

RED CLIFFS  
SECONDARY COLLEGE

**2025**

# SENIOR SCHOOL HANDBOOK



**RESILIENT  
COMPASSIONATE  
SUCCESSFUL  
CITIZENS**

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# **ACCELERATED STUDIES**

## **YEAR 10 STUDENTS**

Red Cliffs Secondary College offers the opportunity for highly capable Year 10 students to undertake a Year 11 subject of interest as a Year 10 student.

Students must have an outstanding work ethic and be currently excelling in their Year 9 subjects. The subject chosen should be an extension to what the student is currently undertaking in Year 10 (where possible).

Students will have the opportunity to provide preferences and will only be able to undertake one subject if spaces are available in the course. Students will be notified of this in December.

## **YEAR 11 STUDENTS**

Each year a small group of Year 11 students undertake a Year 12 subject. This is possible if the Unit One and Two sequence has been completed at Year 10 level or in exceptional circumstances.



# **School Based Apprenticeships and Traineeships** **(SBATS)**

## **School-Based Apprenticeships & Traineeships Scheme (SBAT)**

Red Cliffs Secondary College with the assistance of local Australian Apprenticeship Support Networks will support students wanting to apply for positions in the school-based Apprenticeship & Traineeship Scheme.

SBATs can be completed as part of a VCE, VCEVM or VPC program and can provide credits towards these Studies.

SBATs can be completed in any industry area including Carpentry, Hospitality, Automotive, Plumbing, Electrical, Engineering, Business Administration, Retail and Hairdressing plus many more.

Arrangements can vary depending on the employer and what suits a student's timetable. Students will average 13 hours per week of employment and training during school hours to satisfy the SBAT requirements. Students can arrange a time to speak with the Careers Coordinator – Mrs. Alana Collier or Senior School Leader – Mrs. Narelle Calder

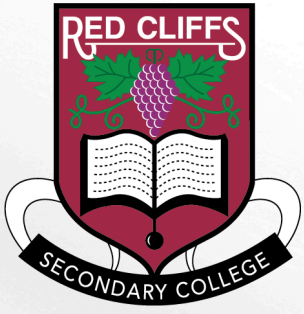
## **How do SBATs fit into a student's program?**

Students undertake an SBAT for usually 1 to 2 days per week plus the option for after school hours and weekends.

Students will negotiate to drop back to four RCSC subjects in their timetable. This is to best allow time release to complete their SBAT and additional time at school to catch up on classes missed.

## **IMPORTANT INFORMATION for students undertaking VETDSS, External VETs or SBAT Programs**

- Students timetable on Compass will show which days they are away from school for their VETDSS or SBAT program.
- RCSC has student free days. Students must attend their designated VETDSS program at TTC, SuniTAFE, or their SBAT workplace.
- Students must notify both RCSC and their training provider or workplace if they are away for any reason.
- It is important that students miss as few classes as possible as it is very difficult to make up the time and work, they miss.
- Students need to be organised – they will have school, training and SBAT work commitments.
- Students need to consider if this is the right option for them as time out of school will add pressure to their school program.
- SBAT students must provide RCSC with a copy of the signed Training Plan at enrolment



RED CLIFFS  
SECONDARY COLLEGE

**2025**

**YEAR 10  
SUBJECTS**



**RESILIENT  
COMPASSIONATE  
SUCCESSFUL  
CITIZENS**

# YEAR 10: Choosing your subjects.



There are several 'rules' for choosing your subjects at Year 10.

1. You must complete English and Mathematics all year (2 semesters)
2. You must complete at least 1 semester of: Science, Physical Education and Humanities (you can complete 2 semesters of them if you wish).
3. You need to choose **12** units.
4. The number of 'units' in a subject will be in brackets next to the subject name, e.g., English (2).
5. ***Want to study a Unit 1/2 (year 11) subject?*** It can be done. Look in the Unit 1/2 section - subjects with an \* next to their title are available to year 10's, subject to availability and advice from your teachers.

# Step 1: Choose your English



## Year 10 English

English is the subject that supports students to develop essential life skills of reading, writing and analysis. The three areas of study are detailed below.

### **Reading and evaluating texts**

Students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts.

Texts for study at Year 10 vary from year to year but are closely aligned with preparing students for VCE English.

### **Writing**

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes, and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

### **Speaking and Listening**

Students listen for ways features within texts can be manipulated to achieve particular effects. They show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes, and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions, and developing and expanding arguments.

### **Assessment tasks:**

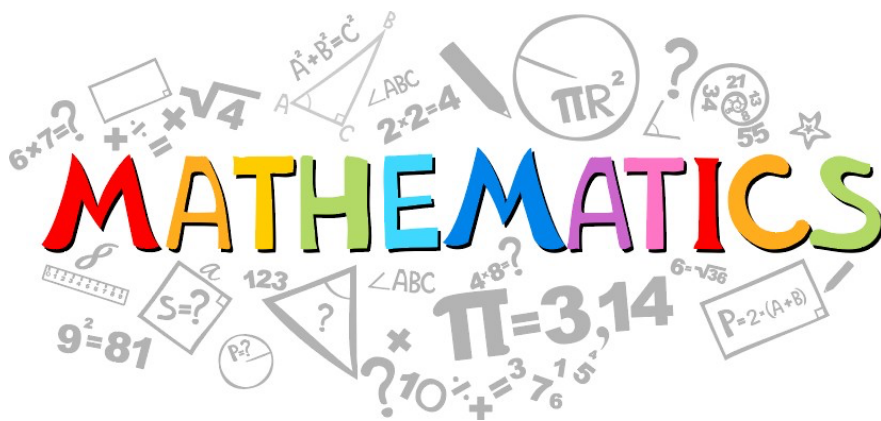
- Personal and Analytical Text responses
- Creative texts
- Analysis of media texts
- Oral presentation of an argument

## Yr. 10 Advanced English

The year 10 Advanced English class is designed specifically for students who enjoy English study, discussing texts and writing about them, and who have the range of language skills necessary to excel in English. You will be expected to be a very independent learner in this class. Students doing advanced English will be taught skills and knowledge to prepare them for VCE Literature.

If you wish to enroll in Yr. 10 Advanced English you will need to follow an **approval process** which will involve your English teacher, the English Coordinator and Year Level Coordinator.

## Step 2: Choose your Mathematics:



If you are considering doing a university course when you finish Year 12, you **MUST** check any prerequisites that you will need in order to help you to choose an appropriate mathematics subject.

It is compulsory to complete a full year of mathematics. You can choose to do Foundation Mathematics, Mathematics, or Advanced Mathematics. If you are unsure about which level to choose, talk to your mathematics teacher.

### **ADVANCED MATHEMATICS:**

This subject is recommended for students who have excellent work habits and enjoy the challenge of mathematics. Students will be extended beyond the normal Year 10 mathematics subject. This subject leads on to Mathematical Methods and Specialist Mathematics Unit 1 and 2 in Year 11. A Texas Instrument nSpire CAS calculator is compulsory.

**TOPICS:** Measurement; Trigonometry; Linear and Quadratic Equations; Statistics; Probability; Geometry; Algebra.

### **MATHEMATICS:**

It is anticipated that most Year 10 students will undertake this mathematics subject. Any student who has performed at the expected standard in Year 9 should be able to meet the challenge of this level of mathematics. There is an expectation that students will revise regularly and complete a weekly homework task. This subject leads on to General Mathematics Unit 1 and 2 in Year 11. A Texas Instrument nSpire CAS calculator is compulsory.

**TOPICS:** Measurement; Trigonometry; Linear Equations; Statistics; Probability; Circular Geometry; Algebra; Business Mathematics.

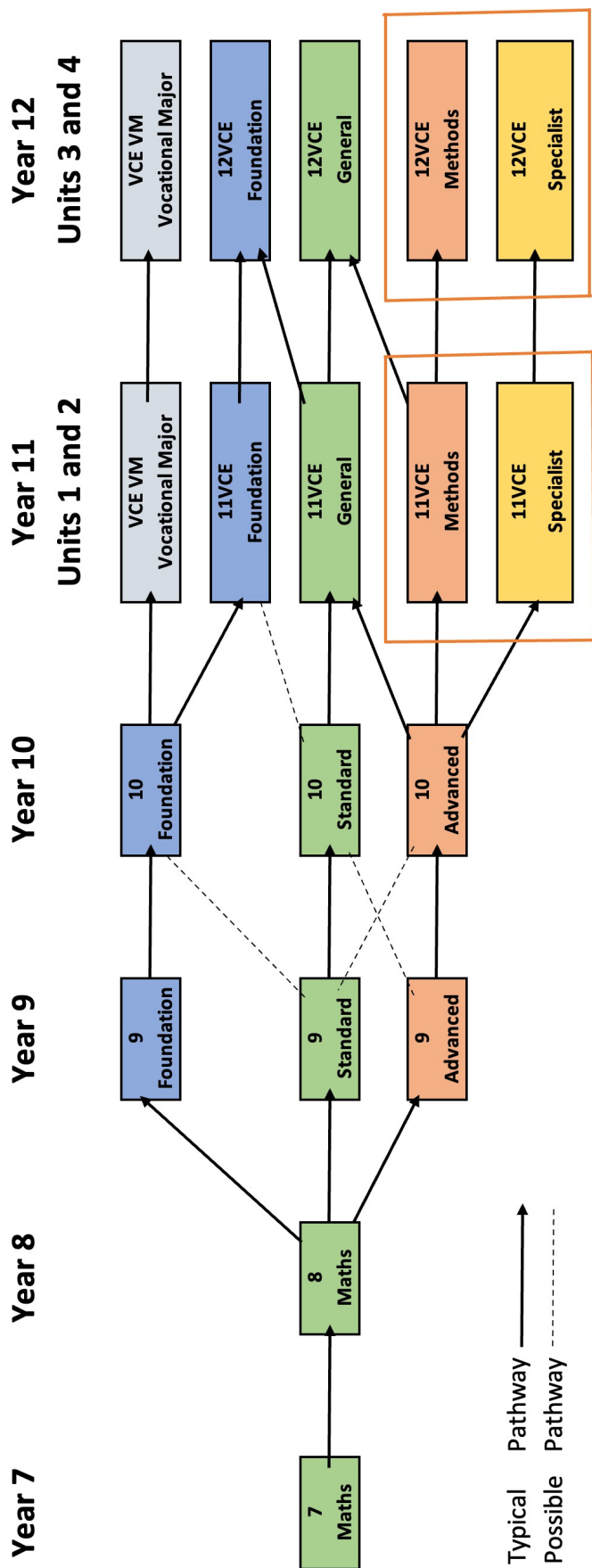
### **FOUNDATION MATHEMATICS:**

Foundation Mathematics Units 1-4 provide for the continuing Mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study. This subject is designed for students who have struggled with basic number facts; it is not available for students who are just looking for an “easy option”. We aim to work with a smaller group, in a non-threatening environment. There is an expectation that students will work consistently to improve their skill level. Students will need a scientific calculator.

**TOPICS:** Number skills; Money; Geometry; Measurement; Pythagoras, Trigonometry; Research work.



# Maths Pathways at Red Cliffs Secondary College



**NOTE:** It is strongly recommended that students in Years 9 to 11 discuss their maths pathway selection with their maths teacher prior to course counselling.

The maths teacher will make recommendations about which pathway best suits a student's abilities and future plans.

VCE Maths Methods Units 1 & 2 is a prerequisite for VCE Maths Methods Units 3 & 4.

VCE Specialist Maths Units 1 & 2 is a prerequisite for VCE Specialist Maths Units 3 & 4.

VCE Maths Methods is a co-requisite for VCE Specialist Maths at both Years 11 and 12 levels.

## **Step 3: Choose your Core Science:**



You **must** complete a Core Science course in Year 10. You can choose between Science Extension which runs for the whole year or Applied Science which runs in each semester.

### **SCIENCE EXTENSION (2):**

The Year 10 Science Extension course is a pathway into VCE Science. It is a full year of science where students have opportunities to practice critical and creative thinking and scientific problem solving. Students undertake a range of experiments and activities and learn to communicate their findings using correct scientific language. In Semester 1, physical science is explored through the study of motion, speed, and acceleration. Students study biology by learning about structure and function of DNA, inheritance patterns, pedigrees, and genetic testing techniques. The final unit has a focus on chemistry, where students learn to understand the periodic table, atomic structure, and chemical bonding.

In Semester 2, students consolidate their understanding of chemistry by investigating different reaction types and balancing chemical equations. Students build on their knowledge of biology by studying the process of evolution and investigating historical evidence that scientists have accumulated over time. Students learn about how the exchange of energy can be described and predicted using the laws of physics. In the final unit, there is a focus on Earth and space science where students investigate the evolution of the Universe, galaxies, and nuclear fusion. This course will allow students to obtain a minimum level of understanding of key concepts required to proceed to a further study of Biology, Chemistry, Physics, Psychology and/or Environmental Science at the VCE level.

### **APPLIED SCIENCE (1):**

The Year 10 Applied Science course runs for half a year. The focus is on scientific developments and the real-world applications that influence and shape our lives. Students will recognise the contributions of Australian scientists to advances in scientific understanding, ethical considerations, and advances in technology. The implications of scientific issues in today's world will also be studied. Studied as a standalone subject, this unit is not designed to adequately prepare students for science at the VCE level. It is designed for students whose study of science will most likely cease at the end of Year 10. If students are unsure of their desired pathway, it is recommended they combine Applied Science with a Science Elective to keep their options open.

# **Optional: Choose your Science Electives:**

## **AGRICULTURAL SCIENCE (1):**

Throughout this course, students focus on the science that serves as a foundation to the local agriculture scene. Students will learn about cropping, soil quality assessment and improvement, the dairy industry, beekeeping and honey production, fruit farming and much more. Biotechnology, machinery development and advancement in farming technologies will also be investigated and researched. Field excursions, guest speakers, virtual incursions, and hands-on activities are imperative to ensure that this new course is exciting and worthwhile.

## **BIOLOGY (1):**

Biology is designed around inquiry into the structure and function of living things. Students will investigate how living things interact with other species and the living and non-living components of their own environment. They will explore different adaptations that plants and animals have developed to increase their survival value over time. Students also learn about the immune response of organisms to specific pathogens. Students will explore the nature of the human immune system and the role of vaccinations in providing immunity. Students will undertake a range of practical investigations, assess case studies, and participate in fieldwork to help consolidate their understanding of basic biological concepts.

## **ENVIRONMENTAL SCIENCE (1):**

Environmental Science is designed to teach students about how humans impact the natural world. Students study the Earth's four main systems – the lithosphere, hydrosphere, biosphere, and atmosphere. They examine how events occurring within these systems can affect all systems to support life on Earth. Students learn about pollution and the greenhouse effect and explore emerging opportunities to alleviate and manage the adverse effects for living and non-living things. By the end of this subject, students will understand how to live sustainably and will appreciate the importance of environmental health for future generations, particularly in local contexts.

## **PSYCHOLOGY (1):**

Psychology is designed to teach students about the systematic study of thoughts, feelings, and behaviours. Students learn about emotions, mental health, mental illness, the brain, sleep and dreams, and experimentation in psychology. They will undertake a variety of research into our experiences as humans, and investigate research completed by others in the area. Students will examine the complexity of human emotions and will look at mental health as a continuum which encompasses how we "feel" on a day-to-day basis, as well as our functionality in society. Students will understand how the brain communicates and interprets our internal and external environment, and how it is possible to apply scientific methods to learn about conscious behaviour.

## **Step 4: Choose your PE:**



You must complete at least ONE PE subject. To complete a full year of PE, you can pick 'Sports Leadership **OR** 'Outdoor Education; and 'Sports Science and Training'.

### **SPORTS LEADERSHIP**

In Year 10 Sports Leadership, students will examine the concepts of sport participation and sports leadership. Students will examine trends in sports involvement across demographics, analysing factors contributing to physical activity participation. Evaluate skills as fundamental and sports specific. Students will also develop an understanding of coaching and officiating principles that link to skill learning and athlete management. These skills will be applied practically, coaching and teaching peers and junior and primary school students. Students will also participate in the running of the school's sporting events, such as swimming, athletics, and walkathons.

### **SPORTS SCIENCE & TRAINING**

Sports Science and training is about "HOW" the body uses its systems' muscular, skeletal, and cardio-respiratory energy to move to exercise. Students also investigate the biomechanical principles in sports, such as force, motion, projectile motion, momentum, and angle of release. Using laboratory activities, students link the content to practice. Students will experience specific movements using the principles of training and training methods and investigate sports nutrition to provide the best foods to fuel the body.

## Step 5: Choose your Humanities:



You must complete at least ONE semester of humanities in Year 10. The following are the Humanities electives offered for Year 10, 2025. You can choose as many of these electives as you can fit!

### 10 MODERN HISTORY

Students study major historical events leading up to World War Two, Hitler and the Nazi Party and the Jewish Holocaust. Students discover what caused World War Two to erupt, and why Australia decided to become involved. Students use film and text to uncover different perspectives of war and the impact they had upon millions of people. Focus is also on Australian involvement and the bombing of Darwin.

### BUSINESS STUDIES

Students learn about the concept of business and explore the nature of innovation and how businesses seek to create and maintain a competitive advantage in the market. Students learn about the concept of community, in primarily the local sense, but also the global sense and how global citizenship has come about. Students will identify the way enterprising behaviours and capabilities can be developed to improve the work and business environments.

This elective is a good basis for VCE Business Management.

### GOVERNMENT AND SOCIETY

Students will review and revise the democratic process in Australia. They will compare the systems of government in other countries. They will learn about the political parties in Australia as part of the global political spectrum and concepts of left- and right-wing politics. They will engage in political debate on historical events and current affairs. Students will learn about how pressure groups influence public opinion and parliamentary processes, whether they are unions or environmental groups. This elective is a good basis for VCE Sociology and Legal Studies.

## Step 6: Choose your Electives:



This is your chance to include other subjects that you might like to try. You may choose subjects that you like, subjects that relate to your chosen career, or subjects that you would like to try out in preparation for Year 11.

Most of the remaining electives are semester based – 1 unit, with the exception of VET subjects, which are full year - (2 units).

**Remember that the TOTAL number of units you can pick is 12.**

*It is a good idea to count how many core units you have already chosen so that you know how many electives you can pick:*

*e.g. English (2); Mathematics (2); Science (2); Sports Leadership (1) Psychology (1) Business Management (1) – 9 Units meaning I can choose 3 electives.*

*Vocational Education and Training subjects have (VETDSS) in their title, with a complete description in the VETDSS Subjects section.*

*Unit 1/2 subjects with an \* in the Unit 1/2 section are also available, based on suitability.*

*The electives are in alphabetical order:*

## **APPAREL FASHION AND TEXTILES (2) - CERTIFICATE II (VETDSS)**

This Nationally Accredited Certificate provides students with the knowledge and skills to enhance their employment prospects in the fashion design and textile production industries. Students develop skills used in the design and production of garments and millinery, as well as in the development of unique fashion and textile designs.

**This is a two-year VCE program and will potentially contribute to your ATAR at the end of Year 12.**

Please see full details in the VETDSS Subjects Section.

### **ART (1):**

Year 10 Art prepares you for VCE Art Making and Exhibiting and career paths in the art industry. This unit focuses on the development of practical art skills and technical processes, using a variety of media, plus art appreciation, criticism, and analysis. Students study selected artworks of different media; develop a personal sketchbook diary showing their development of ideas and trials; complete a series of exercises in art appreciation, criticism, and analysis; and develop a personal expression.

### **CAFÉ CULTURE (1):**

The Year 10 Café Culture course is a pathway into the hospitality industry and/or VET. Students will develop a range of practical food preparation skills and follow the design process to plan, produce, serve, and evaluate a range of meals that could be served in the hospitality industry. Students will complete a range of topics including hygiene and safety in an industrial cooking setting, how to prepare and serve espresso coffee, and planning for a catering event. The course is designed to help students who wish to continue with Food in year 10, but don't plan to complete Food Studies at the VCE level. The content covered in this course will not prepare students for VCE.

### **DANCE (1):**

Year 10 Dance prepares you for VCE Dance and careers in the Dance industry. Students explore personal movement style while combining the elements of dance and choreographic devices to develop movement possibilities. They learn and perform style specific choreography communicating the choreographer's intent. Students refine their technical and expressive skills in dance and explore safe dance practice. They analyse a range of dances and evaluate choreography and performance.

### **DESIGN AND TECHNOLOGY – TEXTILES (1):**

Throughout the semester, students will explore a range of topics through theory and practical classes to prepare them for VCE Product Design and Technology and careers that lead into the Textiles and Fashion industries.

You will follow the design process and work with a client to design and produce a garment or textiles product to meet the client's needs. You will develop a deeper understanding of fashion illustration, mood boards, pattern drafting, production plans and will evaluate the quality of your finished garment or textiles product. You will be required to present in a folio. This subject also explores sustainable, ethical, environmental, and economic issues within the Fashion and Textiles Industries, and you will be required to write a report on some solutions for these problems.

### **DESIGN AND TECHNOLOGY - WOOD (1):**

Throughout the semester, students will explore a range of topics through theory and practical classes to prepare them for VCE Product Design and Technology and careers that lead into the Construction industry.

Students follow the design process to produce products to meet client's needs. Students gain an understanding of design concepts, fashion trends, and factors that influence a successful design concept and safe work practices when using a variety of machinery and tools.

As part of this program students will have the opportunity to undertake accredited training in CPCCWHS1001 Prepare to Work Safety in the Construction Industry ("White Card") (the cost of this accredited course will be approximately \$100). This course is a requirement to work in the construction industry.

### **DRAMA (1):**

Drama explores the role of performance in particular traditions, times in history and cultures, as well as in contemporary drama and theatre. The knowledge of styles and conventions gained from this exploration is then incorporated into students' dramatic works. Students analyse live theatre performances and use reviews to assist in the interpretation of plays. They design, construct, and experiment with sets, costumes, and properties in their own presentations. Year 10 Drama will prepare you for VCE Theatre Studies.

## **FOOD STUDIES (1):**

The Year 10 Food Studies course is a pathway into VCE Food Studies. Throughout the semester, students will explore a range of topics through theory and practical classes to prepare them for VCE Food Studies. They will be required to focus on food handling, hygiene and safety issues, the design process, the importance of nutrition, and the science of food. Students will develop skills by following the design process to plan, produce, serve and evaluate nutritious meals that cater for a variety of needs.

## **COOKERY (2) - CERTIFICATE II (VETDSS)**

This Nationally Accredited Certificate provides students with an overview of the dynamic hospitality industry. The basic knowledge and skills developed in the fully functioning kitchen focuses on preparing, cooking and plating food, during the completion of this study you will receive a Food Handlers Certificate.

This is a **two-year VCE program** and will potentially contribute to your ATAR at the end of Year 12.

**Please see full details in the VET Subjects Section.**

## **CREATIVE DIGITAL MEDIA (2) - CERTIFICATE III SCREEN & MEDIA (VETDSS)**

This Nationally Accredited Certificate provides students with the knowledge, skills and competency that will enhance their training and employment prospects in the computer gaming industry, digital effects in film and related industries.

This is a **two-year VCE program** and will potentially contribute to your ATAR at the end of Year 12.

**Please see full details in the VETDSS Subjects Section.**

## **INFORMATION TECHNOLOGY (1):**

The aim is to understand more about the use of computers in society and to further develop personal and employable computer skills. Students experience a variety of software packages, which have been selected to develop a range of skills. The course is a useful introduction to VCE Applied Computing Units 1 and 2.

## **MEDIA (1):**

Media is a great preparation for VCE Media. Students start the semester with film studies of popular superhero films 'Black Panther' and 'Wonder Woman' to investigate how the themes of race and gender are represented. Students can then work individually or in groups to develop a related media product, such as a short film or video game, that represents identified features of the superhero genre. Following our film studies students learn about varied techniques that media producers use to portray their version of the truth. This will involve the analysis of varied television and film texts, including the works of Louis Theroux and Michael Moore. A popular ending to this subject has involved students merging established documentary styles with comedic elements to create a mockumentary about a very rare and exotic creature, commonly known as 'the Teenager'.

## **MUSIC (1):**

This subject aims to provide students with the opportunity to expand their practical playing skills and theoretical knowledge, and to gain knowledge in various areas of the music industry providing a pathway to VCE or VET music studies. This includes recording of performances and the use of other forms of music technology. The evolution of music styles throughout the ages to today is also included. Students are strongly encouraged to be learning a musical instrument and participate in instrumental lessons.

## **MUSIC INDUSTRY (2) - CERTIFICATE III (VETDSS)**

This Nationally Accredited Certificate provide students with the knowledge, skills, and competency that will enhance their employment prospects in the music and creative arts industries. It will also enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

This is a **two-year VCE program** and will potentially contribute to your ATAR at the end of Year 12.

**Please see full details in the VETDSS Subjects Section.**

## **SPORTS, AQUATICS & RECREATION (2) - CERTIFICATE III (VETDSS)**

The Certificate III in Sport and Recreation will provide you with a solid background in the Sport and Recreation industry, making it an excellent choice for those who plan to pursue careers such as sports administrators, recreation officers, or coaches or work as an assistant to a sports coach or in a sport and recreation facility.



## LABORATORY SKILLS (2) – CERTIFICATE III (VETDSS)

This qualification provides students with a broad range of skills and knowledge to pursue a career or further training in a wide range of enterprises and industry sectors such as process manufacturing, food and beverage processing, biotechnology, biomedical research, pathology testing, mining, chemical, forensic, environmental analysis and education.

## VISUAL COMMUNICATION AND DESIGN (1):

Students develop an individual approach and style in their work by refining their skills in the areas of industrial design, orthographic and pictorial drawing, technology use, and illustration. Students will be expected to annotate works of others and compared to their own, create a folio of designs, and complete computer tasks. Projects will be given in the areas of information: Visual Communication; Environmental and Industrial Design; and Analysis of VCD. Students will be required to complete a series of tasks using Autodesk Maya, ADOBE 'Illustrator' and 'Photo Shop'. Year 10 VCD prepares students into VCE Visual Communication and Design and careers in the design industry.



***This information will be explained in detail at the Red Cliffs Secondary College Senior School Information Evening.***

***Every student and prospective new enrolment will have a course counselling appointment with the Senior School Team to discuss the best possible plan for your senior schooling and to work with you to develop your ideal certificate enrolment and subject selections.***

## **VCE: Victorian Certificate of Education**

The VCE course is made up of studies and units, some of which must be studied as a sequence.

A study is a subject, for example, English or Biology. It is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length.

For most students, VCE is completed over two years.

Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year.

You can study Unit 1 or Unit 2 of a subject as stand-alone units. However, you must enrol in Units 3 and 4 of a study as a sequence. This sequence needs to be completed in the same year if a study score is to be calculated.

Students usually study from 20 to 24 units (five or six studies) in Years 11 and 12.

You can take longer than two years to finish VCE if you need to. Some students start VCE in Year 10, and some study Units 3 and 4 in Year 11.

To achieve your VCE you must successfully complete 16 units including:

- three units from the English group, two of which must be a Unit 3 and 4 sequence.
- at least three additional Unit 3 and 4 sequences.

Your teacher can explain the differences between the English group studies, or you can find out more about them on the VCAA website.

You can complete the remaining units, including the three sequences at Unit 3 and 4 level, in any study that interests you. This could even be an additional English group study on top of the units you take to meet the minimum English requirement.

Your teacher determines if you have satisfactorily completed a unit based on the work you produce and submit and your adherence to VCAA and school rules.

# **VCE VM: Victorian Certificate of Education: Vocational Major**

**This qualification will essentially replace the existing VCAL certificate.**

**\*NOTE: This is certificate is NOT an 'unscored VCE'.**

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

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

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

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

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

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

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

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

Most students will undertake 22 units over the two years.

# VPC: Victorian Pathways Certificate

**\*Note: This is not a senior secondary qualification. It is a bridging certificate for students who are not ready for VCE/VCE-VM or work and need further support for a transition to their next pathway (VCE/work).**

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major). It provides curriculum and support for students to develop the skills, capabilities and qualities for success in personal and civic life.

While the VPC is not a senior secondary qualification, it can be a pathway to the VCE.

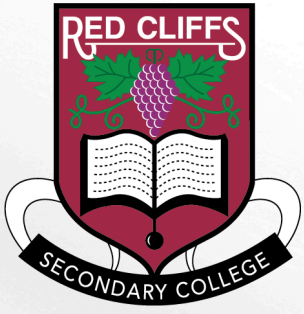
The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education. Students will gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course or employment.

The curriculum accommodates student aspirations and future employment goals. VPC learning programs connect students to industry experiences and active participation in the community. Through participation in the VPC students will gain necessary foundation skills to allow them to make a post-schooling transition.

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy (or units from the VCE English group including VCE Vocational Major Literacy)
- at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE Vocational Major Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

Students can also include units from VCE studies, VCE Vocational Major studies, and VET units of competency. VPC students can receive VET credit for 90 nominal hours at the Certificate 1 or above level and receive structured workplace learning recognition. Many students will undertake more than 12 units over the VPC



RED CLIFFS  
SECONDARY COLLEGE

**2025**

VCE  
SUBJECTS



RESILIENT  
COMPASSIONATE  
SUCCESSFUL  
CITIZENS

# ART MAKING AND EXHIBITING

## **COURSE OUTLINE**

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques, and processes and to develop their knowledge and understanding of the way's artworks are made.

To understand how artworks are displayed and exhibitions are curated students will visit and view exhibitions and displays of artwork.

## **AREAS OF STUDY**

### **Unit 1: Explore, expand, and investigate**

- Explore – materials, techniques, and art forms
- Expand – make, present, and reflect.
- Investigate - research and present.

### **Unit 3: Collect, extend, and connect**

- Collect – inspirations, influences, and images
- Extend – make, critique, and reflect.
- Connect – curate, design and propose.

### **Unit 2: Understand, develop, and resolve**

- Understand – idea, artworks, and exhibition
- Develop – theme, aesthetic qualities, and styles
- Resolve – ideas, subject matter, and style

### **Unit 4: Consolidate, present and conserve**

- Consolidate – refine and resolve
- Present – plan and critique
- Conserve – present and care

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Thematic exhibition
- Oral or written presentation
- Finished Artworks
- Examination
- Experimental artworks and documentation
- Visual arts journal
- Information for an exhibition

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity.
- Students explore and experiment in creating, developing, and engaging with the visual arts.
- Students develop critical thinking skills and their ability to interpret the worlds they live in.
- Students are encouraged to work both independently and collaboratively, develop innovative and exciting ideas.

### **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- |                    |                       |                             |                |
|--------------------|-----------------------|-----------------------------|----------------|
| ❖ Artist           | ❖ Graphic Designer    | ❖ Architect                 | ❖ Cartographer |
| ❖ Fashion Designer | ❖ Art Teacher         | ❖ Illustrator               | ❖ Animator     |
| ❖ Cartoonist       | ❖ Visual Merchandiser | ❖ Cultural Heritage Officer | ❖ Web Design   |



# BIOLOGY

## **COURSE OUTLINE**

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity.

## **AREAS OF STUDY**

### **Unit 1: How do organisms regulate their function?**

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

### **Unit 3: How do cells maintain life?**

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

### **Unit 2: How does inheritance impact on diversity?**

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

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

- How do organisms respond to pathogens?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Reflective annotations of a logbook of practical activities
- Report of a scientific investigation
- Data analysis of generated primary or collated secondary data
- Response to a bioethical issue
- Case study analysis
- Media analysis of two or more media sources
- A scientific poster

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Critical and creative thinking
- Scientific inquiry and communication
- Ethical understanding
- Research skills
- Analysis and interpretation of data



## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- |                       |                   |               |                   |
|-----------------------|-------------------|---------------|-------------------|
| ❖ Pharmacist          | ❖ Dental Nurse    | ❖ Osteopath   | ❖ Science Teacher |
| ❖ Scientist Ecologist | ❖ Physiotherapist | ❖ Park Ranger | ❖ Biochemist      |
| ❖ Speech Pathologist  |                   |               |                   |

## **ADDITIONAL INFORMATION**

It is strongly recommended that students successfully complete Year 10 Science Extension or cope well with Year 10 Applied Science prior to commencing this course. The Year 10 Biology Elective is also designed to prepare students for this course. Biology is a great choice if students have a keen interest in learning more about the nature of life and living things past and present.

# **BUSINESS MANAGEMENT**

## **COURSE OUTLINE**

VCE Business Management examines the way businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

## **AREAS OF STUDY**

### **Unit 1: Planning a business**

- The business idea
- Internal environment & planning
- External environment & planning

### **Unit 3: Managing a business**

- Business foundations
- Managing employees
- Operations Management

### **Unit 2: Establishing a business**

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

### **Unit 4: Transforming a business**

- Receiving performance – the need for change
- Implementing Change

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Case study analysis
- Business research report
- Development of a business plan
- School-based short-term business activity
- A business simulation exercise
- Structured questions
- An essay
- A media analysis
- A business survey and analysis



## **KEY SKILLS DEVELOPED IN THIS AREA**

- Understand and apply business concepts, principles, and terminology
- Understand the complex and changing environments within which businesses operate
- Recognise the contribution and significance of business within local, national, and global markets
- Purpose strategies to solve business problems and take advantage of business opportunities
- Research and analyse case studies of business management applicable to planning a business
- Apply business management knowledge to practical and/or simulated business situations

## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- |                   |                     |                     |                     |
|-------------------|---------------------|---------------------|---------------------|
| ❖ Human Resources | ❖ Hotel Manager     | ❖ Events Management | ❖ Marketing Officer |
| ❖ Entrepreneur    | ❖ Real Estate Agent | ❖ Travel Agent      | ❖ Insurance Agent   |
| ❖ Finance         | ❖ Sports Management | ❖ OH&S              | ❖ Retail Teacher    |

## **ADDITIONAL INFORMATION**

Business Management involves both academic and practical activities throughout the year with business-based activities.



# CHEMISTRY

## COURSE OUTLINE

The study of Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

## AREAS OF STUDY

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

- How do the chemical structures of materials explain their properties and reactions?
- How are materials quantified and classified?
- How can chemical principles be applied to create a more sustainable future?

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

- What are the current and future options for supplying energy?
- How can the rate and yield of chemical reactions be optimised?

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

- How do chemicals interact with water?
- How are chemicals measured and analysed?
- How do quantitative scientific investigations develop our understanding of chemical reactions?

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

- How are organic compounds categorised and synthesised?
- How are organic compounds analysed and used?
- How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

## TYPES OF ASSESSMENT IN THIS SUBJECT

- A report of laboratory or fieldwork activity
- Problem solving involving chemical concepts, skills, and issues
- A modelling or simulation activity
- A report of an application of chemical concepts to a real-world

## KEY SKILLS DEVELOPED IN THIS AREA

- Scientific investigation skills
- Critical and creative thinking
- Research and analytical skills
- Scientific communication
- Data collection and analysis



## POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- |               |                    |                |                      |
|---------------|--------------------|----------------|----------------------|
| ❖ Agriculture | ❖ Dietetics        | ❖ Dentistry    | ❖ Education          |
| ❖ Engineering | ❖ Forensic Science | ❖ Horticulture | ❖ Medicine           |
| ❖ Nursing     | ❖ Pharmacy         | ❖ Toxicology   | ❖ Veterinary Science |

## ADDITIONAL INFORMATION

It is strongly recommended that students successfully complete Year 10 Science Extension prior to commencing this course. In addition to this, students are encouraged to undertake Mathematical Methods alongside Chemistry as a comprehensive understanding of mathematics and algebra will support students in their learning.

Chemistry is a great choice if students enjoy problem solving and have good critical thinking skills. It is ideal for those who want to learn more about contemporary issues including renewable energy, environmental issues, the chemistry of the human body and technological advances in science. Most science-related university degrees and careers require Chemistry as a prerequisite. Students are expected to complete theory and practical work, collect and analyse data, participate in group work and learn through application.

# DANCE

## **COURSE OUTLINE**

Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication. In VCE Dance students create and perform their own dance works as well as studying the dance works of others through performance and analysis

## **AREAS OF STUDY**

### **Unit 1:**

- Dance perspectives
- Dance technique and performance
- Choreography and performance
- Awareness and maintenance of the dancer's body

### **Unit 2:**

- Dance perspectives
- Choreography, and performance
- Dance technique and performance

### **Unit 3:**

- Dance perspectives
- Dance choreography, performance, analysis, or skills-based solo dance work
- Dance technique, performance, and analysis of learnt dance work

### **Unit 4:**

- Dance perspectives
- Choreography, performance, and dance-making analysis

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Written or Oral presentation
- Investigating presentations
- Written reports
- Examination
- Performances
- Essays
- Tests

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Confidence
- Teamwork
- Time management and organization

## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- ❖ Professional Dancer
- ❖ Entertainer
- ❖ Choreographer
- ❖ Theatrical Manager
- ❖ Film / Stage Actor
- ❖ Music Therapist
- ❖ Teachers
- ❖ Early Childhood Teacher

## **ADDITIONAL INFORMATION**

Some dance experience is required. Students can work in any dance style but must be prepared to explore a variety of dance styles including contemporary.



# ENGLISH / EAL

## **COURSE OUTLINE**

English is a mainstream subject that prepares students with valuable literacy skills for the adult world and more specifically for students doing the two-year VCE course. It is the only compulsory VCE subject and a requirement for Tertiary entrance. Students will read a variety of texts and extend their skills in reading, responding, creating and speaking

## **AREAS OF STUDY**

### **Unit 1:**

- Study of print and non-print texts
- Crafting texts
- 

### **Unit 3:**

- Reading and responding to texts
- Crafting texts

### **Unit 2:**

- Study of print and non-print texts
- Explore and analyse persuasive texts
- Oral presentation

### **Unit 4:**

- Reading and responding to texts
- Explore and analyse persuasive texts
- Oral presentation

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Comparative Essays
- Oral Presentation
- Text Response Essay
- Examination
- Analytical Essay
- Creative Essay

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Comprehension of ideas, values and issues in texts
- Analysis of persuasive language
- Writing for different purposes and forms
- Confidence in public speaking

## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- |                            |            |                      |              |
|----------------------------|------------|----------------------|--------------|
| ❖ Public Relations Officer | ❖ Lawyer   | ❖ Translator         | ❖ Journalist |
| ❖ Diplomat                 | ❖ Teachers | ❖ Speech Pathologist | ❖ Actor      |
| ❖ Librarian                | ❖ Writer   | ❖ Linguist           |              |

## **ADDITIONAL INFORMATION**

EAL students also undertake listening tasks in all units



# ENVIRONMENTAL SCIENCE

## **COURSE OUTLINE**

Environmental Science is an interdisciplinary, investigative science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.

## **AREAS OF STUDY**

### **Unit 1: How are Earth's dynamic systems interconnected to support life?**

- How are Earth's systems organised and connected?
- How do Earth's systems change over time?
- How do scientific investigations develop understanding of how Earth's systems support life?

### **Unit 2: What affects Earth's capacity to sustain life?**

- How can we manage pollution to sustain Earth's systems?
- How can we manage food and water security to sustain Earth's systems?
- How do scientific endeavours contribute to minimising human impacts on Earth's systems?

### **Unit 3: How can biodiversity and development be sustained?**

- Why is maintaining biodiversity worth a sustained effort?
- When is development sustainable?

### **Unit 4: How can climate change and the impacts of human energy use be managed?**

- How can we respond to climate change?
- What might be a more sustainable mix of energy sources?
- How is scientific inquiry used to investigate contemporary environmental challenges?

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Investigation involving the collation of secondary data
- Report of scientific investigation
- A graphic organiser showing how Earth's systems are impacted by an action, innovation, or management strategy
- Practical logbook with reflective annotations
- Case study analysis and evaluation
- A designed solution to an environmental issue or challenge

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Environmental decision-making
- Problem solving skills
- Scientific communication
- Critical analysis and interpretation of data
- Scientific investigation skills



## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- ❖ Agriculture or Horticulture
- ❖ Atmospheric Science
- ❖ Environmental Law
- ❖ Environmental Advocacy
- ❖ Engineering
- ❖ Regional and Urban Planning
- ❖ Landscape Design
- ❖ Government Policy Development
- ❖ Industrial Management

## **ADDITIONAL INFORMATION**

It is strongly recommended that students successfully complete Year 10 Science Extension or cope well with Year 10 Applied Science prior to commencing this course. The Year 10 Environmental Science Elective is also designed to prepare students for this course. Environmental Science is a great choice if students care about living organisms, ecosystems, and the health of the environment.

It is also desirable that students have an interest in understanding human impact on the environment and enhancing biodiversity and sustainability to improve the outlook of Earth's future. Students will evaluate environment-related issues and responses to challenges by considering both short- and long-term consequence for the individual, the environment and society.

# FOOD STUDIES

## **COURSE OUTLINE**

This study takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Each Unit provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

## **AREAS OF STUDY**

### **Unit 1: Food Origins**

- Food around the world
- Food in Australia

### **Unit 2: Food Makers**

- Food industries
- Food in the home

### **Unit 3: Food in Daily Life**

- The science of food
- Food choice, health, and wellbeing

### **Unit 4: Food issues, challenges, and futures**

- Environment and ethics
- Navigating food information

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Practical activities
- Planning and production tests
- Written production records
- Written reports
- Written tests
- Examination

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Understanding influences on food choices
- Range of practical food preparation skills
- Use design process to inform decision making

## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- ❖ Biochemist
- ❖ Winemaker
- ❖ Food Writer
- ❖ Hospital Food Service Manager
- ❖ Food Stylist
- ❖ Hotel Manager
- ❖ Laboratory Assistant
- ❖ Quality Assurance Inspector
- ❖ Chef

## **ADDITIONAL INFORMATION**

There is no experience required to do Food Studies, however it is recommended that you have completed the Food Studies course at year 10 in preparation for VCE. Practicals are undertaken weekly provided that all theory work is complete.



# FOUNDATION MATHEMATICS

## **COURSE OUTLINE**

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skill, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

## **AREAS OF STUDY**

### **Unit 1: Algebra, number, and structure**

- Application of integers, fractions, and decimals
- Use of ratios, proportions, percentages, and rates to solve problems
- Estimation, approximation and reasonableness of calculations and results

### **Unit 2: Data analysis, probability, and statistics**

- Collection and representation of data
- Construction of charts, tables, and graphs
- Interpretation of data to summarise and communicate findings and possible

### **Unit 3: Discrete mathematics**

- Personal financial services and information such as borrowing, bills and banking
- Income calculations including rates of pay and payslips
- Personal taxation and superannuation
- Taxation as a community and contribution to government
- Fees and interest
- Cost structures and related information associated with financial transactions

### **Unit 4: Space and measurement**

- Standard metric units and measures, including common derived metric measures
- Reading and interpretation of scales on digital and analogue instruments
- Estimation and approximation strategies
- Time and duration including time and date specifications, conventions, schedules, and timetables.

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Portfolio
- Tests
- Summary notes or review notes
- Assignment
- Solution to sets of worked questions
- Examination

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Calculate and interpret length, area, surface area, volume, capacity, and duration for a range of personal, societal or workplace measurement problems with use of estimation, rounding and approximation strategies
- Identify and use common metric and other relevant measurements
- Convert between a range of standard metric units
- Estimate and measure different quantities using appropriate measurement tools

## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- |                     |             |                |                             |
|---------------------|-------------|----------------|-----------------------------|
| ❖ Hairdresser       | ❖ Cleaner   | ❖ Truck Driver | ❖ Service Station Attendant |
| ❖ Forklift Operator | ❖ Farmhand  | ❖ Gardener     | ❖ Carer                     |
| ❖ Labourer          | ❖ Childcare |                |                             |



# GENERAL MATHEMATICS

## COURSE OUTLINE

General Mathematics allows students to develop their knowledge of statistics, arithmetic, data analysis, network and decision mathematics, financial mathematics, matrices, geometry, and trigonometry.

Who should consider General Mathematics?

General Mathematics Units 1 and 2 is designed to prepare students for General Mathematics Units 3 and 4 and is aimed at students who have coped satisfactorily with Year 10 Mathematics at a mainstream level. It is an ideal choice for those who need to study a Mathematics subject to meet or support tertiary study or career requirements.

General Mathematics can satisfy the Numeracy strand for students studying the VCE Vocational Certificate and supports students studying a range of VET subjects.

## AREAS OF STUDY

### Unit 1

- Data analysis, probability, and statistics
- Algebra, number, and structure
- Functions, relations, and graphs
- Discrete mathematics

### Unit 3

- Data analysis, probability, and statistics

### Unit 2

- Data analysis, probability, and statistics
- Discrete mathematics
- Functions, relations, and graphs
- Space and measurement

### Unit 4

- Discrete mathematics

## TYPES OF ASSESSMENT IN THIS SUBJECT

- Analysis tasks
- Tests
- Application tasks
- Examinations

## KEY SKILLS DEVELOPED IN THIS AREA

- Apply mathematical processes in routine and non-routine context
- Use technology

## POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- |                  |                 |                          |                  |
|------------------|-----------------|--------------------------|------------------|
| ❖ Allied Health  | ❖ Defence Force | ❖ Graphic Designer       | ❖ Apprenticeship |
| ❖ Horticulturist | ❖ Nurse         | ❖ Information Technology | ❖ School Teacher |
| ❖ Social Worker  | ❖ Sports Coach  |                          |                  |

## ADDITIONAL INFORMATION

VCE General Mathematics involves purchasing a TI-nspire CAS Calculator and textbook; please see subject fees in booklist.



# HEALTH AND HUMAN DEVELOPMENT

## COURSE OUTLINE

Health and Human Development provides students with a broad understanding of health and wellbeing beyond the individual. Students learn how important health and well-being are to themselves and families, communities, nations, and global society. Students explore the complex interplay of biological, sociocultural, and environmental factors that support and improve health and well-being and those that put it at risk. This subject provides students opportunities to view health, wellbeing, and development holistically – across the lifespan and the globe and through a lens of social equity and justice.

## AREAS OF STUDY

### Unit 1: Understanding health and wellbeing

- Concepts of health
- Youth health and wellbeing
- Health and nutrition

### Unit 3: Australia's health in a globalised world

- Understanding health and wellbeing
- Promoting health in Australia

### Unit 2: Managing health and development

- Developmental transitions
- Youth health literacy

### Unit 4: Health and human development in a global context

- Global health and human development
- Health and the Sustainable Development Goals

## TYPES OF ASSESSMENT IN THIS SUBJECT

- A case study analysis
- Data analysis
- Visual presentation
- Research project
- Structured questions
- Media analysis
- A Written report
- Podcast

## KEY SKILLS DEVELOPED IN THIS AREA

- Explain factors that influence development during the prenatal and early childhood stages of the lifespan.
- Explain health and wellbeing as an intergenerational concept
- Analysis of Australia's health care systems.
- Research and identify health services in the local community and explain which dimension/s of health each one supports.
- Identify the WHO's prerequisites for health and explain their links to improved health outcomes.
- Describe and apply indicators used to measure health status.
- Use data to describe and evaluate the health status of Australians.
- We are using research and data to identify social inequalities.
- Identify priority action areas to improve health and wellbeing.
- Describe and analyse factors that contribute to inequalities in health status.
- Analyse the roles and influences of communities and community programs.
- Conclude perceptions of youth and adulthood.
- Identify the importance of respectful relationships in achieving optimal health and wellbeing.

## POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- |                            |                    |                   |                     |
|----------------------------|--------------------|-------------------|---------------------|
| ❖ Kindergarten Teacher     | ❖ Nurse            | ❖ Health Educator | ❖ Social Worker     |
| ❖ Maternal Health Nurse    | ❖ Dietician        | ❖ Health Officer  | ❖ OHS Officer       |
| ❖ Medical Practitioner     | ❖ Nanny            | ❖ Youth Worker    | ❖ Primary Teacher   |
| ❖ Health Promotion Officer | ❖ Childcare worker | ❖ Allied Health   | ❖ Secondary Teacher |

## ADDITIONAL INFORMATION

Units 1 and 2 are not a pre-requisite for Units 3 and 4.



# HISTORY

## **COURSE OUTLINE**

History is a dynamic discipline that involves structured inquiry into the human actions, forces, and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light. Modern History (Unit 1 and 2) examines the causes and consequences of conflict and change in the modern era. Revolutions (Unit 3 and 4) explores the causes and consequences of significant social upheaval in the modern period.

## **AREAS OF STUDY**

### **Unit 1 Change and Conflict**

- Ideology and Conflict
- Social and Cultural Change

### **Unit 2 The Changing World Order**

- Causes, Course and Consequences of the Cold War
- Challenge and Change

### **Unit 3: Russian Revolution**

- Causes of Revolution
- Consequences of Revolution

### **Unit 4: American Revolution**

- Causes of Revolution
- Consequences of Revolution

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- A case study
- Structured questions
- Extended responses
- A Historical Inquiry
- Examination

## **KEY SKILLS DEVELOPED IN THIS AREA**

- 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.

## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- |                 |                  |                       |
|-----------------|------------------|-----------------------|
| ❖ Historian     | ❖ Librarian      | ❖ Market Researcher   |
| ❖ Curator       | ❖ Journalist     | ❖ Political Scientist |
| ❖ Data Analysis | ❖ Geographer     | ❖ Archaeologist       |
| ❖ Archivist     | ❖ Public Advisor | ❖ History teacher     |



# LEGAL STUDIES

## **COURSE OUTLINE**

VCE Legal Studies examines the institutions and principles, which are essential to the Australian legal system. Students develop an understanding of the rule of law, lawmakers, key legal institutions, rights protection in Australia and the justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems and engage in an analysis of the extent to which our legal institutions are effective, and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

## **AREAS OF STUDY**

### **Unit 1: Presumption of Innocence**

- Legal Foundations
- Proving Guilt
- Sanctions

### **Unit 2: Wrongs and Rights**

- Civil Liability
- Remedies
- Human Rights

### **Unit 3: Rights and Justice**

- The Victorian Criminal Justice System
- The Victorian Civil Justice System

### **Unit 4: The People, The Law, and Reform**

- The people and the law makers
- The people and Reform

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- A case study
- Structured questions
- A report in written format
- A report in multimedia format
- A folio of exercises
- Examination

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Define and use legal terminology
- Discuss, interpret, and analyse legal principles and information
- Apply legal principles to actual cases
- Synthesise and apply legal principles and information to actual hypothetical scenarios
- Evaluate the ability of the criminal justice system to achieve the principles of justice

## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- |                                |                   |                          |                   |
|--------------------------------|-------------------|--------------------------|-------------------|
| ❖ Lawyer                       | ❖ Police Officer  | ❖ Journalist             | ❖ Court Registrar |
| ❖ Social Worker                | ❖ Legal Secretary | ❖ Legal Aid Worker       | ❖ Law Clerk       |
| ❖ Industrial Relations Officer | ❖ Human Rights    | ❖ Project Manager        | ❖ Immigration     |
| ❖ International Relations      | ❖ Public Advisor  | ❖ Human Resource Manager | ❖ Teacher         |



# LITERATURE

## **COURSE OUTLINE**

Literature is designed for students who enjoy reading, watching, and listening to a wide variety of print, visual and spoken texts. Students extend their understanding of how texts are constructed and how they present varied views of human experience. By developing an understanding of our culture and the cultures of others, students gain a rich enjoyment of literature. This subject can lead to the study of English at University.

## **AREAS OF STUDY**

### **Unit 1**

- Reading practices
- Exploration of literary movements and genres

### **Unit 3**

- Adaptations and transformations of texts
- Developing interpretations of texts

### **Unit 2**

- Voices of Country
- Texts in context

### **Unit 4**

- Creative responses to texts
- Close analysis of texts

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Analytical essays
- Reading Journal
- Creative responses
- Close analysis
- Oral Presentation
- Examination

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Appreciation of how texts are constructed
- Identification of a writer's purpose
- Enhanced written skills
- Understanding reviews and values

## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- |                     |                    |                    |                     |
|---------------------|--------------------|--------------------|---------------------|
| ❖ Journalist        | ❖ Lawyer           | ❖ Public Relations | ❖ Writer / Novelist |
| ❖ Publicity Officer | ❖ Teacher          | ❖ Librarian        | ❖ Editor            |
| ❖ Script Writer     | ❖ Film & TV Critic |                    |                     |



# MATHEMATICAL METHODS

## COURSE OUTLINE

Mathematical Methods allows students to develop their knowledge of functions, graphs, algebra, rates of change, calculus, probability, and statistics. The topics studied for each unit are listed below.

### *Who should consider Mathematical Methods?*

Mathematical Methods is an ideal choice for students who have a strong background in Mathematics. In terms of career pathways, it is the minimum level of Mathematics that is often a prerequisite for students wishing to undertake tertiary studies in areas such as Science, Engineering, Computer Science, Commerce and Medical Science courses.

## AREAS OF STUDY

### Unit 1

- Functions, relations, and graphs
- Algebra, number, and structure
- Calculus
- Data analysis, probability, and statistics

### Unit 3

- Functions, relations, and graphs
- Algebra, number, and structure

### Unit 2

- Functions, relations, and graphs
- Algebra, number, and structure
- Calculus
- Data analysis, probability, and statistics

### Unit 4

- Calculus
- Data analysis, probability, and statistics

## TYPES OF ASSESSMENT IN THIS SUBJECT

- Problem solving and modelling tasks
- Tests
- Application tasks
- Examinations

## KEY SKILLS DEVELOPED IN THIS AREA

- Apply mathematical processes in routine and non-routine context
- Use of technology

## POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- |                        |                          |                       |                    |
|------------------------|--------------------------|-----------------------|--------------------|
| ❖ Accountant           | ❖ Air Traffic Controller | ❖ Architect           | ❖ Biochemist       |
| ❖ Computer Scientist   | ❖ Dentist                | ❖ Industrial Designer | ❖ Marine Biologist |
| ❖ Medical Practitioner | ❖ Pharmacist             | ❖ Radiologist         | ❖ Tax Agent        |

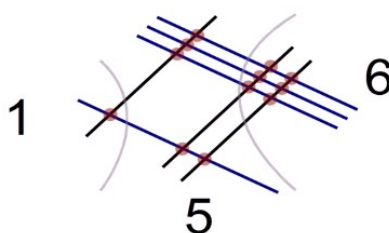
## ADDITIONAL INFORMATION

Students enrolled in Units 1 and 2 of this subject are expected to have a strong background in number, algebra, graphing and probability.

To enrol in Units 3 and 4 of this subject, students should have previously completed Units 1 and 2 Mathematical Methods.

If enrolled in Specialist Mathematics, it is preferred that Units 1 and 2 of Specialist is completed before Units 3 and 4 in Methods.

$$12 \times 13 = 156$$



# MEDIA

## **COURSE OUTLINE**

So much of our world is seen through the media. In a time dominated by traditional and modern media (such as the Internet), the ability to consume and comprehend media is vital. Media helps us to understand the world through analysing texts and through making media products. It is recommended that:

- Students considering taking Unit 3 in Year 11 have sound writing skills and/or experience in Media Studies at Years 7 – 10
- Students considering Media Studies are highly competent English students

Students need to be aware that successful completion of each Unit relies on written analysis, a production design plan, and a media production. Students need to be aware that creation of the production occurs outside of class time.

## **AREAS OF STUDY**

### **Unit 1: Media Forms, Representations & Australian Stories**

- Media Representations
- Media forms in production
- Australian Stories

### **Unit 3: Media narratives and pre-production**

- Narrative and Ideology
- Media Production development
- Media Production Design

### **Unit 2: Narrative across media forms**

- Narrative, Style, and Genre
- Narratives in Production
- Media and change

### **Unit 4: Media Production & issues in the media**

- Media Production
- Agency and Control in, and of, the media
- Written exam

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Folios
- Analysis Tasks
- Presentation
- Test

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Analytical writing skills
- Use of technology / software
- Understanding and reading the media
- Creative and critical thinking

## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- |                    |                        |                    |                    |
|--------------------|------------------------|--------------------|--------------------|
| ❖ Journalist       | ❖ Director             | ❖ Film Critic      | ❖ Actor            |
| ❖ Film & TV worker | ❖ Librarian            | ❖ Publisher        | ❖ Sound Technician |
| ❖ Teacher          | ❖ Multimedia Developer | ❖ Photographer     | ❖ Podcaster        |
| ❖ Brand Ambassador | ❖ Blogger              | ❖ Audio Technician | ❖ Magazine Editor  |
| ❖ Vlogger          | ❖ Social Media Manager |                    |                    |



# MUSIC PERFORMANCE

## **COURSE OUTLINE**

Music Performance shows all students how to develop skills in their chosen instrument area, in solo and group settings. As soloists and members of groups, students develop skills in the preparation and presentation of musical works.

It is highly recommended that students have at least two years playing experience on their instrument.

## **AREAS OF STUDY**

### **Unit 1**

- Performance Skill Development
- Effective practise & preparation strategies
- Aural/Theory Concepts

### **Unit 2**

- Performance Skill Development
- Music Analysis
- Aural/Theory Concepts
- Composition

### **Unit 3**

- Solo Performance
- Solo Technique
- Ensemble Performance

### **Unit 4**

- Aural/Theory Concepts
- Music Analysis

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Band Performance
- Solo Performance
- Examination

## **KEY SKILLS DEVELOPED IN THIS AREA**

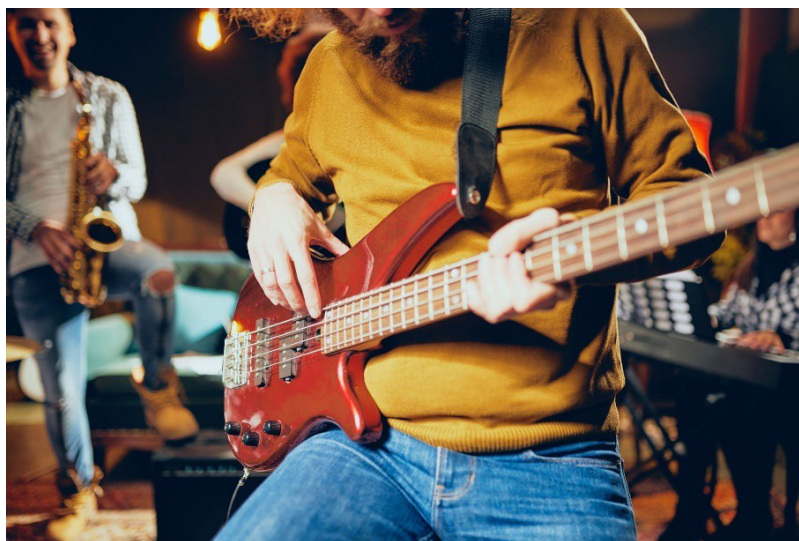
- Learn how to read & write music
- Performance of musical works and knowledge of music theory

## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- |            |            |               |                    |
|------------|------------|---------------|--------------------|
| ❖ Singer   | ❖ Actor    | ❖ Musician    | ❖ Film & TV Worker |
| ❖ Producer | ❖ Composer | ❖ Entertainer | ❖ Teacher          |

## **ADDITIONAL INFORMATION**

**Please note:** that at the end of Unit 4, students may be required to perform their final recital in Melbourne at the student's cost



# OUTDOOR AND ENVIRONMENTAL STUDIES

## **COURSE OUTLINE**

Human relationships with outdoor environments, impacts of humans using the environment, sustainability, and management of environments.

Practical activities and educational camps.

## **AREAS OF STUDY**

### **Unit 1**

- Motivations for outdoor experiences
- Influences on outdoor experiences

### **Unit 3**

- Historical relationships with outdoor environments.
- Relationships with Australian environments since 1990.

### **Unit 2**

- Investigating outdoor environments
- Impact on outdoor environments.

### **Unit 4**

- The health of the environment and the importance of healthy environments.
- Sustainable use of outdoor environments

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Oral Presentation
- Written responses
- Trips/Camps reports
- Practical reports of outdoor experiences
- Comparisons & Evaluations
- Structured questions
- Multimedia or poster practical report
- Analysis of data

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Organisations skills
- Group work and leadership
- Sustainable thinking
- Awareness of environment and others

## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- ❖ Recreation Officer
- ❖ Park Ranger
- ❖ Sports Administration
- ❖ Tour Guide
- ❖ Forest Officer
- ❖ OES/PE Teacher
- ❖ Fire Fighter

## **ADDITIONAL INFORMATION**

Camps for this subject are compulsory. You will be required to attend two camps for the year. Camps range from 3-5 days away from school at a time. The expectation is that students catch up on the work missed in other subjects while they have been away on the camps. Students are also required to participate in practical activities throughout the year.



# PHYSICS

## **COURSE OUTLINE**

The study of Physics involves investigating, understanding, and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify, and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

## **AREAS OF STUDY**

### **Unit 1: How is energy useful to society?**

- How are light and heat explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

### **Unit 3: How do fields explain motion and electricity?**

- How do physicists explain motion in two dimensions?
- How do things move without contact?
- How are fields used in electricity generation?

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

- How is motion understood?
- Options: How does physics inform contemporary issues and applications in society?
- How do physicists investigate questions?

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

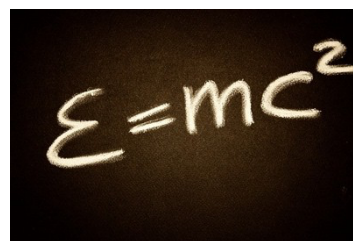
- How has understanding about the physical world changed?
- How is scientific inquiry used to investigate fields, motion or light?

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- A report of a laboratory or fieldwork activity
- A modelling or simulation activity
- Analysis of physics concepts applied to real-world contexts
- Practical logbook with reflective annotations
- An explanation of a selected physics device, design, or innovation
- A scientific poster

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Systematic observation, experimentation, and modelling
- Scientific investigation skills
- Problem-solving and critical thinking skills
- Scientific inquiry skills



## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- |                        |                   |                               |               |
|------------------------|-------------------|-------------------------------|---------------|
| ❖ Astrophysics         | ❖ Nuclear Science | ❖ Computational Physics       | ❖ Radiography |
| ❖ Lasers and Photonics | ❖ Engineering     | ❖ Aviation                    | ❖ Medicine    |
| ❖ Pyrotechnics         | ❖ Neuroscience    | ❖ Renewable Energy Generation | ❖ Optics      |
| ❖ Astrophysics         | ❖ Nuclear Science | ❖ Computational Physics       | ❖ Radiography |

## **ADDITIONAL INFORMATION**

It is strongly recommended that students successfully complete Year 10 Science Extension prior to commencing this course. In addition to this, students are encouraged to undertake Mathematical Methods alongside Physics as a comprehensive understanding of mathematics and algebra will support students in their learning.

Physics is a great choice if students enjoy problem solving, mathematics and have a curiosity about the way things work. It is ideal for those who are interested in advances in technology and engineering. Students are expected to complete theory and practical work, collect and analyse data and model diverse physical phenomena.



# PHYSICAL EDUCATION

## **COURSE OUTLINE**

The Physical Education course is designed to allow students to look at the relationships between the human body, lifestyle and the vast array of physical activities. Students gain knowledge through the balance of theoretical study, practical experience, and application.

## **AREAS OF STUDY**

### **Unit 1: The human body in motions**

- How does the musculoskeletal system work to produce movement?
- What role does the cardiorespiratory system play in movement?

### **Unit 3: Movement skills and energy for physical activity, sport and exercise**

- How are movement skills improved?
- How does the body produce energy?

### **Unit 2: Physical activity, sport, exercise and society**

- How do physical activity, sport and exercise contribute to healthy lifestyles?
- What are the contemporary issues associated with physical activity and sport?

### **Unit 4: Training to improve performance**

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?
- Integrated movement experiences.

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Data analysis
- Examinations
- Application tasks
- Summary books
- Structured questions
- Written report
- Laboratory reports
- Video analysis
- Multimedia presentation
- Case study analysis

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Data interpretation and analysis
- Personal health and knowledge skills
- Identification of body structures
- Analysis of skills and performance
- Knowledge to improve skills performance and fitness



## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- |                        |                              |                |                            |
|------------------------|------------------------------|----------------|----------------------------|
| ❖ Medical Practitioner | ❖ Physiotherapist            | ❖ Chiropractor | ❖ Massage Therapist        |
| ❖ Naturopath           | ❖ Allied Health              | ❖ Youth Worker | ❖ Health Promotion Officer |
| ❖ Sports Coach         | ❖ Physical Education Teacher | ❖ Myotherapy   | ❖ Osteopath                |

## **ADDITIONAL INFORMATION**

Physical Education Units 1 and 2 are designed to prepare students for Physical Education Units 3 and 4. Students do not necessarily have to participate in sports outside school, however an interest in sports and physical activity is recommended, as Physical Education relies on theory concepts being related to practical examples. Physical Education is more theoretical than practical.

# PRODUCT AND DESIGN TECHNOLOGY – TEXTILES & WOOD

## COURSE OUTLINE

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society, and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental, and cultural factors. These factors influence the form, function, and aesthetics of products.

Students assume the role of a designer-maker who designs solutions that are innovative and ethical. As designer-makers, students learn about the design industry, teamwork, and the collaborative nature of teams and enterprise. Throughout the subject, students develop speculative, creative, and critical thinking, and problem-solving. Students will explore a range of materials, and the tools, equipment and machines needed to safely produce the products. Throughout all units students will develop knowledge on different types of manufacturing, and the importance of sustainability when designing and manufacturing products for end-users.

## AREAS OF STUDY

### Unit 1: Design practices

- Using the Double Diamond design approach, students investigate and define an opportunity; generate and design concepts; and evaluate products, while planning and managing a project.

### Unit 2: Positive impacts for end users

- Looking outwards locally and globally, students explore cultural influences and how traditions and culture are acknowledged in contemporary designs. Students are encouraged to make connections with personal or other heritages in their designs.

### Unit 3: Ethical product design and development

- Investigation of existing products across a range of factors that influence the design, development and production in an industrial setting.
- Utilising the Double Diamond design approach, students research a need or opportunity with explicit links to ethical considerations.
- Product concepts are developed with a final proof of concept and production commenced.

### Unit 4: Production and evaluation of ethical designs

- Students produce their final proof of concept using a range of tools, materials and processes.
- Criteria, data and feedback are used to evaluate the finished product, as well as a range of existing products.

## TYPES OF ASSESSMENT IN THIS SUBJECT

- Written tests
- Written reports
- Projects construction
- Examination
- Design construction exercises
- Tools and machinery skills
- Design folio

## KEY SKILLS DEVELOPED IN THIS AREA

- Critical and creative thinking skills
- Practical skills
- Industry relevant experience
- Ethical and cultural consideration

## POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- |                 |                     |                       |                     |
|-----------------|---------------------|-----------------------|---------------------|
| ❖ Cabinet Maker | ❖ Builder           | ❖ Fashion Designer    | ❖ Costume Designer  |
| ❖ Retail Buyer  | ❖ Textile Designer  | ❖ Wardrobe Supervisor | ❖ Interior Designer |
| ❖ Draft Person  | ❖ Material Engineer |                       |                     |

## ADDITIONAL INFORMATION

There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Units 3 & 4 as a sequence. Students are required to supply their own materials for their project.

**Please note:** VCE D&T Textiles, VCE D&T Metals and VCE D&T Wood are all run on the same course guidelines therefore students can only choose one of these subjects as credit towards their VCE.

# PSYCHOLOGY

## **COURSE OUTLINE**

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities, and societies think, feel and act.

## **AREAS OF STUDY**

### **Unit 1: How are behaviour and mental processes shaped?**

- What influences psychological development?
- How are mental processes and behaviour influenced by the brain?
- How does contemporary psychology conduct and validate psychological research?

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

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

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

- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations develop understanding of influences on perception and behaviour?

### **Unit 4: How is mental wellbeing supported and maintained?**

- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Problem-solving involving psychological concepts and skills
- Response to an investigation into contemporary psychological research
- Analysis and evaluation of generated / collated data
- Report of a scientific investigation
- Analysis and evaluation of a psychological case study

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Critical thinking skills
- Scientific communication
- Curiosity and creativity
- Collaborative science inquiry skills
- Application of understanding to everyday life



## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- |                   |                       |                       |                    |
|-------------------|-----------------------|-----------------------|--------------------|
| ❖ Psychiatry      | ❖ Clinical Psychology | ❖ Forensic Psychology | ❖ Medical Research |
| ❖ Human Resources | ❖ Social Work         | ❖ Health Care         | ❖ Neuropsychology  |
| ❖ Support Work    | ❖ Education           | ❖ Sports Psychology   | ❖ Child Protection |

## **ADDITIONAL INFORMATION**

Psychology Units 1 and 2 are designed to prepare students for Psychology Units 3 and 4. Students are encouraged to have completed Units 1 and 2 to obtain the research skills and an understanding of basic psychological concepts required for success in Units 3 and 4.

Students will participate in inquiry tasks that interrogate the links between theory, knowledge, and practice. Students are expected to articulate their understanding through class discussion, practical work and written responses.

# SOCIOLOGY

## **COURSE OUTLINE**

Sociology is a modern area of study that examines social change, our identities, and social relations. Sociology encourages us to become aware and to think about the everyday things we usually take for granted. For example, sociologists ask questions like: Why do we act in the ways we do? Why do we dress, eat, and generally live in the ways we do? Students will be encouraged to question their assumptions and to reflect on their understandings and ideas about Society.

## **AREAS OF STUDY**

### **Unit 1: Youth and Family**

- Category and Experience of youth
- The Family

### **Unit 2: Social Norms: Breaking the Code**

- Deviance
- Crime

### **Unit 3: Culture and Ethnicity**

- Australian Indigenous Culture
- Ethnicity

### **Unit 4: Community, Social Movements and Social Change**

- Community
- Social movements on social change

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Media Reports
- Case studies
- Tests
- Exam
- Reports
- Multimedia presentations
- Essays
- Research assignments

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Define, explain and apply key concepts.
- Analyse and evaluate material.
- Synthesise and apply evidence.
- Critically reflect on own and others' approaches to understanding the social world.

## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- |                  |               |                   |           |
|------------------|---------------|-------------------|-----------|
| ❖ Social Worker  | ❖ Journalist  | ❖ Nursing/Health  | ❖ Police  |
| ❖ Anthropologist | ❖ Hospitality | ❖ Human Resources | ❖ Teacher |



# SPECIALIST MATHEMATICS

## COURSE OUTLINE

Specialist Mathematics allows students to develop their knowledge of functions and graphs, algebra (calculus, vectors, mechanics, probability, and statistics). Studying Specialist Mathematics Units 1 and 2 gives students the widest choice and strongest background for Units 3 and 4 Mathematics since they must also be undertaking Mathematical Methods. This allows for coverage of all material to a greater depth, which promotes better understanding.

Who should consider Specialist Mathematics?

Specialist Mathematics is an ideal choice for students who have a very strong background in Mathematics. It is the level of Mathematics that is recommended to be studied by students wishing to undertake tertiary studies in areas such as Science and Engineering. Students enrolled in Units 1 and 2 of this subject are expected to have a sound background in number, algebra, functions and graphing.

## AREAS OF STUDY

### Unit 1

- Algebra, number, and structure
- Discrete mathematics

### Unit 3

- Discrete mathematics
- Functions, relations, and graphs
- Algebra, number, and structure

## TYPES OF ASSESSMENT IN THIS SUBJECT

- Analysis tasks
- Tests
- Summary books

### Unit 2

- Data analysis, probability, and statistics
- Space and measurement
- Algebra, number, and structure
- Functions, relations, and graphs

### Unit 4

- Calculus
- Space and measurement
- Data analysis, probability, and statistics

- Application tasks
- Examinations

## KEY SKILLS DEVELOPED IN THIS AREA

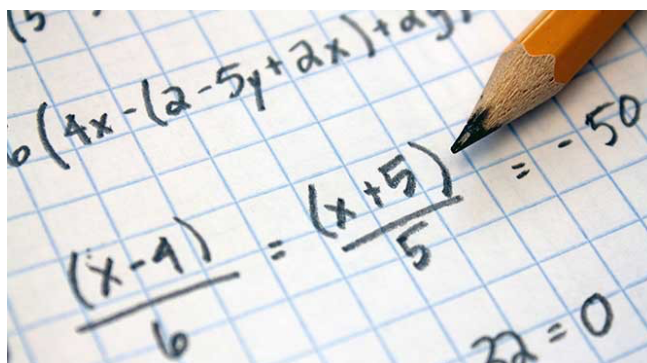
- Apply mathematical processes in routine and non-routine context
- Use of technology

## POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- |             |                       |                     |                       |
|-------------|-----------------------|---------------------|-----------------------|
| ❖ Actuary   | ❖ Aerospace Engineer  | ❖ Chemical Engineer | ❖ Electrical Engineer |
| ❖ Pilot     | ❖ Laser and Photonics | ❖ Mining Engineer   | ❖ Maths Teacher       |
| ❖ Scientist | ❖ Mechanical Engineer | ❖ Nanotechnologist  | ❖ Robotics Engineer   |

## ADDITIONAL INFORMATION

To enrol in Units 3 and 4 of this subject, students should have previously completed Units 1 and 2 Specialist Mathematics and Units 1 and 2 Mathematical Methods and be currently doing Units 3 and 4 Mathematical Method



# THEATRE STUDIES

## **COURSE OUTLINE**

Theatre Studies focuses on the knowledge and use of production roles as well as acting to interpret scripts. This involves designing and constructing sets, lighting, sound, stage management, costumes, and make-up. You will also study the role of actors. Performance work is encouraged to fully understand the relationship between actors and production roles. Students will undertake performances as part of this study as well as conduct detailed dramaturg work and research

## **AREAS OF STUDY**

### **Unit 1: History of theatre styles and conventions pre 1945**

- Exploring theatre styles and conventions pre 1945.
- Interpreting scripts.
- Analysing a theatre in performance

### **Unit 3: Producing Theatre**

- Staging theatre
- Interpreting a script
- Analysing and evaluation theatre

### **Unit 2: Contemporary theatre styles and movements**

- Exploring contemporary theatre styles and or movements.
- Interpreting scripts
- Analysing and evaluating a theatre production.

### **Unit 4: Presenting an interpretation**

- Dramaturgical research and presenting theatrical possibilities
- Interpreting a monologue
- Analysing and evaluating performance

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- Performances
- Workshops
- Research Tasks
- Examination
- Visual Folios
- Written Analysis

## **KEY SKILLS DEVELOPED IN THIS AREA**

- Confidence
- Teamwork
- Time management and organisation

## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

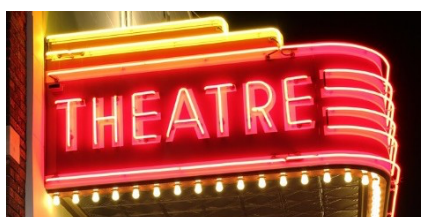
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|--------------------|----------------------|---------------------|---------------------|
| ❖ Actor            | ❖ Screen Play Writer | ❖ Child Care Worker | ❖ Auctioneer        |
| ❖ Film/TV Director | ❖ Journalist         | ❖ Drama Teacher     | ❖ Theatre Education |
| ❖ Dramaturg        | ❖ Costume Designer   | ❖ Lighting Designer | ❖ Audio Engineer    |

## **ADDITIONAL INFORMATION**

In Theatre Studies, you will put on a play as part of a team using 'Stagecraft' such as Acting, Costume design, set design, Props design etc. In Unit 4, you will be expected to research, develop, and perform.

The main difference between Drama and Theatre Studies is that in Drama, you write your own script and in Theatre Studies, you will create for play scripts that are already written by professional playwrights. You must have a willingness to learn, and practise acting skill or have creative design skill if you prefer to design for a play. Theatre Studies is strongly related to literature as you must analyse and write about plays in their written and performance forms.

**Note:** In year 12 a camp may occur in Unit 3 & 4 depending on the playlist released by VCAA annually.



# VISUAL COMMUNICATION DESIGN

## **COURSE OUTLINE**

Visual Communication Design education teaches students how visual language influences ideas, problem-solving, and behaviour. Through a blend of manual and digital methods, students learn to design for specific contexts and audiences, understanding how aesthetics contribute to effective communication. They explore various mediums and techniques to create messages, objects, and experiences, employing a design process that considers diverse factors like aesthetics, technology, and cultural influences. Additionally, they prioritise human-centered and sustainable design practices while acknowledging indigenous design traditions and histories.

## **AREAS OF STUDY**

### **Unit 1: Finding, reframing, and resolving problems.**

- Reframing design problems
- Solving communication design problems
- Design's influence and influences on design

### **Unit 3: Visual Communication design practices**

- Professional design practice
- Design analysis.
- Design process: defining problems and developing ideas.

### **Unit 2: Design contexts and connections**

- Design, place and time.
- Cultural ownership and design
- Designing interactive experiences

### **Unit 4: Delivering design solutions.**

- Designing process: refining and resolving design concepts
- Presenting design solutions

## **TYPES OF ASSESSMENT IN THIS SUBJECT**

- 2D Drawings
- Computer aided design
- Instrumental drawing
- 3D drawings
- Oral presentation
- Rendering using textures
- Freehand drawings
- Written presentation
- Examination

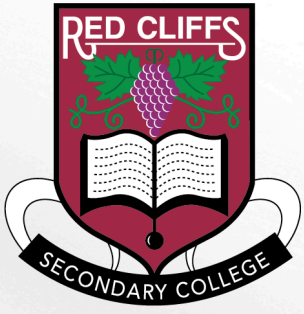
## **KEY SKILLS DEVELOPED IN THIS AREA**

- Technical drawing conventions
- Design thinking
- Digital skills
- Application of 2D/3D drawing methods
- Typographical and layout conventions
- Working with clients and professionals

## **POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:**

- ❖ Graphic Designer
- ❖ Landscape Designer
- ❖ Architect
- ❖ Fashion Designer
- ❖ Visual Merchandiser
- ❖ Set Design
- ❖ Interior Designer
- ❖ Industrial Designer
- ❖ Multimedia Design
- ❖ Web Design





RED CLIFFS  
SECONDARY COLLEGE

**2025**

VCE

VOCATIONAL MAJOR  
SUBJECTS



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COMPASSIONATE  
SUCCESSFUL  
CITIZENS



# VCE VOCATIONAL MAJOR LITERACY

## COURSE OUTLINE

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Texts should be drawn from a wide range of contexts and be focused on participating in the workplace and community. Further to this, texts should be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

## AREAS OF STUDY

### Unit 1:

- Literacy for personal use
- Understanding and creating digital texts

### Unit 3:

- Accessing and understanding informational, organisational, and procedural texts
- Creating and responding to organisational, informational or procedural texts

### Unit 2:

- Understanding issues and voices
- Responding to opinions

### Unit 4:

- Understanding and engaging with literacy for advocacy Final presentations
- Speaking to advise or to advocate

## TYPES OF ASSESSMENT IN THIS SUBJECT

- Case studies
- Responses to structured questions
- A video or podcast presentation
- Research tasks
- Creating a set of instructions
- A brochure

## KEY SKILLS DEVELOPED IN THIS AREA

- Read, watch and listen to texts
- Participate in small group activities
- Critically evaluate own work
- Internet research skills

## POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- ❖ Office management
- ❖ Education Support Worker
- ❖ Tourism
- ❖ Childcare worker
- ❖ Aged care worker
- ❖ Gardener
- ❖ Forklift operator
- ❖ Hairdresser
- ❖ OH&S inspector
- ❖ Range of trades







# VCE VOCATIONAL MAJOR WORK RELATED SKILLS

## COURSE OUTLINE

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio

## AREAS OF STUDY

### Unit 1: Careers and learning for the future

- Future careers
- Presentation of career and educational goals

### Unit 2: Workplace skills and capabilities

- Skills and capabilities for employment and further education
- Transferable skills and capabilities

### Unit 3: Industrial relations, workplace environment and practice

- Workplace wellbeing and personal accountability
- Workplace responsibilities and rights
- Communication and collaboration

### Unit 4: Portfolio preparation and presentation

- Portfolio development
- Portfolio presentation

## TYPES OF ASSESSMENT IN THIS SUBJECT

- A case study
- A role-play or performance
- A mock interview
- Digital presentation
- Research task
- Career quiz

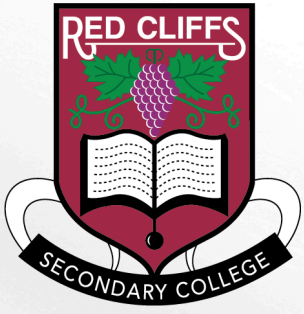
## KEY SKILLS DEVELOPED IN THIS AREA

- identify and explain key ideas and concepts relating to sources of information about employment
- apply knowledge and present findings of research
- collect evidence and artefacts of personal skills and capabilities with relation to industry groupings.
- identify and apply digital and electronic collaboration and communication
- justify the selection of a specific portfolio

## POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- ❖ Social Worker
- ❖ Journalist
- ❖ Social worker
- ❖ Police
- ❖ Carer
- ❖ Hospitality
- ❖ Human Resources
- ❖ Teacher





RED CLIFFS  
SECONDARY COLLEGE

**2025**

# VETDSS COURSES



**RESILIENT  
COMPASSIONATE  
SUCCESSFUL  
CITIZENS**

# VETDSS – C3 Sport, Aquatics and Recreation

## COURSE OUTLINE

If you're interested in planning, operating and management in the wider realm of sport and fitness, start your career with the SIS30122 Certificate III in Sports, Aquatics and Recreation.

Throughout this qualification, provides students with the skills and knowledge to work in the sport, aquatic or recreation industries. Employment opportunities reflect roles such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer. This is a **two-year VCE program** and will potentially contribute to your ATAR at the end of Year 12.

*Please see Mrs. Alana Collier for full details.*

### POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- ❖ Recreation Officer
- ❖ Activity Operation Officer
- ❖ Sport and Recreation Attendant
- ❖ Community Activities Officer
- ❖ Leisure Services Officer
- ❖ Fitness Centres
- ❖ Leisure and Aquatic Centres
- ❖ Community Recreation Centres

# VETDSS – C2 Animal Studies – ONLINE COURSE

## COURSE OUTLINE

The VCE VET Animal Care program is drawn from a national training package and offers a portable qualification which is recognised throughout Australia. This qualification provides students with a broad range of skills and knowledge to pursue a career or further training in the animal care and management industry in a range of areas such as: animal control and regulation, animal technology, captive animals, companion animal services, grooming, horse breeding and veterinary nursing. Weekend work may be involved, and a level of fitness is required that allows for safe handling of a range of animals.

This is a **two-year VCE program** and will potentially contribute to your ATAR at the end of Year 12.

**NB: Students must attend practical workshops at the end of each term at the Wangaratta Campus at your own cost.**

*Please see Mrs. Alana Collier for full details.*

### POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- ❖ Veterinary Clinic
- ❖ Animal Shelter
- ❖ Kennel/Cattery
- ❖ Sanctuary
- ❖ Watering and Feeding Animals
- ❖ Administering Medication
- ❖ Exercise and enrichment activities
- ❖ Cleaning and disinfection
- ❖ Grooming
- ❖ Customer Service
- ❖ Documentation

# VETDSS – C2 Apparel Fashion and Textiles

## COURSE OUTLINE

Are you looking to break into the fashion industry? Then our entry level fashion course is a great way to start!

This course provides an introductory overview of the entry-level workers in the textile, clothing and footwear industry who perform basic and defined work tasks involving known routines and procedures under supervision. This qualification is typically used to develop basic employment related skills and knowledge including preparatory access and participation skills and/or specific workplace skills that relate to an individual sector. Specialisations and/or elective selections allow for the tailoring of this qualification to achieve basic skill outcomes in different areas of apparel, fashion and textile work.

This is a **two-year VCE program** and will potentially contribute to your ATAR at the end of Year 12.

Course Auspiced through Ripponlea Institute (RTO 21230)

*Please see Mrs. Alana Collier for full details.*

### POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- ❖ Design Assistant
- ❖ Influencer Marketing /Social media Co-ordinator
- ❖ Supply Coordinator
- ❖ Administration Assistant
- ❖ Allocation Analyst
- ❖ Project Co-ordinator
- ❖ Assistant Product Manager
- ❖ Fashion Wholesale Marketing/Sales Assistant

# VETDSS – C2 in Cookery

## COURSE OUTLINE

Is a career as a chef your passion? Then our entry level Cookery course is a great way to start!

This two-year part-time course is an excellent introduction to cookery. The basic knowledge and skills developed in the fully functioning kitchen focuses on preparing, cooking and plating food. You will also receive a Food Handlers Certificate.

This is a **two-year VCE program** and will potentially contribute to your ATAR at the end of Year 12.

*Please see Mrs. Alana Collier for full details.*

### POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- ❖ Apprentice Chef
- ❖ Food Stylist
- ❖ Caterer
- ❖ Food & Beverage Assistant
- ❖ Kitchen Hand

# VETDSS – C3 Music - Performance

## COURSE OUTLINE

This program assists individuals in developing a wide range of competencies in varied work contexts of the music industry, as well as in environments that require skills in music performance, music creation or composition.

The program is suited to learners with a broad interest in music who are keen to further develop skills in their area of their interest, from preparing for performances, recording, and mixing music.

This is a **two-year VCE program** and will potentially contribute to your ATAR at the end of Year 12.

*Please see Mrs. Alana Collier for full details.*

### POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- ❖ Studio Assistant
- ❖ Performer or Session Musician
- ❖ Producer
- ❖ Arranger
- ❖ Stagehand
- ❖ Songwriter
- ❖ Broadcaster
- ❖ Sound technician

# VETDSS – C3 Music – Sound Production

## COURSE OUTLINE

This program assists individuals in developing a wide range of competencies in varied work contexts of the music industry, as well as in environments that require skills in music performance, music creation, sound production.

The program is suited to learners with a broad interest in music who are keen to further develop skills in their area of their interest, from preparing for performances, recording, and mixing music or repairing and maintaining audio equipment for live music events.

This is a **two-year VCE program** and will potentially contribute to your ATAR at the end of Year 12.

*Please see Mrs. Alana Collier for full details.*

### POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- ❖ Studio Assistant
- ❖ Performer or Session Musician
- ❖ Producer
- ❖ Arranger
- ❖ Stagehand
- ❖ Songwriter
- ❖ Broadcaster
- ❖ Sound technician



# VETDSS – C3 Screen and Media

## COURSE OUTLINE

The VCE VET Creative and Digital Media program aims to:

- provide participants with the knowledge, skills, and competency that will enhance their employment prospects in the creative and digital media industries
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

This qualification reflects the role of individuals who use basic skills and knowledge for work in skilled assistant or skilled assistant operator roles in the screen, media, and entertainment industries. It applies to work in interactive digital media, film and television, radio, lighting and sound, content creation and technical broadcasting environments

This is a **two-year VCE program** and will potentially contribute to your ATAR at the end of Year 12.

*Please see Mrs. Alana Collier for full details.*

### POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- ❖ Studio Assistant
- ❖ Lighting and sound technician
- ❖ Media Assistant
- ❖ Skilled Operator
- ❖ Digital Media Assistant
- ❖ Film and television assistant
- ❖ Radio operator
- ❖ Screen Assistant

# VETDSS – C3 in Laboratory Skills

## COURSE OUTLINE

This Nationally Accredited Certificate provides students with the knowledge, skills, and competency that will enhance their employment prospects in the laboratory operations industries. It will also enable participants to gain a recognised credential and make an informed choice of vocation or career path.

This is a **two-year VCE program** and will potentially contribute to your ATAR at the end of Year 12.

Please see full details in the VET Subjects Selection.

*Please see Mrs. Alana Collier for full details.*

### POSSIBLE OCCUPATIONS THAT COULD RELATE TO THIS STUDY INCLUDE:

- ❖ Laboratory Assistant
- ❖ Pathology Collector
- ❖ Medical Technician
- ❖ School Laboratory Technician

# OFF-SITE VETDSS PROGRAMS

## COURSE OUTLINE

We can offer access to a vast range of off-site VETDSS courses through SuniTAFE, RiversideTrade Training Centre, and Deakin Trade Training Centre. To discuss these options and what is available, please see Mrs. Alana Collier, Careers/Pathways Co-ordinator at Red Cliffs Secondary College.

If you complete an off-site VETDSS course, you will be out of school 1-day per week. Your teachers will assist you in compensating for this time off by modifying your expected classwork.

**NB: THESE COURSES ARE SUBJECT TO CHANGE AS THE 2025 OFFERINGS HAVE NOT BEEN FINALISED OR RELEASED**

### **Deakin Trade Training Centre (DTTC)**

Certificate II in Furniture Making  
Pathways

Certificate III in Commercial  
Cookery (Patisserie)

### **SuniTAFE**

#### **AUTOMOTIVE AND ENGINEERING**

Certificate II in Automotive Vocational  
Preparation  
Certificate II in Engineering Studies

#### **RETAIL**

Certificate II in Retail

#### **CONSTRUCTION AND TRADES**

Certificate II in Building & Construction (Pre-  
Apprenticeship)  
Certificate II in Electrotechnology (Career  
Start)

Certificate II in Plumbing (Pre-  
Apprenticeship)

#### **DESIGN AND VISUAL ARTS**

Certificate III in Visual Arts

#### **HEALTH AND COMMUNITY SERVICE**

Certificate III Community Services  
Certificate III in Allied Health Assistance

#### **HORTICULTURE**

Certificate II in Horticulture  
Certificate II in Rural Operations

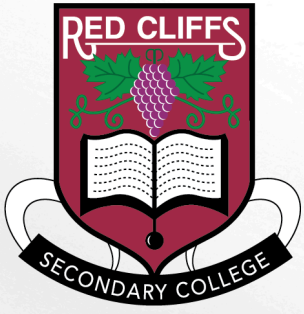
### **Riverside Trade Training Centre (RTTC)**

#### **HAIR AND BEAUTY**

Certificate II in Retail Cosmetics  
Certificate II in Salon Assistant  
(Hairdressing)

#### **HOSPITALITY**

Certificate II in Hospitality  
Certificate II in Cookery



# RED CLIFFS SECONDARY COLLEGE

# 2025



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