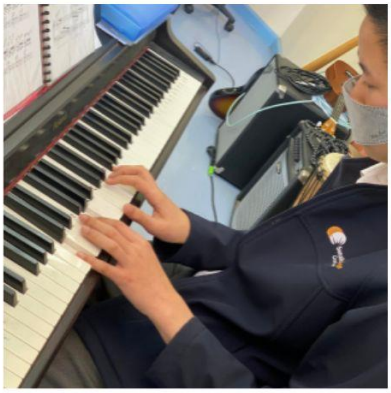
Sunshine College
Creating futures



2023

Course Selection

Year 10 to 11

GROWTH

LEARNING

RELATIONSHIPS

WELLBEING

Table of Contents

Whilst every endeavor has been made to ensure the accuracy of all information contained in this booklet, errors may occur, and students should check with Course Counsellors to ensure they make decisions using up to date and accurate information.

Sunshine College

College Principal

Mr. Tim Blunt

Assistant Principals

Ms. Jodie Parsons:	Curriculum Innovation & Excellence	
Mr. Mark Deverall:	Engagement & Community / Operations	North Campus
Ms. Mona Raghdo:	Engagement & Community / Operations	West Campus
Ms. Trudy Whiteside:	Engagement & Community / Operations	Harvester College
Ms. Yvonne Reilly:	Strategy and Accountability	

Managed Individual Pathways and Careers Leader

Mr. Gordon Cameron

Business Manager

Ms. Jade McKimmie

DATES FOR YEAR 2023

Term Dates:

Term 1	30th January	6th April
Term 2	24th April	23rd June
Term 3	10th July	15th September
Term 4	2nd October	20th December

FOREWORD

Sunshine College provides all students with the skills and knowledge which best prepare them for further education, training, and employment. The college introduces the elective program at Year 9 to set the foundation for the years to come, both in the senior curriculum and beyond. The elective program offers students choice and an opportunity to select subjects in preparation for their VCE and non-VCE pathways.

Sunshine College takes pride in its curriculum programs. Students have access to a wide selection of programs designed to meet their interests, skills, and needs. When selecting subjects, students should try to choose subjects that they are interested in, or subjects they are good at or subjects that they need for future study. We encourage students to undertake appropriate research, to be familiar with what subjects are needed for their chosen future study or employment. The college will support all students in making their subject selection through consultation between students, parents, teachers, and our careers coordinators.

In selecting a program, the following factors need to be considered:

- Interests and motivation
- Career directions
- Students' ability and performance in subject areas
- Prerequisite studies deemed necessary by tertiary institutions for entry into specific courses
- A program that leaves options for the future

This booklet details the subjects and the range of programs designed to enable all students to achieve the best possible preparation for tertiary education (university or TAFE) or chosen career pathway. Each program is designed to achieve an appropriate balance between

- The provision of a broad education
- Catering for a student interests and vocational aspirations, and
- Attainment of maximum credit for tertiary courses

Extensive and appropriate counselling will be provided by the college to ensure that all students choose the program that best suits their needs.

Ms Jodie Parsons, Assistant Principal: Curriculum Innovation & Excellence

SELECTING YOUR COURSE FOR 2023

Sunshine College offers two different Senior programs They are designed to meet all the needs of every student in our college. These Senior programs are:

1. The Victorian Certificate of Education
    - VCE ATAR Program
    - VCE Non-ATAR Program
        - Course 1. General
        - Course 2. VCE VET Major

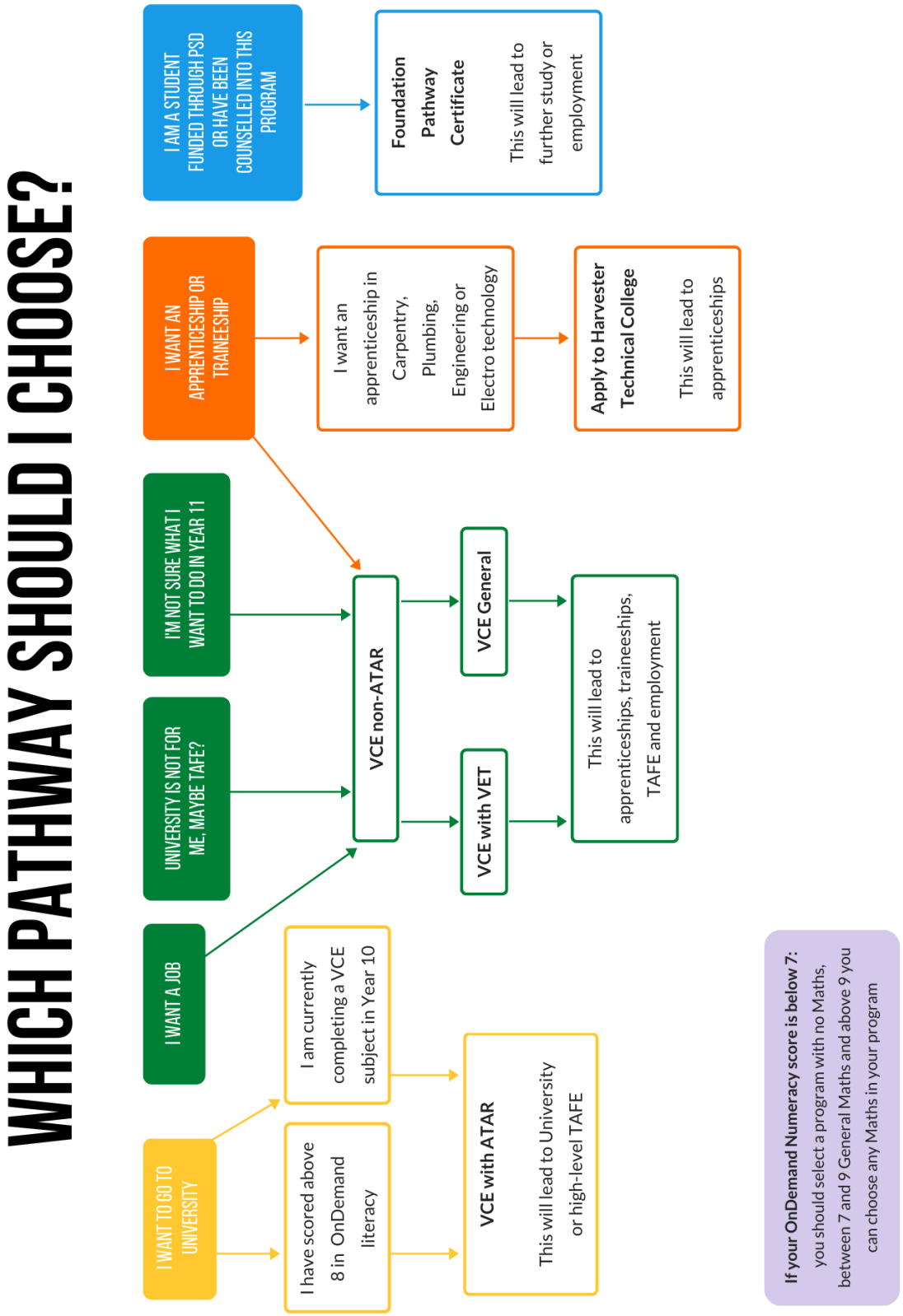
There is also the option of attending Harvester College. Information on all these programs is contained in the relevant sections of this handbook.

CHOOSING THE RIGHT PROGRAM FOR YOU

Overleaf is a flowchart which will assist you to select a program that best suits your needs. Decide, in consultation with your family and your course counsellors which program best meets your interests, your career needs and caters for your skill level. You will be provided with course selection print out for your family to sign and return. Once your form is completed, signed and returned, you will fill in the insights tab on your compass account.

The timeline for Course Selection is:

25th July:	Course Selection Handbook available to Parents and Students
8th August:	West Student Parent Information Session
9th August:	North Student Parent Information Session
8th – 10th August:	Students spend time selecting their courses Careers and Pathways teachers available to assist with course selection
10th August:	Course Selection due
21st to 25th of November:	Year 10 exams
28th November:	Step-up to Year 11
30th January 2023:	First day of Year 11


WHICH PATHWAY SHOULD I CHOOSE?
I AM A STUDENT FUNDED THROUGH PSD OR HAVE BEEN COUNSELLED INTO THIS PROGRAM
Foundation Pathway Certificate
This will lead to further study or employment
I WANT AN APPRENTICESHIP OR TRAINEESHIP
I want an apprenticeship in Carpentry, Plumbing, Engineering or Electro technology
Apply to Harvester Technical College
This will lead to apprenticeships
I'M NOT SURE WHAT I WANT TO DO IN YEAR 11
UNIVERSITY IS NOT FOR ME, MAYBE TAFE?
I WANT A JOB
VCE non-ATAR
VCE General
VCE with VET
This will lead to apprenticeships, traineeships, TAFE and employment
I WANT TO GO TO UNIVERSITY
I am currently completing a VCE subject in Year 10
I have scored above 8 in OnDemand literacy
VCE with ATAR
This will lead to University or high-level TAFE
If your OnDemand Numeracy score is below 7: you should select a program with no Maths, between 7 and 9 General Maths and above 9 you can choose any Maths in your program

THE VICTORIAN CERTIFICATE OF EDUCATION

COMPLETING THE VICTORIAN CERTIFICATE of EDUCATION (VCE)

The Victorian Curriculum and Assessment Authority (VCAA) controls all aspects of the Victorian Certificate of Education (VCE). All students who enrol in any VCE study must sign an agreement to abide by VCAA rules. This is normally organised at the beginning of the school year.

TO SUCCESSFULLY OBTAIN YOUR VCE YOU MUST:

- Satisfactorily complete a total of 16 units.
- Satisfactorily complete 3 units of English/EAL or equivalent (must include both units 3 and 4).
- Satisfactorily complete 3 sequences of units 3 and 4 at Year 12 (6 units in total) other than English.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

English as an Additional Language (EAL) is designed for students who arrived in Australia in the previous seven years, and whose first language is not English. Documentary evidence is needed for students to enrol in Units 3 and 4 of EAL. These requirements do not apply to deaf students enrolling in EAL.

TERTIARY SELECTION

The minimum requirements for tertiary selection are a satisfactory VCE plus a pass in English at Units 3 and 4. Many tertiary courses have subject requirements, and all students need to check these when choosing courses. Most tertiary institutions will use the Australian Tertiary Admissions Rank (ATAR) to select students for tertiary level courses, although Sunshine College has alternative entry arrangements with both the Royal Melbourne Institute of Technology (RMIT) and Victoria University (VU). These programs offer students the opportunity of entering courses at these universities without relying solely on their ATAR score.

WHAT IS THE ATAR?

ATAR is the Tertiary Entrance Ranking that applies to all students across Australia. It is a number between 0 and 99.95. All students who complete Year 12 and do exams, School-assessed Coursework (SACs) and School-assessed Tasks (SATs) will receive an ATAR. The number represents a ranking of all Year 12 students in the state. A student who gets an ATAR of 99.95 is one of the top students in the state. An ATAR in the low 60's means the student is in the middle of the Year 12 cohort.

The ATAR is important for determining which tertiary courses students are able to get into once they have finished Year 12.

EXAMPLES OF ATAR's REQUIRED FOR COURSES

On the following pages are examples of ATAR scores that were required to gain entrance into the courses listed at tertiary institutions. ATAR scores differ across tertiary institutions.

Pre-requisites are also shown for the sample courses. Students must have done these subjects and attained the ATAR scores to gain entry to these courses.

NB: These ATAR scores are subject to change.

ACCOUNTING			
	High	**Medium**	**Low**
University	Monash University	RMIT	Victoria University
ATAR	83.80	65.15	~50.00
Pre-Requisites	English Maths	English	English

ARCHITECTURE			
	High	**Medium**	**Low**
University	Monash University	RMIT	Deakin University
ATAR	82.15	Range of criteria (ATAR, selection task & interview)	70.25
Pre-Requisites	English	English	English
Note: These courses do not make you an architect. You need to do another two years *after* the three-year bachelor's degree to become a qualified architect.			

ARTS			
	High	**Medium**	**Low**
University	Melbourne University	Swinburne	Victoria University
ATAR	85.00	55.00	~50.00
Pre-Requisites	English	English	English

BIOMEDICINE			
	High	**Medium**	**Low**
University	Melbourne University	RMIT	Australian Catholic University
ATAR	94.05	69.20	59.20
Pre-Requisites	English Chemistry Maths Methods or Specialist	English Chemistry Any Maths or Physics	English Any Maths

BUSINESS			
	High	**Medium**	**Low**
University	Monash University	RMIT	Victoria University
ATAR	82.10	~70.00	~55.00
Pre-Requisites	English Any Math	English	English

ENGINEERING (CIVIL)			
	High	**Medium**	**Low**
University	RMIT	Swinburne	Victoria University
ATAR	80.05	75.20	~50.00
Pre-Requisites	English Maths Methods or Specialist	English Maths Methods or Specialist	English Any Maths

COMMERCE			
	High	**Medium**	**Low**
University	Melbourne University	Deakin University	Australian Catholic University
ATAR	93.00	70.45	58.75
Pre-Requisites	English Maths Methods or Specialist	English	English

EDUCATION/TEACHING
All teaching courses have a minimum ATAR of 70.00. All require Year 11 Maths (any) and Year 12 English.

EXERCISE SCIENCE			
	High	**Medium**	**Low**
University	Deakin University	La Trobe University	Victoria University
ATAR	62.00	60.65	60.25
Pre-Requisites	English	English + 1 of: Biol/Chem/any Maths/ /PE/Physics/Psych.	English

GAMES DESIGN			
	High	**Medium**	**Low**
University	RMIT	Swinburne University	Federation University
ATAR	Range of Criteria (Games selection task & interview)	61.50	~50.00
Pre-Requisites	English	English	English

INFORMATION TECHNOLOGY			
	High	**Medium**	**Low**
University	Monash University	RMIT	Deakin University
ATAR	80.15	67.05	62.30
Pre-Requisites	English Any Math	English Any Math	English

LAW			
	High	**Medium**	**Low**
University	Monash	Deakin	Victoria University
ATAR	98.00	84.05	78.30
Pre-Requisites	English	English	English

NURSING			
	High	**Medium**	**Low**
University	Australian Catholic University	RMIT	Victoria University
ATAR	73.70	60.65	~50.00
Pre-Requisites	English	English Any Math	English Any Math

PSYCHOLOGY			
	High	**Medium**	**Low**
University	RMIT	Australian Catholic University	Victoria University
ATAR	80.40	70.85	~50.00
Pre-Requisites	English	English	English

SCIENCE			
	High	**Medium**	**Low**
University	Melbourne University	RMIT	La Trobe
ATAR	85.00	71.35	65.40
Pre-Requisites	English and Maths Methods or Maths Specialist and Physics or Biol or Chem	English Maths Methods or Specialist	English Any Math

SOCIAL WORK			
	High	**Medium**	**Low**
University	RMIT	Australian Catholic University	Victoria University
ATAR	76.65	58.85	~50.00
Pre-Requisites	English	English	English

SPORT MANAGEMENT			
	High	**Medium**	**Low**
University	Deakin	La Trobe University	Victoria University
ATAR	80.25	50.45	~50.00
Pre-Requisites	English	English	English

ENROLMENT RECORDS

Records of enrolment in the VCE need to be accurate. Student records are kept on a database controlled by the VCAA. Students will have the opportunity to check their details regularly throughout the year, through the *Student Full Details* sheets.

NB: Students who undertake VCE studies at another school (e.g., LOTE), must ensure that this information is made known to the relevant Student Engagement Leaders at the beginning of each year.

VCE UNITS

A unit is a one semester, or half year of work in a VCE study. Units 1 and 2 are normally taken at the Year 11 level and Units 3 and 4 are taken at Year 12. Students may take units at different times but should make certain that the course chosen meets the VCE requirements for successful completion.

ASSESSMENT

Units 1 and 2

The school will determine procedures for the assessment of Units 1 and 2 coursework. This assessment will be based on student achievement of Key Knowledge and Key Skills and the

demonstration of specific unit Learning Outcomes. Most subjects have mid-year and end of year exams.

Units 3 and 4

VCAA will supervise the assessment of students undertaking Units 3 and 4. The School will determine the students' level of achievement through the completion of School Assessed Coursework. For studies which include a model or product there is also a School Assessed Task. All students undertaking a unit 3 and 4 subject must also sit the General Achievement Test. All studies have an end of year examination which contributes to the overall study score.

VCE PROGRAMS FOR THE YEAR 2023

Students with the appropriate skill levels may choose from any of the programs that are offered. Students should carefully consider their vocational and further education pathways. Most of the programs offered allow for some free choice of subjects but the core subjects included in each program should be retained. It is possible for students to nominate an alternative program to those offered, if there is a specific pathway in mind, however it is essential to discuss the feasibility of their selection with their Campus MIP's Coordinator.

A wide range of VCE / VET programs and subjects are offered at Sunshine College, but only those attracting enough students will be able to run. Students should therefore consider more than one option.

There are no VCAA pre-requisites for Units 1 and 2 in any VCE study, although student performance in year 10 are considered when building the most appropriate program for students.

SUNSHINE COLLEGE VCE SUBJECT LIST

The VET subjects offered by the Brimbank cluster are not listed here. They are contained in the Brimbank VET Cluster Course Selection Handbook 2023, which can be found here http://www.bvc.vic.edu.au/Files/51/2023-BRIMBANK-Student-Handbook-COLOUR_R.pdf

Visual Arts
Art 1 - 4
Drama 1 - 4
Media 1 - 4
Music Performance 1 - 4
Visual Communication and Design 1 - 4

English
English 1 - 4
English as an Additional Language 1 - 4

Humanities
Australian and Global Politics 1 - 2
Twentieth Century History 1 - 2
History: Revolutions 3 - 4

Languages
Vietnamese 1 - 4

Health and Physical Education
Cert II Community Services
Health and Human Development 1 - 4
Physical Education 1 - 4

Mathematics
General Mathematics 1 - 2
Further Mathematics 3 - 4
Mathematical Methods 1 - 4
Specialist Mathematics 1 - 4

Sciences
Biology 1 - 4
Chemistry 1 - 4
Physics 1 - 4
Psychology 1 - 4

Business and Economics
Accounting 1 - 4
Business Management 1 - 4
Industry and Enterprise 1 - 4
Legal Studies 1 – 4

Digital Technologies
Applied Computing 1 - 2
Data Analytics 3 - 4

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VISUAL ARTS

Subject Descriptions

Art

Drama

Media

Music Performance

Visual Communication and Design

ART

In art, students develop their imagination, creativity, and flexibility in creating art works, while also learning about the meaning and interpretations of artworks.

In Units 1 and 2 students explore a range of different styles and ways of making art. They explore areas of personal interest and experiment with using different materials, techniques and approaches and document their work in a visual diary. They also examine the meaning and interpretation of artworks using a range of frameworks and develop the ability to form educated opinions about the works.

In Units 3 and 4 students develop a body of work exploring an issue of personal interest to them. They continue to explore and refine their use of a range of materials, techniques, and methods to work towards developing at least one final piece and document their development work in a visual diary. They also study and compare artists who have made work before 1990 and after 1990 and further develop their ability to form viewpoints on art works supported by evidence and research.

Across all units, students are expected to think creatively about expressing themselves through visual language and to use their imagination in responding to tasks. They are also expected to be able to research, write about and analyse artworks and the practices of artist, both modern and traditional. In art, it is less important to be a good drawer and more important to enjoy exploring ideas and images and thinking creatively about how you express yourself.

DRAMA

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and storytelling, contemporary drama practice and the work of significant drama practitioners.

In Units 1 and 2 students focus on creating, presenting, and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. As they work with stimulus material and a performance structure, students explore and experiment with ways that play-making techniques, expressive skills, performance skills, dramatic elements, conventions, performance styles and production areas may be used to realise the dramatic potential of stimulus material and shape dramatic action.

MEDIA

VCE Media provides students with the opportunity to analyse media concepts, forms, and products in an informed and critical way. Students examine debates about the media's role in contributing to and influencing society and integrate aspects of the study through the individual design and production of their media representations, narratives, and products.

In Units 1 and 2 students analyse how representations, narrative and media codes and conventions contribute to the construction of the media that audiences engage with and read. Students also analyse the influence of developments in media technologies on the individuals and society, examining how media forms affect the design, production, and distribution of media. Students undertake production activities to design and create productions that demonstrate an awareness of the structures and media codes and conventions.

In Units 3 and 4 students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social and cultural contexts of production, distribution, consumption, and reception. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience.

Students need to be aware that a large area of the study of VCE Media comprises of written responses, research, discussion, and oral presentation. It is advisable that students have a good level of written skills to successfully complete a range of written tasks and formal examinations.

MUSIC PEFORMANCE

Music Performance focuses on building students' performance and musicianship skills to present performances of group and solo music.

In Units 1 and 2 students prepare and present for performances as a member of an ensemble. They consider strategies to develop their own approach to performance. Students develop

their listening, aural, theoretical, and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

In Units 3 and 4 students focus on further development and refinement of performance and musicianship skills and continue preparation of a performance program they will present in the end-of-year examination. They continue to strengthen their listening, aural, theoretical, and analytical musicianship skills.

Across all Units, students are expected to be able to perform competently on at least one instrument, including voice.

VISUAL COMMUNICATION AND DESIGN

VCD is all about design. We explore questions such as: what makes a good design? What different purposes do designs fulfill? And develop your skills in creative thinking, using drawing techniques to both record and communicate ideas and more!

In Units 1 and 2 students learn about and practice the key design thinking skills as well as drawing skills used in VCD. Students practice their ability to draw what they observe, to use visualisation drawing methods to explore ideas, and create presentation drawings to communicate their final designs. They also experiment and explore the design elements and design principles alongside developing an understanding of the historical and social context of design.

In Units 3 and 4 students learn about the processes designers use to develop ideas and communicate them with clients, target audiences and specialists. They learn how to analyse a wide range of visual communications and identify what makes an effective design. In the second half of the year, they write a design brief for their own design project, which they then develop into a folio and follow a six-step design process to create two final presentations.

Across all units, students are expected to be able to develop creative solutions to design problems, follow a design process to develop and refine their ideas and record their work in a visual diary. There is no requirement for you to be an amazing drawer, but you should at least enjoy drawing as you will be doing a lot of it!

BUSINESS AND ECONOMICS

Subject Descriptions

Accounting

Business Management

Industry and Enterprise

Legal Studies

ACCOUNTING

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting.

In Units 1 and 2 Students learn the basic bookkeeping skills necessary to establish accounting records for a small service business operating both on a cash basis and as a sole owner trading business. They will also focus on the preparation of basic accounting reports such as the Statement of Receipts and Payments, Bank Reconciliation Statement, Cash Budget, Income Statement and Balance Sheet using both a manual and computer basis using spreadsheet programs such as Excel. Students will also focus on the analysis and evaluation of accounting reports to allow for appropriate decision-making.

In Units 3 and 4 students learn how to establish and maintain double-entry accounting records. This will include the preparation of reports for a single activity trading business. Students will study the double entry accounting system of recording on a cash and credit basis. Stock recording is also an integral part of this unit via the use of stock cards. Recording and reporting will be completed on both a manual and computer basis and extended during unit 4. Students will develop the ability to analyse and evaluate the accounting information prepared in order to suggest appropriate advice to the owner on how to improve the performance of the business.

Across all units' students are expected to use correct accounting terminology. They will need to be able to identify, classify and record financial data. Students will be required to prepare, interpret, and analyse financial reports. A basic understanding of spreadsheet software would be useful; however, this will be taught at a basic level. Students should have some ability in general mathematical concepts.

BUSINESS MANAGEMENT

Business Management examines the way businesses manage resources to achieve objectives. It examines the challenges facing decision makers from the first idea for a business concept, planning and establishing a business, the day-to-day management of a business and when considering changes for business improvement.

In Units 1 and 2 students explore how factors affecting: business ideas, the internal environment and the external environments in which businesses operates, may impact on business planning. Students investigate the legal requirements of establishing a business as well as making decisions about how best to create a system of financial record keeping, staff the business and develop a customer base.

In Units 3 and 4 students explore the key processes and issues concerned with managing a business efficiently and effectively. Students investigate strategies to manage both staff and business operations to meet business objectives. Students examine business performance, study a model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance.

Across all units, students are expected to be able to define business management terms and concepts; propose and justify strategies for real or simulated business situations; and apply business management theory to analyse business case studies.

Industry and Enterprise

Units 1 and 2 prepare students for effective workplace participation. Students develop work-related skills by actively exploring personal career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students research the diverse contexts in which work takes place in Australian society by investigating a range of work settings. Students work towards to developing enterprising behavior and leadership skills

Units 3 and 4 further develop a student's enterprising behaviors. Students explore the role and impact that workplace flexibility, technology and training and workplace learning have on developing an enterprise culture within industries operating in Australia. Students investigate what it means to be innovative and the role of the government in supporting innovation within industry and examine the relationships between technology, training, and innovation in developing an enterprise culture.

Each year after completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

LEGAL STUDIES

Legal Studies explores Criminal Law and Civil Law, which aims to achieve social unity and protect the rights of individuals in society.

In Units 1 and 2 students investigate legal foundations and the court hierarchy in Victoria. They analyse key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to decide whether an accused may be found guilty of a crime, or liable in a civil dispute. They undertake a detailed investigation of two criminal cases and two civil cases to form a judgment about the ability of sanctions and remedies to achieve the principles of justice.

In Units 3 and 4 students focus on the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Courts in the Victorian Court hierarchy are studied as well as the rights available to the accused and to victim's recent law reforms are also looked at.

The law-making powers of the Federal and State Governments are investigated as is significance of the High Court in protecting and interpreting the Australian Constitution. Students will study the relationship between Parliament and Courts as well as the roles of the individual, the media and law reform bodies in influencing law reform.

Across all units' students are expected to be able to define key legal terminology, research and analyse relevant information about the sources and types of laws.

ENGLISH

Subject Descriptions

English

English as an Additional Language (EAL)

THE VCE ENGLISH REQUIREMENT

- An English subject is a **compulsory** VCE subject.
- Three units from English or EAL studies are required for satisfactory completion of the VCE, including both 3 and 4 units.

ENGLISH

The study of English contributes to the development of literate individuals capable of critical and creative thinking. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world, and their place within it. English helps equip students for participation in a democratic society and the global community.

In Units 1 and 2 students read and respond to texts analytically, personally, and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken, and multimodal texts.

In Units 3 and 4 students read and respond to texts analytically and creatively and they analyse arguments and the use of persuasive language in texts. Students compare the presentation of ideas, issues, and themes in different texts, and they also create an oral presentation intended to position audiences about an issue currently debated in the media.

Across all units' students must complete at least three units of one of the VCE English subjects. For most students, English will be the subject that meets this requirement. Consequently, it is of vital importance that students enter VCE English well-prepared. Students are required to read a range of sophisticated texts from a range of genres. They will then produce extended responses to each of these texts ranging from short 600-word essays through to comprehensive 1200-word responses. Both the reading and writing requirements are high in this subject.

ENGLISH AS AN ADDITIONAL LANGUAGE

VCE English as an Additional Language (EAL) focuses on how English language is used to create meaning in written, spoken, and multimodal texts. The EAL course is designed specifically for English language learners and aims to connect students with texts from the past and present, from Australia and from other cultures.

In Units 1 and 2, students study a range of texts and focus on the ways in which a reader creates meaning. Students analyse the various features and conventions of texts and develop skills to respond analytically and creatively. Students develop a range of listening skills, analyse arguments and persuasive language, as well as create their own texts to position audiences. In unit 2, students compare the ideas, issues, and themes in two texts to develop an understanding of how a reader's creation of meaning is affected by different variables.

In Units 3 and 4, students analyse how the features, conventions, values, and explicit and implicit ideas of texts create meaning, and how these can influence textual interpretation. Students complete a single text study as well as a comparative study of two texts, the latter of which allows for a deeper understanding of the ideas, issues and themes that reflect human experiences. Students refine active listening skills and analyse the presentation of media issues in different texts to compare the use of argument and language, as well as the relationship between these when a writer is attempting to position an audience. Students develop and justify increasingly sophisticated ideas in detailed written interpretations of texts and construct their own persuasive oral presentation to position and audience.

There are eligibility requirements to determine which students can study EAL. For units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL. Where a student is eligible to study EAL in units 1 and 2, the student should always study EAL in units 1 and 2.

HEALTH AND PHYSICAL EDUCATION

Subject Descriptions

Cert II Community Services

Health and Human Development

Physical Education

Cert II Community Services

The **Certificate II in Community Services** is the recognised qualification to become an introductory worker in the Community Services sector.

Students will learn key skills in working with a diverse range of clients, building trust through effective communication, identifying, and responding to young people at risk, and managing first aid and safety in the workplace. This diverse skill set will prepare students for a range of entry-level roles within the Community Services sector.

This qualification is recognised nationally under the Australian Qualifications Framework (AQF).

HEALTH AND HUMAN DEVELOPMENT

Through the VCE study of Health and Human Development, students investigate health and human development in local, Australian, and global communities. The factors that influence the health status of different community groups and the strategies employed to improve health and human development form the basis of the study.

In Units 1 and 2 students looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth area.
Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility. Students enquire into the Australian healthcare system and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies and consider issues surrounding the use of health data and access to quality health care.

In Units 3 and 4 students will compare and explain the health status of different Australian population groups using key health indicators and a range of health determinants. Students will be required to discuss the role of government and non-government agencies and strategies in

improving health status. Students compare the health status of people living in developing countries to Australia and analyse the reasons for the differences. The role of the United Nations and The World Health Organisation are explored, and students will consider strategies implemented by agencies to improve global health.

Across all units, students are expected to be interested in the health of the body and have a basic understanding of the systems of the body. Students who take note of current topics related to health and development will have a definite advantage in this study. Students will be required to analyse data and should have a grasp of the skills needed to read graphs. Sound writing and comprehension skills are also required.

PHYSICAL EDUCATION

VCE Physical Education explores the relationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement.

In Units 1 and 2, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise, as well as legal and illegal methods to improve performance. Students are introduced to types of physical activity, sport in society from a participatory perspective and the role participation in physical activity and sedentary behavior plays in their own health and wellbeing as well as in other people's lives in population groups.

In Units 3 and 4 students will explore the interplay of the energy systems during exercise, as well as the biomechanical and skill acquisition principles used to analyse human movement. Students will also analyse movement skills from a physiological, psychological, and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level, including designing and implementing their own training program.

Across all units, Physical Education is largely theoretical, and students will be expected to learn and use complex terminology correctly and be able to apply the theoretical knowledge learnt to different situations.

LANGUAGES

Subject Descriptions

Vietnamese

Languages Other Than English (LOTE)

The study of a language other than English contributes to the overall education of students, most particularly in communication, but also in the areas of cross-cultural understanding, cognitive development, literacy, and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

VCE Vietnamese includes First and Second Language Studies which has four semester units to enable students to achieve a set of outcomes. The areas of study include themes, topics and sub-topics, grammar, a wide range of text types, vocabulary and five kinds of writing.

VCE Vietnamese First Language is designed to cater for students who will typically have spent some time as a resident and/ or have had significant experience of studying Vietnamese in a country in which Vietnamese is the major language of communication. They will study three themes: Self and Others, Traditions and Change in Vietnamese- speaking Communities and Global issues.

VCE Vietnamese Second Language is designed to cater for students with an English-speaking background and/ or a Vietnamese speaking-background who have been living in Australia for more than seven years. They will study three themes: The Individual, Vietnamese speaking-communities, and The Changing World. All these themes above have several prescribed topics and suggested topics, which must be studied during Unit 1, 2, 3 and 4.

Across all units, students are expected to study Vietnamese language year 9 & 10 before choosing the VCE Vietnamese.

MATHEMATICS

Subject Descriptions

General Mathematics

Further Mathematics

Mathematical Methods

Specialist Mathematics

MATHEMATICS

Mathematics does not offer specific programs, as the studies are essential or useful in all programs. All students should consider inclusion of at least one Mathematics subject. When selecting a Mathematics subject, the pre-requisites for courses at individual tertiary institutions should be carefully considered.

The following Mathematics subjects can be chosen in any of the programs offered.

MATHS UNITS AVAILABLE IN YEAR 11 UNITS 1 AND 2	Leads to	MATHS UNITS AVAILABLE IN YEAR 12 UNITS 3 AND 4
General Mathematics	⇨	Further Mathematics
Mathematical Methods	⇨	Mathematical Methods
Specialist Mathematics	⇨	Specialist Mathematics

The number of units will depend on the overall VCE program selected.

GENERAL and FURTHER MATHEMATICS

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs with and without the use of technology.

In Units 1 and 2 General Mathematics provides for a range of courses of study involving non-calculus-based topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. They incorporate topics that provide preparation for various combinations of studies at Units 3 and 4 and cover assumed knowledge and skills for those units.

In Units 3 and 4 Further Mathematics is designed to be widely accessible and comprise a combination of non-calculus-based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, where data analysis, recursion and number patterns are important.

Across all units the assumed knowledge and skills for the Further Mathematics Units 3 and 4 prescribed cores are covered in specified topics from General Mathematics Units 1and 2. Students who have done only Mathematical Methods Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics but may also need to undertake some supplementary study of statistics content. Mathematical Methods Units 3 and 4 are completely prescribed and extend the study of simple elementary.

MATHEMATICAL METHODS

Math Methods extends the study of simple elementary functions to include combinations of various Mathematical concepts. It also provides background for further study in, for example, science, humanities, economics, and medicine.

In Units 1 and 2, students apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, and differentiation with and without the use of technology.

In Units 3 and 4, students apply their knowledge to areas including functions and graphs, algebra, applications of derivatives, differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. They then study random variables, discrete and continuous probability distributions, and the distribution of sample proportions.

Across all units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration, and inference with and without the use of technology. Math Methods is a difficult subject. Only students with a very good grasp of the concepts of Mathematics should undertake this subject.

SPECIALIST MATHEMATICS

Specialist Mathematics provides a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

In Units 1 and 2 students undertake study in the following areas: algebra and structure, arithmetic and number, discrete mathematics, geometry, measurement and trigonometry, graphs of linear and non-linear relations and statistics.

In Units 3 and 4 the areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics, and statistical inference.

Across all units, students are expected to be able to apply techniques, routines and processes involving rational, real, and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. Specialist Mathematics is the most difficult Math study and only students with an **excellent grasp of the concepts** of Mathematics should undertake this subject.

Study of Specialist Mathematics Units 3 and 4 assumes **concurrent study of Mathematical Methods Units 3 and 4.**

HUMANITIES

Subject Descriptions

Australian and Global Politics

Twentieth Century Histroy

History: Revolutions

Australian and Global Politics

Unit 1 & 2
Students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

Students are introduced to the global community and the global actors that are part of this community. Students explore the ways lives have been affected by the increased interconnectedness of the world through the process of globalisation. Students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

Units 1 and 2 are contemporary in focus and students must use examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

History
The study of VCE History assists students to understand themselves, others, and their world, and broadens their perspective by examining people, groups, events, ideas, and movements. Through studying VCE History, students develop social, political, economic, and cultural understanding. They explore why history is relevant to contemporary issues. The study of history supports students to ask questions, to engage in independent research, and to construct arguments about the past based on evidence. Students will discover that Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

Twentieth Century History

Unit 1 1918-1939 and Unit 2 1945-2000:

Ideology and conflict: Exploration of the events, ideologies, and movements of the period after World War One and the emergence of conflict; and the causes of World War Two. Investigation of the impact of the treaties which ended the Great War, and which redrew the map of Europe and broke up the former empires of the defeated nations. Consideration of the aims, achievements, and limitations of the League of Nations.

Social and cultural change: Focus on social life and cultural expression in the 1920s and 1930s and their relation to the technological, political, and economic changes of the period. Exploration of particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, USSR and/ or USA.

Competing ideologies: Focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

Challenge and change: Focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Exploration of the causes of significant political and social events and movements, and their consequences for nations and people.

In Units 3 (Russia) **and 4** (China) of History: Revolutions, students focus on Causes and Consequences of Revolution. The focus is on the role played by ideas, leaders, movements, and events that led to the revolutions of 1917 and 1949 and on the impact that the revolution had on the everyday lives of people.

Across all units, students are expected to be able to read and analyse primary and secondary sources and to use the appropriate language in extended responses and essays. History is a subject for students who enjoy reading, who are curious, can problem-solve and plan, are able to express their own opinions clearly and develop an argument using evidence to support their point of view.

SCIENCE

Subject Descriptions

Biology

Chemistry

Physics

Psychology

BIOLOGY

Biology explores and explains the cellular composition and functioning of organisms, how they interact with each other and how they have changed over time.

In Units 1 and 2 students investigate the structure and functioning of cells, photosynthesis and respiration, plant and animal systems, classification, and species interaction. They investigate sexual and asexual reproduction, genes, and inheritance.

In Units 3 and 4 students study cells as complex systems, genetics, and evolution. Areas of study include the structure and function of proteins and nucleic acids; the processes of photosynthesis and cellular respiration; cell signalling; the immune system; tools and techniques used to manipulate DNA; and change in organisms over time, including human evolution.

Across all units, students are expected to be able to use biological terminology to discuss the functioning of organisms and systems, and to explain observations and data from experiments. VCE Biology is a challenging subject, and students should have the skills to clearly construct responses and be able to interpret data using theoretical knowledge in unfamiliar situations. There are many new words and concepts that must be learned, and students will need to be committed to the subject to successfully complete the course. Although some areas of study include biochemical concepts, it is not necessary to understand chemistry beyond what is learned in Year 10.

CHEMISTRY

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond.

In Units 1 and 2 students investigate the properties of a range of materials and salts to polymers and nanomaterials. They perform an in-depth study of the physical and chemical properties of

water, investigating such things as solubility, concentration, pH, and reactions in water including redox and acid/base reactions as well as precipitation.

In Units 3 and 4 students investigate different chemical energy resources including the factors that influence the speed and completion of reactions. They investigate organic compounds including medicines and foods and the reactions that occur with these compounds as well as the instruments used to analyse these compounds.

Across all units, students are expected to be able to use chemistry technology including symbols, units, formulas, equations, and calculations to represent and explain observations and data from experiments and to discuss chemical phenomena. VCE Chemistry is a **difficult** subject, and students should only select chemistry if they are performing at a high level in both their Mathematics and Science year 10 subjects.

PHYSICS

Physics examines models and ideas that are used to understand and explain the physical world. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

In Units 1 and 2 students learn about the areas of thermodynamics, electricity, nuclear physics, and motion. They investigate heat transfer systems such as the operation of refrigerators and the effects of climate change. They model electrical circuits and explore electrical safety. They conduct data analysis of radioactive half-lives and explore applications in nuclear medicine. Students also analyse the motion of objects, such as determining the velocity of a moving vehicle or predicting the outcome of a collision between two objects.

In Units 3 and 4 students expand their investigations into motion, electrical power systems and the interaction of light and matter. The concepts of magnetism and Einstein's Special Relativity are also introduced. Students investigate such things as the orbits of satellites; how things can move at very high speeds; the operation of electrical motors, generators, and particle accelerators; high-voltage transmission systems; and how light can behave as both a wave and a particle, as well as its quantum nature.

Across all units, students are expected to be able to formulate their own hypotheses, make predictions, conduct experiments and investigations, analyse data and models, draw evidence-based conclusions, and communicate scientific ideas. VCE Physics is a complex subject, and students should only select it if they are performing at a high level in both their Year 10 Mathematics and Science subjects. It is also highly recommended that students study Mathematical Methods in conjunction with this subject.

PSYCHOLOGY

Psychology is a scientific study that seeks to explain the reasons why people think, feel, and behave the way they do.

In Units 1 and 2 students investigate how the brain functions and its role in controlling human behaviour. Additionally, they investigate how bio-psycho-social factors can influence psychological development, including the development of mental disorders. This leads on to

developing an understanding of how and why we perceive the world around us and the psychology behind the way we act in society.

In Units 3 and 4 students look at how experiences through life affect behaviour and mental processes. This is completed through a focus on the nervous system and its function in controlling our thoughts, feelings, and behaviours. They develop an understanding of how memory works. Students also look at maintaining mental health and wellbeing, through stress management, understanding of mental health issues and the exploration of altered states of consciousness.

Across all units, students are expected to be able to formulate their own hypotheses, make predictions, conduct experiments and investigations, analyse data and models, draw evidence-based conclusions, and communicate scientific ideas. VCE Psychology requires a significant amount of reading and a large component of research methods. Students MUST be able to critically analyse research and explain the strengths and limitations of that research in relation to psychological theory.

DIGITAL TECHNOLOGIES

Subject Descriptions

Applied Computing: Units 1 & 2

Data Analytics: Units 3 & 4

APPLIED COMPUTING

VCE Applied Computing focuses on strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information, and software security. Students will study the attributes of the components of information systems (people, processes, hardware, software, and networks) and examine how the relationships between them affect the quality of digital solutions.

In Units 1 and 2 students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. Students then focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

In Units 3 and 4 students apply the problem-solving methodology to identify and extract data using software tools such as database, spreadsheet, and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design, and development stages of the problem-solving methodology. Then students will focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security, strategies used by an organisation to protect data and information from threats.

Across all units, students will learn and apply skills, techniques, and processes to create digital solutions that meet a range of needs and conditions. Students should have an interest in computers and in how software can be used to help solve problems and answer questions. They will need to be able to work independently to complete projects. There is no expectation that students have familiarity with software (spreadsheets, databases etc.) before beginning the course.

About the VCE non-ATAR program

The VCE non-ATAR program provides students with an opportunity to complete their Victorian Certificate of Education without completing SACs or exams. Students must still meet the outcomes and requirements associated with a VCE as outlined on page 7.

Students who in enrol in the VCE non-ATAR program select from a smaller pool of subjects. They may elect to enrol in one of two courses. 1. The General Course, or 2. The Vocational Education Major course.

Course 1 General	Course 2 VCE with a VET major
English / EAL	English / EAL
Mathematics - Foundation	Mathematics - Foundation
Industry and Enterprise	Work Related Skills
❑ HHD ❑ Art	Personal Development Skills
❑ Business ❑ Media	❑ Business ❑ Media
❑ Drama ❑ Music ❑ VET Community Services	VET ❑ Community Services ❑ Cluster

Vocational Education and Training programs (VET) are industry specific training programs, which were traditionally studied at a TAFE institute once a student had completed or left secondary education. A selected number of VET programs have been approved to be delivered as part of the VCE.

The **Non-scored course** allows students to enrol in only VCE subjects. Students select from a narrower range of VCE subjects.

All students who enrol in a **VET** are required to undertake a range of training modules before they may access the worksite. And correct dress code must be observed for each industry. Students will be required to provide their own protective clothing. **VETs** are good options for students who wish to gain experience and 'employability' skills as well as the skills needed to go on to employment or further training in the workplace through apprenticeships or TAFE.

If you are considering entering university straight from school, the VCE non-ATAR program is **not** recommended for you. Students planning to go straight into higher education usually follow a scored VCE ATAR program.

Entry straight from school is not the only route into higher education. Some people study a Vocational Education and Training course at TAFE while working, perhaps leading to a Diploma or Advanced Diploma, this program would be a good start along this pathway.

VET PROGRAM AND STRUCTURE

Students who select a Vocational Education and Training program (VET) as part of their VCE program can elect to complete a VET program offered by the Brimbank VET Cluster. The Brimbank VET Cluster is a group of secondary schools in the West and Northern suburbs of Melbourne who have come together to offer a wide selection of VET subjects to students. These subjects generally run on a Tuesday afternoon for year 11 students and on a Thursday afternoon for year 12 students. Students **will be required to travel** to the school that delivers the VET subject they have chosen. For this reason, students require a **recommendation by their MIP's counsellors** to enrol in a selected VET subject.

Students intending to undertake a VET subject in 2022 should consult the VET cluster handbook found here http://www.bvc.vic.edu.au/Files/51/2023-BRIMBANK-Student-Handbook-COLOUR_R.pdf to determine which VET is most suitable for them.

WHERE DOES THESE PROGRAM LEAD?

Students who successfully complete 16 Units will be awarded the Victorian Certificate of Education. Students will not receive an ATAR.

Students who successfully complete a VET will also be awarded a Certificate II/ III. The skills students learned while undertaking a VET are transferable across a wide range of apprenticeships and traineeships.

HARVESTER
TECHNICAL COLLEGE

ABOUT HARVESTER TECHNICAL COLLEGE

Harvester Technical College is a senior secondary (10-12) vocational education program operating on the North Campus of Sunshine College.

At year 10 students undertake an applied learning curriculum while also experiencing materials-based technology subjects in Wood, Metal, Plastics and Electronics. Students also have the opportunity to undertake Work Experience in a number of the trades.

At year 11 and 12 Harvester offers students the opportunity to undertake the new VCE Vocational Major in conjunction with a Vocational Education and Training (VET) certificate in our state-of-the-art Trade Training Centre.

Students in year 11 and 12 can choose a VET Certificate from one of the following traditional trades:

Carpentry:
Students are engaged in learning the core skills of Carpentry through; planning, construction or demolishing real work carpentry/construction projects. Through a combination of school based practical projects and Structured Workplace Learning blocks within the Construction industry, graduates are well prepared to commence apprenticeships within their chosen industry.

Plumbing:
Students learn and demonstrate the essential skills of the Plumbing trade area through authentic work-related projects. Our curriculum model allows for students to complete a broad range of Plumbing projects including sheet metal work and fabrication, welding, basic pipe technology and safe use of hand and power tools. Through this combination of school based practical projects and Structured Workplace Learning blocks within the Plumbing industry, graduates are well prepared to commence apprenticeships within their chosen industry.

Engineering:
Our practical project-based curriculum simulates real world tasks for hands-on student learning. Purpose built facilities allow us to deliver an Engineering program that provides students with a broad range of engineering skills such as machining, fabrication and use of hand and power tools. The course provides pre-employment training and pathways into the wider Engineering and Manufacturing fields or further education and training.

Electro-Technology:
This program will equip students with the basic skills and knowledge to gain an apprenticeship as an electrician, data communications tradesperson or similar Electro-Technology related career. They will learn how to read circuit diagrams, take electrical measurements, and perform

electrical calculations. Similar in nature to other programs, it is project based and gives relevant hands-on experience. The course provides the basic skills to make students job ready.

CAREER PATHWAYS

Harvester's curriculum provides students with a relevant career path, combining the three learning strands: Secondary College, VET, and the workplace. Students explore career options and gain work experience in a range of settings.

All students develop Individual Career Plans and explore pathways and transition options into either higher-level courses or apprenticeships, or work in their chosen area of study.

INFORMATION EVENINGS

The College conducts several information evenings throughout the year. Any prospective students and their families are encouraged to attend one of these events to gain an understanding of the courses on offer and the enrolment process, view our state-of-the-art facilities, and have any questions answered. Please check the Harvester Technical College website to register your attendance.

APPLYING TO HARVESTER TECHNICAL COLLEGE

The process for applying to undertake one of the programs offered at Harvester Technical College in 2023 is outlined below:

1. Student must complete an *Expression of Interest and Application Form* (available on the College website: www.harvestercollege.vic.edu.au
2. Students must complete a Literacy and Numeracy test and attend an interview.