



**CRANBOURNE  
WEST** SECONDARY  
COLLEGE



**2025**

**SENIOR  
STUDIES  
COURSE  
HANDBOOK**

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# SENIOR SCHOOL INTRODUCTION

Opened in 2021, Cranbourne West Secondary College is excited to be offering senior programs for the first time in 2025 to our first Year 11 cohort. We are a school who prides ourselves in offering our students a diverse range of innovative programs that cater for the individual needs and aspirations of all students. These programs also support personal growth, encourage self-discipline and promote social responsibility. With these opportunities comes an expectation of performance. Our expectation as a College is that each student will perform to the best of their ability in their chosen program.

In providing areas of study in Years 11 and 12 for 2025, a broad and inclusive range of courses will be offered. These will include: on and off site Vocational Education and Training (VET) programs, the Victorian Certificate of Education – Vocational Major (VCE-VM) which conducts course components that incorporate work based training, and a large range of the courses of study offered in the Victorian Certificate of Education (VCE).

To ensure all students select and undertake appropriate and relevant programs, intensive course counselling and information sessions have been made available to all students and parents. This has also been supported through our Managed Individual Pathways (MIPS) program where all students over fifteen have received individual counselling in investigating and setting suitable goals for further education, training and future employment. A further information session and follow up course counselling session will be conducted during the final course selection period early Term 3 to assist students in their selection of courses. In view of this support all students will be well positioned to select courses and/or training programs pertinent to their individual needs and interests.

In making these decisions do not hesitate, if there is a need, to further discuss the matter with the relevant coordinators, designated course counsellors, careers staff and/or myself.

Yours sincerely,  
Kelly Lackmann  
Assistant Principal

This handbook contains general information and unit descriptions for the Victorian Certificate of Education (VCE), the Victorian Certificate of Education – Vocational major (VCE-VM) and Vocational Education Delivered in Secondary Schools (VETDSS).

Students intending to undertake a Year 11 course at Cranbourne West Secondary College and their parents are advised to use the information and advice contained in this handbook to assist them in deciding on an appropriate Senior Studies program.

Senior School Policies are contained in the Cranbourne West Secondary College VCE and VET Student Handbook. You are strongly encouraged to check the following websites for further information: Victorian Curriculum and Assessment Authority (VCAA).

The VCAA is an independent statutory body responsible to the Victorian Minister for Education, serving both government and non-government schools. Their website provides access to a wide range of information relating to VCE, VET and VCAL units.

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

Rules and regulations of VCE, VPC and VET  
[www.vcaa.vic.edu.au/schooladmin/handbook](http://www.vcaa.vic.edu.au/schooladmin/handbook)

Victorian Tertiary Admissions Centre (VTAC)

VTAC is the central office that administers the application processes for places in tertiary courses, scholarships and special entry access schemes at university, TAFE 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.

Before applying for courses or scholarships, or booking an admission test, you will need to register for a VTAC user account.

Some of the features of their website enable students to search for courses, information about Australian Tertiary Admission Rank (ATAR) and set up an account in CourseLink to keep track of courses that interest them.

[www.vtac.edu.au](http://www.vtac.edu.au)

The following College staff may be of assistance when planning your Senior Studies course. We encourage you to contact any of our staff members listed below by calling the College directly on 03 9770 2700.

ROLE	STAFF NAME
College Principal	Rob Duncan
Assistant Principal	Kelly Lackmann
VCE General Team Leader	Rob Duncan
VCE - VM Team Leader	Kelly Lackmann
Careers/MIPs	Belinda Evans
Careers/MIPs	Ruth Brehaut
VET Coordinator	Maria Thomas
Study Hall Manager	Carly Felton
VASS Administrator	Rob Duncan

This handbook has been developed to support the Senior School subject selection process for students, parents and guardians. It is a guide only, and not intended to be all encompassing. Thorough research into a future career is best done by the one whose future is being considered! The student involved really does need to go and check things out themselves wherever possible.

# COURSE SELECTION PROCESS

The Course Selection Process at Cranbourne West Secondary College has been under way since early in Term 1. Students were involved in sessions on the Victorian Certificate of Education, including the Vocational Major stream and Vocational Education and Training courses which aimed to introduce students to these programs and to get them thinking about the options available to them.

## CAREERS COUNSELLING

In Term 1 and 2, Year 10 students participated in MIPs with Careers Leader Belinda Evans to explore future career options and to obtain information on tertiary education, apprenticeships and traineeships.

### Senior Studies Information Assembly - July 2024

The purpose of this session is to explain the senior course in detail and to provide answers to questions. This takes place during class time.

### Course Counselling

Tuesday 6th & Wednesday 7th August 2024

1.00PM until 7.00PM (Normal classes do not run on these days)

These are important dates. It is during this time that Year 10 students will select the course of study they plan to undertake in 2025. Students and parents will be allocated a session with a Course Counsellor. This session is expected to take around 20 minutes and students should attend thoroughly prepared. Students will select the course of study they wish to pursue in 2025 at this meeting.

We anticipate that student and subject groupings for 2025 should be finalised by early Term 4. Parents will be notified of course costs after this date, but should be aware that some courses are expensive due to activities undertaken. Approximate costs will be outlined at the course counselling meeting.

Late in term 4, students will participate in Year 11 or 12 transition. Students start a full week of their Senior School program. Students will be issued holiday homework, and will undertake verification tests at the start of the 2025 school year.



# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The VCE is normally a two-year course of study although there is no upper limit to the number of years a student can take to complete the certificate.

Over the two years of VCE most full time students at Cranbourne West Secondary College will have undertaken between 21 and 23 semester length units. All Year 10 students have already commenced VCE studies. These units are credited to the student's VCE. In 2025, students entering Year 11 will select five subjects from those offered. This equates to ten VCE units. Students will complete up to a further five subjects (at Unit 3 and 4 level) in 2026.

## SATISFACTORY COMPLETION OF THE VCE

Students must satisfactorily complete at least 16 units in order to be awarded the VCE. Included in these 16 units must be:

- at least three English related units
- at least four sequences of units 3 and 4 including English

**NOTE:** For tertiary entrance students must satisfactorily complete Units 3 and 4 English.

It may be possible, depending upon teacher recommendation and Unit 1 exam result, for a student in Year 11 to undertake a Unit 3 and 4 sequence. Your course counsellor will discuss with you if this is an option.



Choosing a career is often a difficult task because career development is a long-term process. As we grow, we change, and so do our goals and preferred career outcomes. At the same time, we are aware that employment and the labour market are constantly changing and that the career or occupation we focus on now may simply not exist in five, ten or twenty years.

Typically, a student choosing a senior course for 2025 can expect it to be at least two years away before joining the full-time workforce. For those who intend to go onto further study, TAFE or University, this could be extended by up to six more years.

Aside from all of the usual advice of consulting TAFE and University handbooks, Job Guides and Careers Counsellors, the following may be of assistance in helping you to choose your senior program:

### Keep Your Options Open

Fortunately, with the exception of a few areas, it is possible to keep a variety of options open. You will notice that in most of the suggested programs included in this book, there is room for elective choices, which will enable you to meet at least two and potentially many more, career pathways. Not keeping options open is really only a problem if you choose to focus all of your studies on a single pathway.

**NOTE: Keeping options open does not mean you should take subjects in which you have no interest or little ability! This will restrict rather than enhance your options. Follow Your Interests.**

There are three golden rules to keep in mind when choosing a VCE program. These are:

- Choose subjects you will most likely succeed in - these are usually subjects of INTEREST.
- Choose subjects that you are most likely to enjoy - you will be INTERESTED in these.
- Check the prerequisites for university or TAFE courses of INTEREST to you.

Where a career pathway involves a university or TAFE course you should check whether there are any VCE pre-requisites before finalising your VCE course.

If you discover a need to take subjects in which you have little or no interest or with which you are likely to struggle, ask yourself if you are prepared and able to put in the work and effort necessary to achieve success in those subjects. If not, think again!

## What Is a Prerequisite?

A prerequisite is a VCE unit or sequence of units that you must successfully complete in order to be eligible to apply for a particular course. For example, an Engineering Technology course might stipulate that Mathematics and Physics Units 3 and 4 are prerequisites. This means that if you haven't successfully completed these units you will not be considered for entry into the course.

In some cases the prerequisite may stipulate not only the subject, but also the lowest acceptable Study Score. For example, a Medical course might stipulate a minimum Study Score of 30 in Chemistry as a prerequisite. In this circumstance, regardless of how well you go in all other subjects, the selection officers will not consider you if your Study Score is less than 30 in Chemistry.

## Why do Courses have Prerequisites?

Prerequisites are set for a number of reasons, not simply to make it more difficult for students to gain entry to the particular course. Prerequisites are usually set because:

- The course will involve study in that particular area.
- The course is designed on the assumption that students have already achieved a certain standard in the prerequisite study.

## Where to Find Information on VCE Prerequisites

Each year the Victorian Tertiary Admissions Centre (VTAC) publishes a list of prerequisite subjects for that year's group of Year 10 students. This year they will publish the Tertiary Entrance Requirements as a supplement to The Age and Herald Sun in July. This is an invaluable resource, not only for choosing a VCE course, but also for checking which course you can apply for at the end of Year 12. The information is also available from the VTAC website [www.vtac.edu.au](http://www.vtac.edu.au)

## Mathematics in the VCE

Many students and parents are concerned about completing Mathematics during the VCE, and about which specific Mathematics subjects they should complete. Hopefully, this explanation will make this decision simpler. Firstly, the best advice that can be given to prospective Senior School students is complete the highest level of Mathematics of which you are capable. There is simply no question that completing Mathematics at VCE opens up many future options for students, ranging from some pre-apprenticeship TAFE courses through to all Teaching qualifications.

Specific courses do have prerequisite Mathematics subjects and students should ensure that they inform themselves of what will be required for their intended future courses through the relevant literature.

Secondly, students do not have to complete VCE Mathematics. It is certainly in their best interests to finish at least Unit 1 and 2 in Mathematics of the student's choice, but it is not mandatory.

Finally, students intending to study Mathematics subjects at Year 12 will need to select the appropriate prerequisite Mathematics Units in Year 11 to allow them to enter their selections the following year.

# VICTORIAN CERTIFICATE OF EDUCATION - VOCATIONAL MAJOR

The Vocational Major is a strand within VCE that allows you to complete practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

If you choose to study the VCE-VM, you will gain practical experience and 'employability' skills as well as the skills you will need to go onto further training in the workplace or at a TAFE institute.

At Cranbourne West Secondary College, the Vocational Major is studied as a two year course and provided students complete all of the required units, they will be awarded a certificate and statement of results for the Victorian Certificate of Education – Vocational Major. As part of your enrolment, you are required to complete work placement and enrol in a VET course. The students who have been enrolled in applied learning programs have been able to greatly benefit from being able to network with potential employers and/or try out an industry to see whether they are interested in going on to an apprenticeship or traineeship.

If you have already started a VET certificate, you will be able to count this towards your VCE-VM certificate. If you have already completed VCE studies, you will be able to count these towards your VCE-VM certificate.

## **IMPORTANT THINGS TO NOTE ABOUT VCE-VM**

- You must complete 3 units in Literacy or VCE English including a 3 and 4 sequence.
- You must complete 2 units of Numeracy, Personal Development Skills and Work Related Skills.
- You must complete at least 180 hours of VET at Certificate II level or above.
- You must complete 4 unit 3 and 4 sequences (including Literacy or English).
- You can choose other VCE units as part of your program.

## HOW DOES VCE - VM RUN AT CWSC?

To successfully complete VCE-VM, students must complete 16 units. Units are drawn from the areas of Literacy, Numeracy, Personal Development, Work Related Skills (WRS) and other VCE units. Students will attend school three days per week, their chosen VET course one day per week and a Structured Work Place Learning (SWL) on the other day. The course at Cranbourne West Secondary College will involve students selecting a VCE study from Block A. This subject will account for five periods per week. The remainder of the student’s program will include those areas mentioned above.

A possible VCE - VM Timetable might look like this:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
VCE BLOCK	PERSONAL DEVELOPMENT & WRS	VET  ALL  DAY	PERSONAL DEVELOPMENT & WRS	SWL  ALL  DAY
VCE BLOCK	FOUNDATION VCE ENGLISH		FOUNDATION VCE MATHS	
FOUNDATION VCE ENGLISH	FOUNDATION VCE MATHS		FOUNDATION VCE ENGLISH	
FOUNDATION VCE MATHS	PERSONAL DEVELOPMENT & WRS		VCE BLOCK	
PERSONAL DEVELOPMENT & WRS	VCE BLOCK		VCE BLOCK	



Students considering VCE-VM need to be aware that VET courses or units of competency are a compulsory part of the program. VET courses are expensive for the school to run and although the school covers most of the cost, materials fees have to be passed on to students and their families.

Information on costs for next year are not yet available but previous experience tells us that students should expect to contribute in the vicinity of \$200 - \$300 per year depending on the course. Failure to pay the VET fee by the due date will unfortunately result in withdrawal from the program and will affect successful completion of the course.

The VCE-VM component of the program has a flat cost of \$100 per student. This cost covers the Literacy, Numeracy, Personal Development and Work Related Skills units, and covers most of the cost of the many excursions undertaken throughout the year.

### **Factors to Think About When Considering the VCE-VM Option**

Please read the following information carefully.

If you have any questions, please do not hesitate to contact Ms Belinda Evans. Please make sure you share this information with your parents and speak to teachers who already know you and what you're capable of. It is important that you seek out as much information as possible. You do not want to find yourself regretting your decision next year!



# VOCATIONAL EDUCATION & TRAINING (VET)

VET is essential in VCE -VM but optional for VCE students.

Vocational Education and Training Programs assist students to make the transition to further education, training and employment. Many programs are based on entry level TAFE courses. These programs are designed so that students can develop general work related competencies and the skills and knowledge required in a particular industry.

## VET PROGRAMS

- Allow students to gain the VCE and a VET qualification
- Promote an awareness of the world of work through work placement
- Develop general work related competencies i.e. skills in communication, team work, using technology, problem solving, using mathematical ideas and concepts, planning and organising activities, gathering and analysing information and occupational health and safety.
- Develop the skills and knowledge required to work in a particular industry
- Give students a competitive edge in looking for both casual and full time employment

## SCHOOL BASED APPRENTICESHIPS OR TRAINEESHIPS

Apprenticeships and Traineeships combine paid work with accredited training and are covered by a relevant industrial award. This combination of work and training provides the opportunity to develop practical skills with formal training. In most instances, apprenticeships and traineeships cover full time or part time, however it is important to check the relevant industrial awards, as this does not always apply.

Students must have an employer willing to take the student on as a Trainee or part time Apprentice. SBATs are available (but not limited to) various industries such as: Allied Health, Automotive, Fitness, Community Activities Program (Sport and Recreation), Children's Services, Community Services.

See Ms Belinda Evans or Ms Maria Thomas for more information.

### Timing & Location

The majority of VET programs happen on Wednesdays or Fridays. They occur at a variety of schools in the local area, TAFEs and other Registered Training Organisations (RTO) however Cranbourne West Secondary College has its own very affordable range of VET programs.

### Costs

Each program has costs attached to it. They vary from program to program. Any charges listed in this handbook are based on 2024. Students will be advised of actual costs as they become available for the 2025 school year. VET students need to be reminded that a \$100 deposit is required before applications will be processed.

### Work Placement

Some VET programs have compulsory work placement components and others do not. Courses with work placement components require students to do structured work placement in their chosen industry.

The amount of work placement for each program varies. The time when the work placement is done varies. If students are completing a VET program whilst doing VCE then they will need to schedule work placements during the school holidays. Family holidays should be organised around these times. Students who are completing a VET program within VCE-VM will be allocated one day a week to complete their work placement.

Students will be expected to assist with the organisation of their work placement. They are required to get legal forms signed and in some cases attend an interview with prospective employers.

Students should initially try to find their own work placement. Students who find their own work placement should select one that suits their own travel requirements.

### Transport

Students are expected to organise their own transport to and from other schools, TAFEs and RTOs. If this might be a problem look closely at the VET programs run at Cranbourne West Secondary College.

### Student Commitment

There are many advantages for students who choose to do a VET program. Cranbourne West 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, RTO or TAFE of an impending absence
- Always act in a responsible manner at school, RTO, TAFE or work place
- Abide by the rules of the RTO or TAFE
- Always be prepared for classes and have the necessary equipment required
- Organise and complete work placement when required
- Promptly notify Cranbourne West Secondary College's VET Coordinator whenever there is an issue.



### Higher Education studies in the VCE and Eligibility

Satisfactory completion of an approved Higher Education study within the VCE will contribute towards the satisfactory completion of the VCE as an unscored Unit 3 and 4 sequence. Students may count only one Higher Education study towards satisfactory completion of the VCE. The Higher Education studies are offered by higher education institutions and are designed for independent, high-achieving VCE students. Two types of study, Extension and Advanced Standing, are offered through this program.

An Extension study:

- is equivalent in content and assessment in every respect to one or more current first-year university studies and constitutes at least 20 per cent of a full-time first-year university course
- is of a level for a high-achieving student and therefore is a clear advance on an identified linked VCE Unit 3–4 sequence and commensurate in workload with an additional VCE study
- is of a level that will normally allow the student, on successful completion, to proceed to second year study in that discipline at the higher education institution.

An Advanced Standing study:

- is equivalent in content and assessment in every respect to one or more current first-year university studies and constitutes at least 20 per cent of a full-time first-year university course
- comprises curriculum not available in any current VCE studies and therefore is not linked to any current VCE Unit 3–4 sequence
- is of a level that will normally allow the student, on successful completion, to proceed to second year study in that discipline at the higher education institution.

A list of study prerequisites is available from the VCE General Advice and Policy page of the VCAA website.

Note: Students must be recommended by their school for participation in the program. The school principal will certify that selected students meet the guidelines provided by the higher education institutions, which may include specific tests.

If students have completed the VCE preparatory study, and/or any other prerequisite of the Higher Education study, in a previous year, they are required to have an active enrolment, and satisfactorily complete at least one Unit 3–4 sequence towards the VCE, in the same year in which they enrol in the Higher Education study. Usually, for enrolment in Extension studies, students will have demonstrated high achievement across all studies and have a VCE study score of 41 or more in the preparatory study, if applicable. In some instances, however, students are allowed to enrol in the preparatory VCE study concurrently with the Higher Education study.

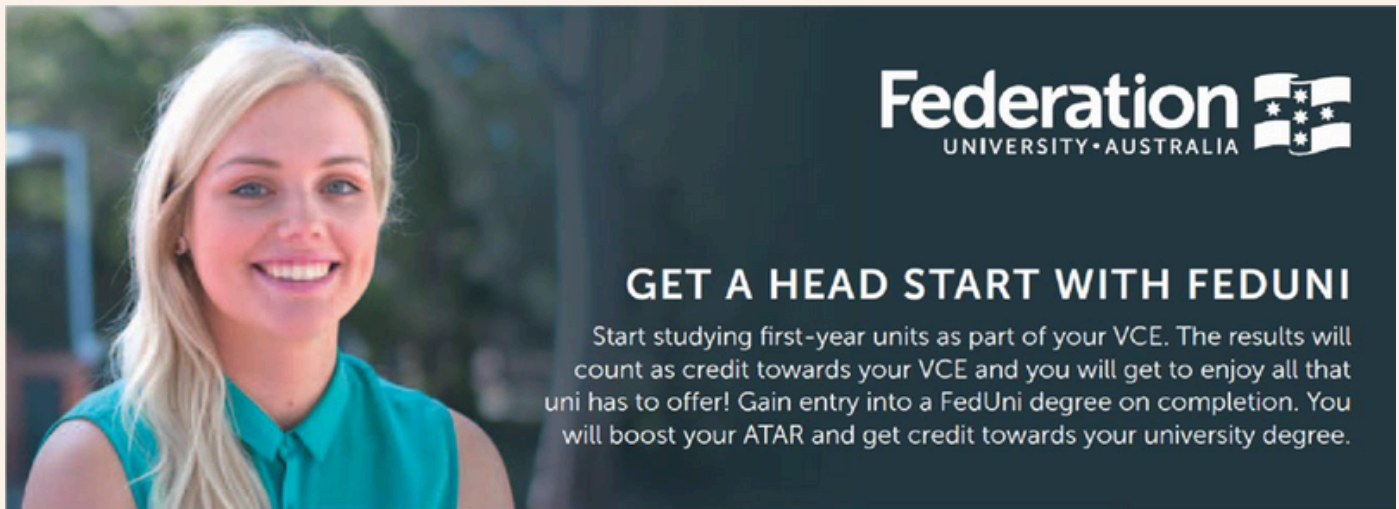
#### ATAR increment:

If a student successfully completes a Higher Education study, and if applicable co-requisite or prerequisite conditions were met, the study can contribute to the student's ATAR as a fifth or sixth study, subject to the restricted combinations outlined in Victorian Tertiary Entrance Requirements (VICTER), which are set by VTAC. There will be 'grading' of the increment contributing to the calculation of the ATAR for any result of pass or above. Students will have an increment of between 3.0 and 5.0 points according to their level of achievement. Students should note that if a student undertakes two Higher Education studies, VTAC will count only one study towards the increment. If a student withdraws from, or fails to satisfactorily complete, the VCE preparatory study (either as a prerequisite or concurrently) that is a requirement of the Higher Education study, they will not be eligible for a Higher Education study increment in their ATAR calculation regardless of their performance in the Higher Education study.

Source: VCAA Handbook

<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/HigherEdStudiesVCE.aspx>

Contact: Belinda Evans Careers Coordinator



## GET A HEAD START WITH FEDUNI

Start studying first-year units as part of your VCE. The results will count as credit towards your VCE and you will get to enjoy all that uni has to offer! Gain entry into a FedUni degree on completion. You will boost your ATAR and get credit towards your university degree.

Why participate	Benefits of a Higher Education studies program	How is the program delivered?	Assessment
<ul style="list-style-type: none"> <li>The Higher Education Studies Program is endorsed by VCAA</li> <li>Students get access to a broader range of academic studies</li> <li>Students gain credit toward an undergraduate qualification at FedUni where the study was satisfactorily completed</li> <li>It is free to participate</li> <li>Contributes to the satisfactory completion of the VCE</li> <li>Contributes to the calculation of the ATAR via an increment for a fifth or sixth study</li> </ul>	<ul style="list-style-type: none"> <li>Units offered can be credited toward a number of degrees offered by FedUni, shortening the time taken to complete your degree</li> <li>Complete and gain credit for up to four, first year bachelor units at NO COST (saving up to \$5,000)</li> <li>On passing two units students are guaranteed entrance into the bachelor degree</li> <li>Get a taste of university life, meet like minded uni students and experience studying at a university campus</li> </ul>	<ul style="list-style-type: none"> <li>Students enrol in two units which are delivered over two 12 week semesters at the university each year</li> <li>New students commence online learning classes throughout February while completing an academic skills program called FedReady <a href="http://federation.edu.au/fedready">federation.edu.au/fedready</a></li> <li>Students will learn through a combination of online learning (through Moodle) and face-to-face teaching</li> <li>You will attend your local FedUni campus for up to four days each semester (2 days per term). The exact dates and program for the days will be provided before semester starts</li> </ul>	<p>Assessment of units varies across all Faculties using a combination of tests, individual and group presentations, assignments, projects, practical application and formal examinations at the end of each unit.</p>

Study name	Unit code	Unit name	Semester	Extension/ Advanced standing	Linked study / Learning area	Prerequisite Concurrent
Marketing	BUMKT1501	Introduction to Marketing	1	Extension	Business Management Units 3 & 4	Students will have completed or be concurrently enrolled in Units 3 & 4 of VCE Business Management
	BUMKT2602	Consumer Behaviour	2	Extension	Business Management Units 3 & 4	
Accounting	BUACC1508	Principles of Accounting and Finance	1	Extension	Accounting Units 3 & 4	Students will have completed or be concurrently enrolled in Units 3 & 4 of VCE Accounting or VCE Economics
	BUECO1509	Principles of Economics	2	Extension	Accounting Units 3 & 4 Economics Units 3 & 4	
Philosophy of Learning and Knowledge	ATSGC1369	Understanding University Learning	1	Advanced	Humanities (other than History) and Business Studies	Not applicable
	ATSGC1370	Knowledge & Professionals	2	Advanced	Humanities (other than History) and Business Studies	
Health	HEALT1111*	Anatomy & Physiology for Health Professionals 1	1	Extension	Nursing, Exercise and Sport Science, Health Sciences; Health & Physical Education	Students will have completed or be concurrently enrolled in Units 3 and 4 Physical Education.
	HEALT1113*	Communication for Health Professionals	1	Extension	Nursing, Health Sciences; Psychological Sciences; Health & Physical Education	Students will have completed or be concurrently enrolled in Units 3 and 4 Health and Human Development
	HEALT1112*	Anatomy & Physiology for Health Professionals 2	2	Extension	Nursing, Exercise and Sport Science, Health Sciences; Health & Physical Education	Students will have completed or be concurrently enrolled in Units 3 and 4 Physical Education
	NURBN1004*	Determinants of Health	2	Extension	Nursing, Health Sciences	Students will have completed or be concurrently enrolled in Units 3 and 4 Health and Human Development

1800 FED UNI  
[federation.edu.au/destination](http://federation.edu.au/destination)

Disclaimer: Information contained in this brochure was correct at the time of printing (June 2017). Federation University Australia reserves the right to alter any program, procedure or fee, as deemed necessary. Prospective students should confirm program information by visiting [federation.edu.au](http://federation.edu.au) and [vsc.edu.au](http://vsc.edu.au) or by contacting the University directly. The information contained in this brochure may not apply to international students. To find out more regarding international education, please call +61 3 5227 9118. Produced by Federation University Australia, Marketing & Communications. Federation University Australia programs are delivered with Victorian and Commonwealth Government funding. CRICOS Provider No. 00103B. National RTO Code 4599. CC\_090617.

# SELECTING A COURSE FOR 2025

## BLOCKING GRID

You can develop a course by selecting from the Blocking Grid on the following page. This Blocking Grid is the anticipated set up of subjects in the Senior School at Cranbourne West Secondary College next year – please be aware that this grid may vary from the final 2025 grid, but it is likely not to vary much from the current structure as shown. Student choice will be the determining factor on how much the 2025 grid changes from the current structure. This selection model allows you to develop a program for yourself, but please ensure that you consider all the requirements of the VCE and that you keep a range of options open for post-VCE careers.

From the research each student has undertaken, there should by now be a list of preferred VCE/VET subjects. If this is not so, then please complete that research, and return to this page of the selection process.

## VCE Subjects

The following pages VCE subjects have a page of detailed information, including study outlines to help you decide which subjects will appeal most to you. All study designs can be accessed here;

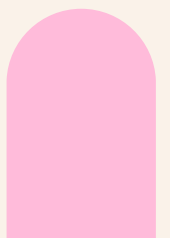
<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

## VET Courses

VET Courses have descriptions indicating venues for the VET Courses. Cranbourne West Secondary College is a member of the South East Vocational Consortium which means that our students can access VET programs held at other sites within the local area.

Final cost for 2025 courses are not yet available. For more detailed information on VET courses please contact Ms Maria Thomas. This is not a complete list of programs. This list will become available later in the year. Please note: that places in many of these courses are restricted and entry can be competitive.

Please note VET courses are not available to VCE students.



## Course Selection Sheet

Your 2025 Course Selection Sheet is printed in this book following the 2025 Blocking Grid. Select a subject out of each block from the Blocking Grid, and insert it into the blank box on your 2025 Course Selection Sheet in the relevant block. We suggest you place your most important subjects in first, and consider that some subjects are in more than once to allow students some flexibility in their selections. Any VET subjects need to be included here also.

**\*\*\*Remember that you must choose English from one of the Blocks\*\*\***

With any luck and a little juggling, you should be able to fill all the boxes in appropriately. If this is proving difficult, please don't hesitate to seek help from College personnel. Once this course has been selected, you then need to bring your proposed course with you to your Course Counselling Session. Your Course Counsellor will ask you to include extra preferences to assist in the event of clashes or excessive class sizes.



# COURSE SELECTION & CONSENT FORM

## PREREQUISITIES FOR CURRENT YEAR 10 STUDENTS

SUBJECT	YEAR 10 EXAM SCORE
VCE English	English exam 50% and above
General Maths	Maths exam 50% and above
Math Methods	Maths exam 65% and pass the Methods entrance test. This test is held early term 3, preparation classes are available to all students.
Specialist Maths	Maths exam 80% and teacher recommendation
Chemistry	70% on the Chemistry section of the Science Exam
Physics	70% on the Physics section of the Science Exam and entry into Math Methods
VCE Unit 3.4 Business, or HHD, or Data or, Psychology, or General Maths	Only for students currently studying Unit 1. 80% on the Unit 1 Business exam 80% on the Unit 1 HHD exam 80% on the Unit 1 Psychology exam 80% on the Unit 1 General Maths exam 80% on the Unit 1 Applied Computing exam And an average of 80% across all SACS

For everything else, so long as you have passed Year 10, you are eligible.

# 2025 VCE BLOCKING LIST

## Year 11

Block A	Block B	Block C	Block D	Block E
Chemistry 1&2	English 1&2	English 1&2	English 1&2	English 1&2
Food Studies 1&2	General Maths 1&2	EAL 1&2	Biology 1&2	Data Analytics 3&4
Health & Human 1&2	Accounting 1&2	History 1&2	General Maths 3&4	Business Management 3&4
Applied Computing 1&2	PE 1&2	General Maths 1&2	Legal Studies 1&2	General Maths 3&4
Health & Human Development 3&4	Math Methods 1 & 2	Business Management 1&2	Psychology 1&2	Math Methods 1&2
General Maths 3&4	Psychology 3&4	Physics 1&2	Specialist Maths 1&2	Visual Communication 1&2
VC - Creating & Exhibiting 1&2	All Year 11 VM Students must select ONE Block A Subject. VM Students may choose VET subjects from those described in this handbook.			
VET Sport & Rec				
VET Furnishing				

Write your selections in these boxes

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Due to class numbers and subjects clashes, some subjects may not run as stated in this handbook. In case of this, please list below your extra subject preferences.

First Preference	Second Preference	Third Preference

<b>Student Name:</b>		<b>Current Home Group:</b>	
<b>Student Email:</b>			
<b>Please Circle:</b>	<b>VCE</b>	<b>VM</b>	<b>Career or Pathway:</b>

I have discussed my child's choices with them and with their teacher and I agree with their choices. I have been made aware of my responsibility regarding subject costs and agree to pay these as necessary.

**Parent/Guardian Name:**

**Signature:**

# 2025 SENIOR SUBJECTS & PROGRAMS

## VCE SUBJECTS

The following is a list of subjects we anticipate will be offered at Cranbourne West Secondary College in 2025. Also listed are staff who may be able to assist you with specific information about the different studies. Just because a subject is offered does not necessarily mean that it will run. Many factors will determine if a subject runs, including numbers who select it, blocking and available staff.

VCE SUBJECTS	STAFF CONTACT
Accounting	Mr Trent Wilson
Biology	Ms Angeleene Blucher
Business Management	Mr Brent Stephens
Chemistry	Ms Angeleene Blucher
English and EAL	Mr Ben Tiffen
Food Studies	Ms Ann Gauld
Health and Human Development	Ms Sharon Phillips
History	Mr Jordan Daniels
IT / Computing	Mr Jason Brewster
Legal Studies	Mr Brenden Horn
Mathematics – General	Ms Baljinder Pannu
Mathematics – Methods and Specialist	Mr Neil Smith
Physical Education	Ms Kelly Lackmann
Physics	Mr Aaron Goode
Psychology	Mr Tim Howe
Sport and Recreation VCE VET	Mr Billy Quigley
VA Making and Exhibiting	Ms Jess Prince
Visual Communication & Design	Ms Jess Prince
VM Foundation English VM Foundation Maths VM Personal Development Skills VM Work Related Skills	Ms Kelly Lackmann

## VET SUBJECTS

The following is a list of subjects we anticipate will be offered at Cranbourne West Secondary College in 2025. Also listed are staff who may be able to assist you with specific information about the different studies. Just because a subject is offered does not necessarily mean that it will run. Many factors will determine if a subject runs, including numbers who select it, blocking and available staff.

VET SUBJECTS	STAFF CONTACT
ALL VET ENQUIRIES	Ms Maria Thomas
Certificate II Construction Pathways	Mr Chris Phelan
Certificate II in Community Services	Ms Sahra Dupuy
Certificate II Furniture Making	Mr Anthony Daraio
Certificate II Sport and Recreation	Mr Billy Quigley
VET Course run at the VFA, TAFE and other local schools	Ms Maria Thomas



## ACCOUNTING

Contact: Mr Trent Wilson

This study enables students to:

- acquire knowledge and skills to record financial data and report accounting information in a manner that is appropriate for the needs of the user
- develop an understanding of the role of accounting in the management and operation of a business
- develop skills in the use of ICT in an accounting system
- develop an understanding of ethical considerations in relation to business decision-making
- develop the capacity to identify, analyse and interpret financial data and accounting information
- develop and apply critical thinking skills to a range of business situations
- use financial and other information to improve the accounting decision-making within a business

Unit 1: Role of accounting in business

Unit 2: Accounting and decision-making for a trading business

Unit 3: Financial accounting for a trading business

Unit 4: Recording, reporting, budgeting and decision-making

Unit 3 & 4 Assessments

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

## BIOLOGY

Contact: Ms Angeleene Blucher

This study enables students to:

- develop knowledge and understanding of key biological models, theories, concepts and issues from the individual cell to species level
- develop knowledge and understanding of organisms, their relationship to their environment, and the consequences of biological change over time, including the impact of human endeavours on biological processes and the survival of species

The study is made up of four units, structured as a series of curriculum-framing questions that reflect the inquiry nature of the discipline.

Unit 1: How do organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

Unit 3: How do cells maintain life?

Unit 4: How does life change and respond to challenges?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and is complemented by a set of key science skills.

## BUSINESS MANAGEMENT

25

Contact: Mr Brent Stephens

This study enables students to:

- understand and apply business concepts, principles and terminology
- understand the complex and changing environments in which businesses operate and how businesses must adapt to these
- understand the relationships that exist between a business and its stakeholders
- recognise the contribution and significance of business within local, national and global markets
- analyse and evaluate the effectiveness of management strategies in different contexts
- propose strategies to solve business problems and take advantage of business opportunities.

Unit 1: Planning a business

Unit 2: Establishing a business

Unit 3: Managing a business

Unit 4: Transforming a business

Unit 3 & 4 Assessments

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

## CHEMISTRY

Contact: Ms Angeleene Blucher

This study enables students to:

- develop knowledge and understanding of matter and its interaction with energy, as well as key factors that affect chemical systems, to explain the properties, structures, reactions and related applications of materials in society
- understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts
- develop knowledge and understanding of how chemical systems can be controlled to develop greener and more sustainable processes for the production of chemicals and energy while minimising any adverse effects on human health and the environment, with consideration of wastes as underutilised resources and/or feedstock for another process or product

Unit 1: How can the diversity of materials be explained?

Unit 2: How do chemical reactions shape the natural world?

Unit 3: How can design and innovation help to optimise chemical processes?

Unit 4: How are carbon-based compounds designed for purpose?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## COMPUTING

Contact: Mr Jason Brewster

This study enables students to:

- understand how digital systems and solutions can be used by individuals and organisations
- develop an understanding of the roles and applications of cybersecurity, data analytics and programming
- apply the problem-solving methodology to analyse needs and opportunities, design and develop solutions to problems and evaluate how effectively solutions meet needs and opportunities
- apply project management techniques to assist with the development of digital solutions
- develop an informed perspective on current and emerging digital technologies and disseminate findings
- identify and evaluate innovative and emerging opportunities for digital solutions and technologies
- develop critical and creative thinking, communication and collaboration, and personal, social and ICT skills.

The study is made up of six units.

Unit 1: Applied computing

Unit 2: Applied computing

Unit 3: Data analytics

Unit 4: Data analytics

Unit 3: Software development

Unit 4: Software development

Note: students may elect to undertake one or both of these Units 3 and 4 sequences.

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## ENGLISH ENGLISH AS AN ADDITIONAL LANGUAGE

Contact: Mr Ben Tiffen

This study enables students to:

- extend their English language skills through reading, writing, speaking, listening, thinking and viewing to meet the demands of further study, the workplace, and their own needs and interests
- enhance their understanding, enjoyment and appreciation of the English language through all modes
- discuss, explore and analyse the form, purpose, context, text structures and language of texts from a range of styles and genres
- discuss, explore and analyse how culture, values and context underpin the construction of texts and how this can affect meaning and understanding
- convey ideas and demonstrate insight convincingly and confidently
- create print, digital and spoken texts
- demonstrate the ability to make informed choices about the construction of texts in relation to purpose, audience and context.

Unit 1 and 2

Text selection

- Reading and exploring texts
- Crafting texts
- Exploring arguments

Units 3 and 4

Text selection

- Reading and responding to texts
- Creating texts

Unit 3 & 4 Assessment

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

## FOOD STUDIES

Contact: Ms Ann Gauld

This study enables students to:

- develop as informed, discerning and capable food citizens
- build practical food skills in the planning, preparation, evaluation and enjoyment of food
- apply principles of nutrition, food science and sensory evaluation to food planning and preparation
- extend understanding of food origins, cultures, customs and behaviours
- understand global and local systems of food production, distribution and governance
- develop awareness of a diverse range of influences on food choices
- research and discuss issues relating to sustainability, and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of our food systems
- analyse and draw evidence-based conclusions in response to food information, food advertising and current food trends.

The study is made up of four units.

Unit 1: Food origins

Unit 2: Food makers

Unit 3: Food in daily life

Unit 4: Food issues, challenges and futures

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## HEALTH & HUMAN DEVELOPMENT

Contact: Ms Sharon Phillips

This study enables students to:

- understand the complex nature of health and wellbeing, and human development
- develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors
- examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks
- develop understanding of the Australian healthcare system and the political and social values that underpin it
- apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- apply the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives and programs
- propose and implement action to positively influence health and wellbeing, and human development, outcomes at individual, local, national and/or global levels.

Unit 1: Understanding health and wellbeing

Unit 2: Managing health and development

Unit 3: Australia's health in a globalised world

Unit 4: Health and human development in a global context

Unit 3 & 4 Assessments

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent



## HISTORY

Contact: Mr Jordan Daniels

This study enables students to:

- develop an understanding of the nature of history as a discipline and to engage in historical thinking and inquiry
- ask and use questions about the past, evaluate historical sources and construct historical arguments based on their use of sources as historical evidence
- develop an understanding of and apply historical thinking concepts, including evidence, cause and consequence, continuity and change, and significance,
- explore a range of eras and periods, events, people, places, ideas and historical perspectives to develop a broad understanding of the past
- engage with historical interpretations and the contested debates between historians in an informed and critical manner
- recognise how our understanding of the past informs decision- making in the present
- appreciate that the world in which we live has not always been as it is now, and that it will continue to change in the future.

The study is made up of 13 units;

Units 1 & 2	Units 3 & 4
Empires Units 1 and 2: Empires	Ancient history Units 3 and 4: Ancient history
Modern history Unit 1: Change and conflict Unit 2: The changing world order	Australian history Units 3 and 4: Australian history
Ancient history Unit 1: Ancient Mesopotamia Unit 2: Ancient Egypt Unit 2: Early China	Revolutions Units 3 and 4: Revolutions

Unit 3 & 4 Assessment

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

## LEGAL STUDIES

Contact: Mr Brenden Horn

This study enables students to:

- understand and apply legal terminology, principles and concepts
- apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions
- analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- analyse the methods and institutions that determine criminal cases and resolve civil disputes
- examine the ability of features of the criminal and civil justice systems to achieve the principles of justice.

Unit 1: The presumption of innocence

Unit 2: Wrongs and rights

Unit 3: Rights and justice

Unit 4: The people, the law and reform

Unit 3 & 4 Assessments

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

## MATHEMATICS

Contact: Mr Neil Smith & Ms Baljinder Pannu

If you have chosen to study a Mathematics subject as part of your VCE in 2025, please refer below prerequisites and consult with your current Mathematics teacher to advise on which level you should select. Your current Math results will be given to your Course Counsellor to advise you on which level you should complete.

VCE Math Subject	Prerequisites for Year 10 students
Unit 1/2 Maths	
General Math	Greater than 50% on Yr10 Maths Exam
Math Methods Unit 1&2	Greater than 65% on Yr10 Maths Exam & 50% on entrance test
Specialist Math Unit 1&2	Greater than 80% on Yr10 Maths Exam with teacher recommendation

Please Note: All VCE Mathematics students are required to have a graphics calculator. The required calculator is the Casio Classpad 330.

There are a number of VCE Mathematics subjects offered:

- General Mathematics Units 1 & 2
- Mathematical Methods Units 1 & 2
- Specialist Mathematics Units 1 & 2

Specialist Mathematics Units 1 & 2 should be taken by those students intending on studying Specialist Mathematics in Year 12, and must be taken concurrently with Mathematical Methods. These lead to:

- General Mathematics Units 3 & 4
- Mathematical Methods Units 3 & 4
- Specialist Mathematics Units 3 & 4

What is VCE Mathematics all about?

All units of Mathematics are designed to enable students to:

- Develop mathematical skills and knowledge
- Apply mathematical knowledge analyse, investigate and solve problems in a variety of situations, ranging from well-defined and familiar situations, to unfamiliar and open-ended situations
- Use technology as an effective support for mathematical activity

## MATHEMATICS

Contact: Mr Neil Smith & Ms Baljinder Pannu

Units 1 & 2 General Mathematics

Prerequisite

Students need to have achieved a grade of 50% or above on the Year 10 Mathematics exam. This subject is for students who are either considering attempting Further Mathematics Units 3 & 4 or who require VCE units of General Mathematics at Units 1 & 2 level only.

Areas of Study

Arithmetic, Data Analysis, Algebra, Graphs of Linear and Non-Linear Relations, Decision Mathematics, Business Mathematics, Geometry and Trigonometry, and Matrices.

Units 1 & 2 Mathematical Methods

Prerequisite

Students need to have achieved a grade of 60% or above on the Year 10 Mathematics exam, and 50% on the Methods entrance test. This subject is for students who are either considering attempting Mathematical Methods Units 3 & 4, Further Mathematics Units 3 & 4 or who require a VCE Unit of Mathematical Methods.

Areas of Study

Functions and Graphs, Algebra, Calculus and Probability.

Units 1 & 2 Specialist Mathematics

Prerequisite

Students need to have achieved a grade of 70% or above on the Year 10 Mathematics exam. This subject is for students who are considering attempting both Mathematical Methods 3 & 4 and Specialist Mathematics 3 & 4 in Year 12. The subject is taken in conjunction with Mathematical Methods Units 1 & 2.

Areas of Study

Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry Measurement and Trigonometry, and graphs of linear and non-linear relations.

## MATHEMATICS

Contact: Mr Neil Smith & Ms Baljinder Pannu

Units 3 & 4 General Mathematics

Prerequisite

For Year 10 students wanting to study Unit 3 and 4 Further Maths as a Year 11 student, the pre-requisite is an exam score of 80% on the Unit 1 and Unit 2 General Maths exam.

For Year 11 students wanting to study Unit 3 and 4 Further Maths as a Year 12 student, the pre-requisite is an exam score of 60% on the Unit 1 and Unit 2 General Maths exam.

Areas of Study

This Unit involves four core modules of Statistics, Recursion, Financial Modelling, Matrices and Networks.

Units 3 & 4 Mathematical Methods

Prerequisite

Students should have successfully completed Units 1 & 2 of Mathematical Methods in order to enrol in this subject.

Areas of Study

Coordinate Geometry, Circular (trigonometric) Functions, Calculus, Algebra, and Statistics and Probability.

Units 3 & 4 Specialist Mathematics

Prerequisite

Specialist Mathematics must be taken in conjunction with Mathematical Methods Units 3 & 4. To enrol in this subject, students should have successfully completed Mathematical Methods Units 1 & 2.

Areas of Study

Coordinate Geometry, Circular (trigonometric) Functions, Calculus, Algebra, Probability and Statistics and Vectors in two and three Dimensions and Mechanics.

## PHYSICAL EDUCATION

Contact: Ms Kelly Lackmann

This study enables students to:

- use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport and exercise
- develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan
- engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement
- critically evaluate changes in participation from a social- ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters.

Unit 1: The human body in motion

Unit 2: Physical activity, sport and society

Unit 3: Movement skills and energy for physical activity

Unit 4: Training to improve performance

Unit 3 & 4 Assessments

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

## PHYSICS

Contact: Mr Aaron Goode

This study enables students to:

- apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena
- understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts

The study is made up of four units, structured under a series of curriculum-framing questions that reflect the inquiry nature of the discipline.

Unit 1: How is energy useful to society?

Unit 2: How does physics help us to understand the world?

Unit 3: How do fields explain motion and electricity?

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and is complemented by a set of key science skills.

## PSYCHOLOGY

Contact: Mr Tim Howe

This study enables students to:

- develop knowledge and understanding of psychological models, theories and concepts to describe, explain, analyse and predict human thoughts, emotions and behaviour
- understand and apply a biopsychosocial approach to human thoughts, emotions and behaviour
- apply psychological models, theories and/or concepts to everyday situations to enhance understanding of mental wellbeing

The study is made up of four units, structured as a series of curriculum-framing questions that reflect the inquiry nature of the discipline:

Unit 1: How are behaviour and mental processes shaped?

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

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

Unit 4: How is mental wellbeing supported and maintained?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and is complemented by a set of key science skills.



Contact: Ms Jessica Prince

This study enables students to:

- explore the characteristics and properties of materials, techniques and processes
- understand the use and application of materials in relation to the historical development of art forms, across different periods of time and cultures
- develop an understanding of aesthetic qualities in artworks and how they are used in art making
- learn how to work independently and collaboratively
- develop an understanding of the sources that inform and influence art making
- investigate the practices of artists from different periods of time and cultures, including Aboriginal and Torres Strait Islander artists, and their use of materials, techniques and processes, and how these contribute to the making of their artworks
- understand how artists use visual language to communicate ideas and meaning in artworks
- understand how exhibitions are planned and produced by galleries, museums, other exhibition spaces and site-specific spaces and how artworks are curated and displayed for audiences
- understand the methods used and considerations involved in the preparation, presentation and conservation of artworks.

Unit 1: Explore, expand and investigate

Unit 2: Understand, develop and resolve

Unit 3: Collect, extend and connect

Unit 4: Consolidate, present and conserve

Unit 3 & 4 Assessments

- Units 3 and 4 School-assessed Coursework: 10 per cent
- Units 3 and 4 School-assessed Task: 60 per cent
- End-of-year examination: 30 per cent.

Contact: Ms Jessica Prince

This study enables students to:

- work independently and in collaboration to find, reframe and address human-centred design problems and opportunities
- apply a design process to discover, define, develop and deliver design solutions
- develop divergent and convergent thinking strategies
- understand conceptions of good design
- develop and apply skills in drawing and making, using a range of media, materials, methods and techniques
- manipulate the design elements and principles to communicate ideas and information
- apply ethical, legal, sustainable and culturally appropriate design practices
- understand design's influence, and the influences of design in past, present and future contexts, including economic, technological, cultural, environmental and social factors
- deliver and receive critical feedback using appropriate design terminology.

Unit 1: Finding, reframing and resolving design problems

Unit 2: Design contexts and connections

Unit 3: Visual communication in design practice

Unit 4: Delivering design solutions

Unit 3 & 4 Assessments

- Unit 3 School-assessed Coursework: 20 per cent
- Units 3 and 4 School-assessed Task: 50 per cent
- End-of-year examination: 30 per cent.

## FOUNDATION VCE ENGLISH

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Contact: Ms Kelly Lackmann

This study enables students to:

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

This study is made up of four units. Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. The areas of study may be undertaken concurrently so that reading and writing outcomes are integrated, where this is deemed appropriate by the teacher. Each outcome is described in terms of key knowledge and key skills.

## FOUNDATION VCE MATHS

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Contact: Ms Kelly Lackmann

This study enables students to:

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

This study is made up of four units. Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit.

The Numeracy study design is structured around four complementary and essential components. See the 'Numeracy study components' section for details of these components, including: eight areas of study; Outcome 1 numeracy contexts; Outcome 2 problem-solving cycle; and Outcome 3 mathematical toolkit.

## PERSONAL DEVELOPMENT SKILLS

Contact: Ms Kelly Lackmann

This study enables students to:

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

This study is made up of four units:

Unit 1: Healthy individuals

Unit 2: Connecting with community

Unit 3: Leadership and teamwork

Unit 4: Community project

Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for the unit.

## WORK RELATED SKILLS

Contact: Ms Kelly Lackmann

This study enables students to:

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

This study is made up of four units:

Unit 1: Careers and learning for the future

Unit 2: Workplace skills and capabilities

Unit 3: Industrial relations, workplace environment and practice

Unit 4: Portfolio preparation and presentation

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit.

## VET DELIVERED IN SCHOOLS

Contact: Ms Maria Thomas

Cranbourne West Secondary College students have access to a range of VET programs offered both internally and externally. External VET program offerings can be found here: <https://sellen.org.au/vetis/>

In addition the College offers a number of internal VET programs outlined below:

- Certificate II in Community Services
- Certificate II in Construction Pathways
- Certificate II in Music
- Certificate II in Sport and Recreation

**VET CERTIFICATE II IN COMMUNITY SERVICES**  
**CHC22015**  
**RTO: 21230 RIPPONLEA INSTITUTE**

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**What's it all about?**

To provide an introduction to the Social and Community Services Industry and develop entry level skills.

**Course Content Year 1:**

- Participate in workplace health and safety
- Work with diverse people
- Provide first point of contact
- Communicate and work in health or community services

**Future Pathways:**

- Certificate III/IV in Nursing
- Residential Care Welfare
- Disability Studies and Childcare
- Social Work
- Aged Care

**VCAA Information and Video:**

<https://www.vcaa.vic.edu.au/curriculum/vet/vcevet-programs/Pages/communityservices.aspx>



## **VET CERTIFICATE II IN CONSTRUCTION PATHWAYS**

### **CPC20220**

### **RTO: 121314 AIET**

#### **Duration:**

2 school years, one day per week or 4/5 periods per week.

The Certificate II in Construction Pathways will give you a chance to sample a variety of trade skills, such as carpentry, concreting, joinery, shopfitting, bricklaying, landscaping, plumbing, and tiling and help you find your career path in a highly employable sector.

#### **Career opportunities, include:**

- Carpentry apprenticeship
- Wall and floor tiling apprenticeship
- Bricklaying apprenticeship
- Joinery and shopfitting apprenticeship
- Painting and decorating apprenticeship

#### **Pathways to further study:**

- CPC33020 Certificate III in Bricklaying/Block laying
- CPC30220 Certificate III in Carpentry
- CPC31320 Certificate III in Wall and Floor Tiling
- CPC30620 Certificate III in Painting and decorating
- CPC30120 Certificate III in Shopfitting
- CPC31920 Certificate III in Joinery

**VET CERTIFICATE II IN MUSIC**  
**CUA20620**  
**RTO: TO BE CONFIRMED**

**What's it all about?**

The course offers students live music performance opportunities and develops each students' individual skills on their chosen instrument. This certificate aims to provide access to various career pathways available in the music industry and offers skill enhancement in music performance.

**Other subjects**

There are no prerequisites for this course, however you need a demonstrated understanding of music or the ability to play an instrument.

**Course Content:**

- Develop and update music industry knowledge
- Develop music knowledge and listening skills
- Follow health, safety and security procedures in the music industry
- Work with others
- Address copyright requirements and performance.

**Materials required:**

Musical instruments are supplied in the classroom but it would be highly recommended that you have an instrument at home to practice on.

**Future Pathways:**

- Cert IV in Music
- Diploma of Music
- Advanced Diploma of Music
- Bachelor of Music
- Diploma of Music Business
- Bachelor of Music Industry

**VCAA Information and Video:**

<https://www.vcaa.vic.edu.au/curriculum/vet/vcevet-programs/Pages/musicindustry.aspx>

## **VET CERTIFICATE II IN SPORT AND RECREATION**

### **SIS20122**

### **RTO: 121314 AIET**

#### **What's it all about?**

The course is designed to offer students hands on theoretical learning about the Sport and Recreation industry.

#### **Course Content:**

- Sport
- Fitness and recreation industry
- First aid and emergency situations
- Workplace health and safety
- Introductory IT skills
- Customer and quality service
- Equipment maintenance.

#### **Future Pathways:**

- Sports retail roles
- After-school sports program
- Recreation officer
- Sport and recreation attendant
- Leisure services officer
- Business administrator
- Sales and customer services

#### **VCAA Information and Video:**

<https://www.vcaa.vic.edu.au/curriculum/vet/vcevet-programs/Pages/sportrecreation.aspx>



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