Recreation
- Bachelor of Nature Tourism

VCE VET Sport & Recreation Certificate III in Sport & Recreation

COURSE OUTLINE:

Training Provider: IVET Institute
Course Code: SIS30115
Location: CESC
Duration: 2-Year Program
Day/Time: TBA
 TBA



Year 10*, Year 11 & Year 12 VCE & VCE-VM Students

Description:

Students will develop the skills and knowledge required to support the operation of facilities, assist in conducting sport and recreation programs, and develop a comprehensive understanding of the Sport & Recreation industry.

Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:

Year 10: Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

Sample Units of Study: 1st Year

- Develop and extend critical and creative thinking skills.
- Participate in workplace health & safety.
- Conduct non-instructional sports, fitness or recreation session.
- Provide first aid.
- Respond to emergency situations.
- Use social media tools for collaboration.
- Participate in conditioning for sports.
- Provide quality service.
- Provide equipment for activities.
- Conduct sport, fitness or recreation events.

Structured Workplace Learning:

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

Learning Areas (Depending on pathway/focus):


- Planning a session & facilitating groups.
- Conduct warm-up and cool-down programs.
- Safety & the sports environment.
- Social media & creative thinking.
- Sports injuries.
- Sports & business technology
- Sports and recreation attendant
- Leisure services officer
- Sports coaching roles
- Outdoor recreation roles

Further Study:

- Certificate IV in Fitness (SIS40215)
- Diploma of Sport & Recreation (SIS50712)
- Bachelor of Sport & Outdoor Recreation

Job Opportunities:

- Pool lifeguard
- Sports retail roles
- Sports trainer
- After-school sports programs
- Recreation officer



2024 YEAR 10

Course Application Selection Form

Name: CASES CODE:.....

2023 Home Group

Career Field of Interest (ONLY if known):

2023 English/EAL _____ Maths _____ Special Program _____

SUBJECT PREFERENCE SELECTIONS***	Subject Name
Preference 1 —Humanities Elective (Compulsory)	
Preference 2 —Science Elective (Compulsory)	
Preference 3 —VCE /VM Unit 1 & 2 Elective (Optional - identified students only)	
Preference 4 —VET (Optional— identified students only)	
Preference 5	
Preference 6	
Preference 7	
Preference 8	
Please list additional choices below in the event that any preference above is not available.	
Reserve 1 — Humanities Elective	
Reserve 2 —Science Elective	
Reserve 3 — VCE /VM Unit 1 & 2 Elective (Optional - identified students only)	
Reserve 4 — VET (Optional— identified students only)	
Reserve 5	
Reserve 6	
Reserve 7	
Reserve 8	