Tallangatta Secondary College
VCE STUDENT HANDBOOK

2027

Tallangatta Secondary College

Big enough to deliver, small enough to care.

Contents

Principal's Message	**1**
Senior Secondary Certificate Pathways	**2**
Victorian Certificate of Education (VCE)	**3**
VCE Vocational Major (VCE VM)	**4**
VCE Vocational Education & Training (VCE VET)	**5**
Why Subject Selection Matters	**6**
Study Periods	**6**
Examinations	**6**
2027 Unit Offerings	**7 & 8**
VCE Offerings	**9**
VCE: English	10
VCE VM: Literacy	11
VCE: General Maths	12
VCE: Mathematical Methods	13
VCE VM: Numeracy	14
VCE: Biology	15
VCE: Chemistry	16
VCE: Environmental Science	17
VCE: Physics	18
VCE: Psychology	19
VCE: History	20
VCE: Legal Studies	21
VCE VM: Work Related Skills	22
VCE: Food Studies	23
VCE: Visual Communication Design	24

Contents

VCE: Health and Human Development 25

VCE: Physical Education 26

VCE: Outdoor and Environmental Studies 27

VCE VM: Personal Development Skills 28

VCE VET Offerings 29

AUR20720 Certificate II in Automotive Vocational Preparation 30

BSB30120 Certificate III in Business 31

CPC20220 Certificate II in Construction Pathways 32

22632VIC Certificate II in Engineering Studies 33

AHC20422 Certificate II in Horticulture 34

ICT30120 Certificate III in Information Technology 35

PUA31422 Certificate III in Public Safety (Community Safety) 36

SIS30122 Certificate III in Sport, Aquatics, and Recreation 37

Glossary 38 & 39

My Preferred Future 40

Study Selection Sheet 41

Next Steps 42

Key Staff 43

Notes / Questions 44

Principal's Message

Dear parents, carers, and students,

Welcome to the Victorian Certificate of Education (VCE) Handbook. This handbook contains essential information about the VCE studies available at Tallangatta Secondary College, including VCE Vocational Major (VCE VM) and Vocational Education and Training (VET). The handbook is designed to support students in making informed decisions about their senior secondary pathway.

At Tallangatta Secondary College, we proudly uphold our motto: 'Big Enough to Deliver; Small Enough to Care'. We are committed to ensuring that every student has access to learning opportunities that are tailored to their individual goals and aspirations. We encourage students to select subjects they are passionate about, while also considering any prerequisites required for future study or career pathways they are interested in pursuing.

I would like to extend my thanks to our Learning Area Leaders and their teams of highly skilled and committed teaching staff for their dedication to our students by offering a comprehensive selection of twenty seven studies in 2027.

I encourage all families and students to actively engage in the upcoming VCE Expo, course confirmation sessions, and career-related events. These opportunities are designed to support students in making well-informed and confident decisions about their senior school journey.

Should you require further support or advice, please don't hesitate to reach out to the below staff:

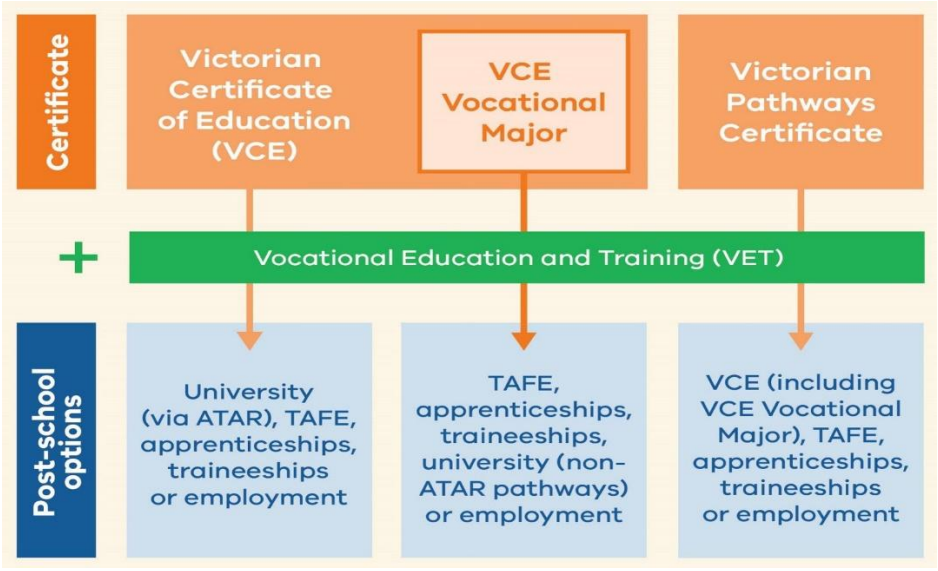
- Mr Callum Turner – Assistant Principal (Learning)
- Mrs Shae Billingsley – Curriculum and Assessment Leader (VCE Coordinator)
- Mrs Kerryn McCormack – Data, Programs and Operations Leader
- Mr Ryan Watson - Culture and Engagement Leader
- Mrs Kelly Dickins – Job, Skills and Pathways Coordinator

We look forward to supporting every child's journey through their senior education pathway at Tallangatta Secondary College.

Kind regards,

Susan Smith
Principal

Senior Secondary Certificate Pathways



On completion of an eligible Senior Secondary School program, students are awarded the Victorian Certificate of Education (VCE). This is an internationally recognised secondary school certificate.

The VCE is designed to prepare students for employment or further study, including entry to university. Students completing a scored VCE are ranked against their peers, other students throughout the state and on meeting the requirements of the VCE students are issued an Australian Tertiary Admission Rank (ATAR).

The VCE includes an applied learning pathway known as the VCE Vocational Major (VCE VM). The VCE VM provides a pathway for students into employment or trade training. Students who complete an eligible applied learning program are awarded the VCE Vocational Major. VCE VM subjects do not have end of year examinations therefore VCE VM students are not ranked against their peers and are ineligible for an ATAR.

All VCE students are required to sit the General Assessment Test (GAT). All students studying one or more Unit 3 and 4 VCE subjects (or scored VCE VET subjects) are expected to sit Sections A and B of the GAT. Students studying VCE VM studies are expected to sit Section A of the GAT only.

The GAT measures general knowledge and skills in literacy, numeracy, mathematics, science, technology, humanities, arts and social sciences. GAT results will include information on performance against literacy and numeracy standards typically expected of those leaving school. GAT results do not count directly towards VCE or VCE VM, but they are used to help check that school-based and external assessments have been fairly and accurately assessed.

An alternative certificate is available to students for whom the VCE or VCE VM is not suitable. This certificate is called the Victorian Pathways Certificate (VPC). Contact the school for further information on this pathway.

Every student can choose a Year 11 and 12 pathway that supports their goals. When choosing a Senior School program students should:

- Consider your pathway
- Select subjects you enjoy
- Select subjects you are good at
- Be realistic about your results
- Balance your workload
- Know what you are signing up for
- Keep your options open
- Seek guidence from your allies
- Remember the big picture

Victorian Certificate of Education (VCE)

What is the VCE?
The VCE is a senior secondary certificate that provides diverse pathways to further study or training at university or TAFE and to employment. It is recognised nationally and internationally and enables students to study a broad range of studies.

How is the VCE structured?
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.
Students can study Unit 1 or Unit 2 of a subject as stand-alone units. However, students 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.
Most students study between 20 and 24 units, that's five or six subjects, across Years 11 and 12.
Some students start VCE in Year 10, and some study Units 3 and 4 in Year 11.

What do I have to do to achieve my VCE?
To achieve a VCE students 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

Students can complete the remaining units, including the three sequences at Unit 3 and 4 level, in any study that interests them. Teachers determine if students have satisfactorily completed a unit, based on the work students produce and submit and adherence to VCAA and College rules.

Can I combine a VCE VET study within the VCE?
Yes. Students are encouraged to access and gain credit for any VCE VET Certificate in addition to the mandatory requirements of the VCE.

How do students achieve marks in the VCE?
There are three graded assessments for each VCE study at Unit 3 and 4 level.
Depending on the study, these may be School-based assessments and/or external assessments.
School-based assessments are set by the teacher and marked at the school. The VCAA checks the marks to make sure that all schools in Victoria are marking to the same standard.
External assessments are set and marked by the VCAA. They are the same for all students taking the same VCE study. Usually this will be an examination – whether written, oral, performance or in an electronic format.
External assessments are marked by assessors who are experts in the study. All VCE studies are marked to the same standard and there are multiple checks to make sure that marking is fair.

What is a study score?
If you obtain at least two graded assessments and achieve an S for both Units 3 and 4 in a study in the same year, you will receive a study score. A study score is a number between 0 and 50 that indicates your ranking in terms of all students doing that study in that year.

What is an ATAR?
The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) on the basis of study scores and is presented as a ranking between 0.00 and 99.95. Tertiary institutions look at the ATAR and the combinations of VCE studies students have completed before offering places. If you want to obtain an ATAR, you need to have at least four study scores, one of which must be from the English group.

What are the attendance requirements?
Students must attend class to have their work authenticated and to meet nominal study unit hours. The College class attendance expectation is 80%. Students can receive an N if attendance requirements are not met.

VCE Vocational Major (VCE VM)

What is the VCE Vocational Major (VCE VM)?
The VCE Vocational Major is a vocational and applied learning program that sits within the VCE. It has four subjects that make up the core of a program. It takes what is called an 'Applied Learning approach'. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is a two-year program over Year 11 and 12.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

How is the VCE VM structured?
The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above). Each subject has four units, and each unit has a set of outcomes which are assessed through a range of learning activities and tasks.

What do I have to do to achieve my VCE VM?
Students must successfully complete at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 3 other Unit 3-4 sequences
- 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 hours)

Most students will undertake between 18-22 units over the two years.

Who decides if I have satisfactorily completed a VCE VM unit?
The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA and College rules and procedures.

Can I combine VCE studies with VCE VM studies?
Yes. Students may access and gain credit for any VCE study in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?
Yes, SWL or an SBAT can be included and are encouraged in the VCE VM.

What are the attendance requirements?
Students must attend class to have their work authenticated and to meet nominal study unit hours. The College class attendance expectation is 80%. Students can receive an N if attendance requirements are not met.

VCE Vocational Education & Training (VET)

What is VCE Vocational Education and Training (VCE VET)?
VCE Vocational Education and Training (VCE VET) allows you to do nationally recognised training as part of your VCE, VCE VM or VPC.

VCE VET develops industry specific knowledge and skills, as well as general skills needed for employment, training, and further education. VET gives you practical skills relevant to your many talents and helps you work towards a formal VET qualification.

How do I include VCE VET in my VCE, VCE VM or VPC?

1. *Complete a VCE VET program*
   Choose a VCE VET program offered at the College. VCE VET units contribute towards satisfactory completion of your VCE, VCE VM or VPC and give you a qualification that is recognised around Australia. VCE VET programs that have Units 3 and 4 can be included in your ATAR calculation.

2. *Do a school-based apprenticeship or traineeship*
   To become an apprentice or trainee you must be in paid work and sign a contract of training. The training contract must be registered with the Victorian Registration and Qualifications Authority.
   Your VCE, VCE VM or VPC program would then include:
   - VCE, VCE VM or VPC studies at school
   - VET at an RTO, such as TAFE
   - part-time paid work in the industry in which you are training

   You can do a school-based apprenticeship or traineeship in many industries as part of your VCE, VCE VM or VPC. A school-based apprenticeship or traineeship qualification contributes to successfully finishing the VCE, VCE VM or VPC, just like VCE VET programs do, by giving students credit for Units 1 to 4. School-based apprenticeships or traineeships may contribute to an ATAR.

3. *Complete a different VET certificate*
   If you are interested in doing a VET certificate that's not available as a VCE VET program, you may be able to count it towards satisfactory completion of your VCE, VCE VM or VPC. This arrangement is called block credit.

What does successful completion of VCE VET provide students with?

- a VCE (including the VCE VM) certificate issued by the VCAA
- a VCE VET certificate and statement of attainment issued by a registered training organisation (RTO)
- credit towards the VCE, VCE VM or VPC
- an enhanced ATAR, which can improve access to further education
- pathways into employment and/or further VET qualifications or training
- workplace experience gained through structured workplace learning

What is competency-based assessment?
In VET, you're assessed as either 'competent' or 'not yet competent' for each skill. To pass, you need to show you can use your knowledge and skills like you would in a real job. That's why VET assessments often happen in actual or simulated workplaces.

What are the attendance requirements?
Students must attend class to have their work authenticated and to meet nominal unit of competency hours. The College class attendance expectation is 80%. Students can receive an N if attendance requirements are not met.

Can I choose more than one VET?
Yes. You can do up to two VET certificates per year.

Looking for more information on VET?
Go to https://www.vcaa.vic.edu.au/curriculum/vet/vet on the VCAA website.

Why Subject Selection Matters

Subject selection is your chance to experiment and explore through choosing electives! You finally get to exercise some independence and have a say in your learning through your subject choices. While this is exciting, it comes with extra responsibility.

The subjects you choose now can:

- determine which subjects you will and won't be able to study in Year 12.
- influence the vocational training or higher education options open to you when you finish school.
- influence your selection to specific institutions based on prerequisites studies

The subjects you choose impact the way the College operates by determining which VCE studies will or won't run next year, how many teachers are needed, the subjects they will teach and how the timetable is put together.

Students are encouraged to continue the preferred future pathway they chose. We understand that at times, student's circumstances and pathways can change.

If a student wishes to change their Senior Secondary pathway throughout the duration of their senior secondary years, a student support group (SSG) meeting will take place with the Curriculum and Assessment Leader, student, and parent/carer. Changes, if approved, will occur at the end of each Semester/Unit.

Whilst changes to a student's senior secondary pathway will be discussed and considered, it may not always be viable or possible to change subject preferences.

Study Periods

All VCE students are expected to go to the Senior Study Centre (SSC) or Library during allocated study periods.

- Student's attendance is monitored by Year Level Leaders.
- Students are expected to follow study period protocols.
- The SSC is primarily for quiet work, however, at times small group discussions and meetings may take place.
- If a student continually does not attend their scheduled study period/s, it will be followed up by Year Level Leaders.

Examinations

All VCE and scored VCE VET studies have internal and external examinations.
Internal examinations are held at the conclusion of Unit 1 (Term 2) and Unit 2 (Term 4).
Unit 3/4 practice examinations are held in Term 4.
VCAA external examinations for Unit 3/4 VCE and scored VCE VET studies are held in Term 4.
VCE VM studies and unscored VCE VET studies do not have examinations.

2027 Offerings

The following studies are the list of possible offerings for 2027.

Please note: Not all of these studies may run. If there is a study that you have a real interest in, you must include it in your preference list from the beginning of the selection process.

VCE and VCE VM		
ENGLISH	• English	p. 10
	• Literacy	p. 11
MATHS	• General Mathematics	p. 12
	• Mathematical Methods	p. 13
	• Numeracy	p. 14
SCIENCE	• Biology	p. 15
	• Chemistry	p. 16
	• Environmental Science	p. 17
	• Physics	p. 18
	• Psychology	p. 19
HUMANITIES	• History	p. 20
	• Legal Studies	p. 21
	• Work Related Skills	p. 22
ART AND TECHNOLOGY	• Food Studies	p. 23
	• Visual Communication Design	p. 24
HEALTH AND PHYSICAL EDUCATION	• Health and Human Development	p. 25
	• Physical Education	p. 26
	• Outdoor and Environmental Studies	p. 27
	• Personal Development Skills	p. 28

2027 Offerings

VCE VET	
• AUR20720 Certificate II in Automotive Vocational Preparation	p. 30
• BSB30120 Certificate III in Business	p. 31
• CPC20220 Certificate II in Construction Pathways	p. 32
• 22632VIC Certificate II in Engineering Studies	p. 33
• AHC20422 Certificate II in Horticulture	p. 34
• ICT30120 Certificate III in Information Technology	p. 35
• PUA31422 Certificate III in Public Safety (Community Safety)	p. 36
Dual Qualification • SIS20122 Certificate II in Sport & Recreation – Year 1 only • SIS30122 Certificate III in Sport, Aquatics, and Recreation – 2 years	p. 37

VCE Offerings

Tallangatta Secondary College

VCE: English

Overview
The study of VCE English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of VCE English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Aims
VCE English enables students to:

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

Structure
VCE English is made up of four units:

- Unit 1: Reading and exploring texts
  Crafting Texts
- Unit 2: Reading and exploring texts
  Exploring Argument
- Unit 3: Reading and responding to texts
  Creating Texts
- Unit 4: Reading and responding to texts
  Analysing Argument

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE VM: Literacy

Overview
VCE VM Literacy empowers students to read, write, speak and listen in different contexts. VCE VM Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting texts, it is important that students develop their capacity to respond to texts. Listening, viewing, reading, speaking and writing are developed systematically and concurrently, so that students' capacity to respond to different texts informs the creation of their own written and oral texts. A further key part of literacy in this study design is that students develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oral communication, so that they become confident in their use of language and their ability to comprehend, respond to and create texts for a variety of settings.

Students' development of literate practices includes an emphasis on critical literacy so that they understand the social nature of language and how texts position readers in relation to particular ideologies.

Aims
VCE VM Literacy enables students to:

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

Structure
VCE VM Literacy is made up of four units:

- Unit 1: Literacy for personal use
  Understanding and creating digital texts
- Unit 2: Understanding issues and voices
  Responding to opinions
- Unit 3: Accessing and understanding informational, organisational and procedural texts
  Creating and responding to organisational, informational or procedural texts
- Unit 4: Understanding and engaging with literacy for advocacy
  Speaking to advise or to advocate

Entry
There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 are undertaken sequentially.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE: General Mathematics

Overview
VCE General Mathematics is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline and its applications. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

VCE General Mathematics Units 1–4 provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

Students in Units 1 & 2 will undertake a mathematical investigation as part of their studies.

Aims
VCE General Mathematics enables students to:

- develop mathematical concepts, key knowledge and key skills
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar
- apply computational thinking and algorithms, and use technology effectively as a tool for working mathematically

Structure
VCE General Mathematics is made up of four units:

- Unit 1: Investigating and comparing data distributions
  Arithmetic and geometric sequences, recurrence relations and financial mathematics
  Linear functions, graphs, equations and models
  Matrices

- Unit 2: Investigating relationships between two numerical values
  Graphs and networks
  Variation
  Space and measurement and application of trigonometry

- Unit 3: Data analysis
  Recursion and financial modelling

- Unit 4: Matrices
  Networks and decision maths

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE: Mathematical Methods

Overview
VCE Mathematical Methods is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline and its applications. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

VCE Mathematical Methods Units 1–4 provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Students in Units 1 & 2 will undertake a mathematical investigation as part of their studies.

Aims
VCE Mathematical Methods enables students to:

- develop mathematical concepts, key knowledge and key skills to solve routine problems
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar
- apply computational thinking and algorithms, and use technology effectively as a tool for working mathematically

Structure
VCE Mathematical Methods is made up of four units:

- Unit 1: Functions, relations and graphs
  Algebra, number and structure
  Calculus
  Data analysis, probability and statistics

- Unit 2: Functions, relations and graphs
  Algebra, number and structure
  Calculus
  Data analysis, probability and statistics

- Unit 3 and 4:
  Functions, relations and graphs
  Algebra, number and structure
  Calculus
  Data analysis, probability and statistics

Entry
There are no prerequisites for entry to Units 1, 2 and 3; however, students undertaking Mathematical Methods Units 1 and 2 are to have a sound background in number, algebra, function, geometry, probability and statistics.
Students must undertake Unit 3 and Unit 4 as a sequence.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE VM: Numeracy

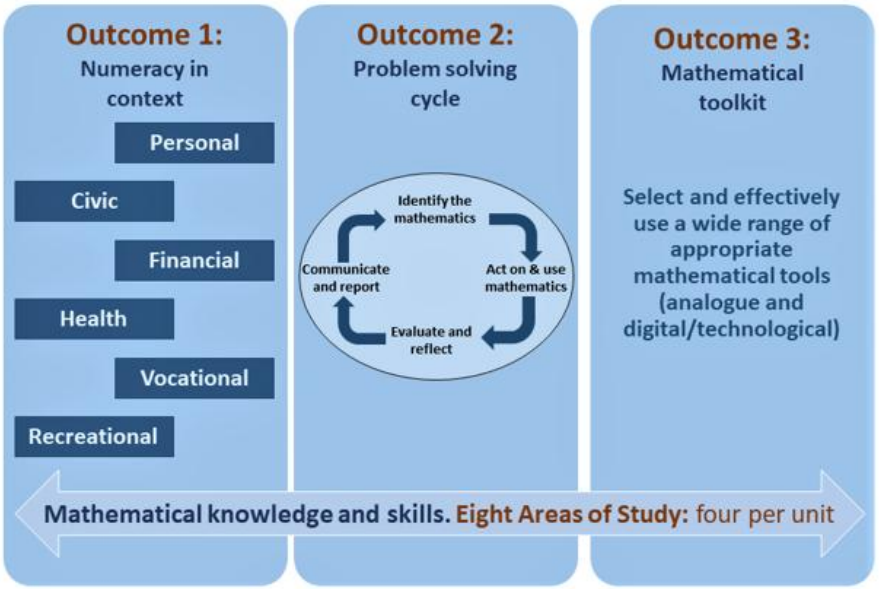
Overview
VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

Technology is an integral part of everyday and working life in Australia. Handheld devices like tablets are used for common daily uses: connectivity, communication, sourcing information, and as a tool for carrying out a myriad of functions. Software applications are available on a range of devices. There is an expectation that our students are ready with these skills when they transition to independent living, further study or to work. The integration of digital technologies in the learning of mathematical processes is essential and is embedded throughout this study.

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

Structure



Area of Study 1: Number
Area of Study 2: Shape
Area of Study 3: Quantity & measures
Area of Study 4: Relationships
Area of Study 5: Dimension & direction
Area of Study 6: Data
Area of Study 7: Uncertainty
Area of Study 8: Systematics

Entry
There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE: Biology

Overview
VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Aims
VCE Biology enables students to:

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

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

- Unit 1: How do organisms regulate their functions?
- Unit 2: How does inheritance impact on diversity?
- Unit 3: How do cells maintain life?
- Unit 4: How does life change and respond to challenges?

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE: Chemistry

Overview
VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

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

Structure
VCE Chemistry is made up of four units:

- Unit 1: How can the diversity of materials be explained?
- Unit 2: How do chemical reactions shape the natural world?
- Unit 3: How can design and innovation help to optimise chemical processes?
- Unit 4: How are carbon-based compounds designed for purpose?

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE: Environmental Science

Overview
VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services.

In VCE Environmental Science, students develop a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate environment-related issues, alternative proposals and responses to challenges by considering both short- and long-term consequences for the individual, the environment and society.

VCE Environmental Science provides direct pathways to a range of careers related to atmospheric sciences, ecology, environmental chemistry and geosciences. The interdisciplinary nature of the study leads to pathways including, but not limited to, architecture, environmental law, engineering, environmental consultancy, environmental advocacy, government policy development, industrial management, landscape design, regional and urban planning, and teaching and research. Environmental scientists also work in cross-disciplinary solutions-oriented areas such as coastal management, climate risk management and disaster risk management.

Aims
VCE Environmental Science enables students to:

- develop knowledge and understanding of Earth as a dynamic and complex set of four interrelated systems – atmosphere, biosphere, hydrosphere and lithosphere – that undergo natural change over various time scales and that affect, and are affected by, human activities
- understand that sustainable, solutions-focused responses to environmental challenges involve innovative thinking as well as responsible decision-making that is influenced by both regulatory frameworks and the values, knowledge and priorities of multiple stakeholders

Structure
VCE Environmental Science is made up of four units, structured under a series of curriculum-framing questions that reflect the inquiry nature of the discipline.

- Unit 1: How are Earth's dynamic systems interconnected to support life?
- Unit 2: What affects Earth's capacity to sustain life?
- Unit 3: How can biodiversity and development be sustained?
- Unit 4: How can climate change and energy impacts be managed?

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE: Physics

Overview
VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

In VCE Physics, students develop and extend a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate physics-related issues and the impacts of physics research both locally and globally and communicate their views from a position informed by their knowledge of physics.

VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, materials science, neuroscience, remote sensing, renewable energy generation, sports science and transport and vehicle safety.

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

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

- Unit 1: How is energy useful to society?
- Unit 2: How does physics help us to understand the world?
- Unit 3: How do fields explain motion and electricity?
- Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE: Psychology

Overview
VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Students who study VCE Psychology can consider a pathway within this discipline that can lead to a range of careers and roles that work with diverse populations and communities. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings.

Students exposed to the study of VCE Psychology recognise the diverse nature of the discipline and career opportunities within the field. These opportunities include careers and roles that do not involve being a registered psychologist, including roles in aged, family and child services; case managers; communications specialists; counsellors; community health and welfare roles; health services support roles; human resource specialists; managers; marketing and market research roles; office administration roles; policy and planning roles; probation and parole services roles; and social work and teaching roles.

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

Structure
VCE Psychology is made up of four units, structured as a series of curriculum-framing questions that reflect the inquiry nature of the discipline.
- Unit 1: How are behaviour and mental processes shaped?
- Unit 2: How do internal and external factors influence behaviour and mental processes?
- Unit 3: How does experience affect behaviour and mental processes?
- Unit 4: How is mental wellbeing supported and maintained?

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE: History

Overview
The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of historical sources that are used as evidence. Furthermore, judgments about historical significance made by historians are central to the discipline. Historians do not always agree about the meaning of the past; historical interpretations are often subject to academic and popular debate. Therefore, history is contested, and students develop an ability to work within this contested space to form their own opinions and to defend them using evidence. The study of History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

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

Structure
VCE History is made up of four units:

- Unit 1: Ancient Mesopotamia
- Unit 2: Ancient Egypt
- Unit 3: Ancient History: Greece
- Unit 4: Ancient History: Rome

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE: Legal Studies

Overview
In contemporary Australian society there are a range of laws existing to both protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of a democratic society interact with laws and the legal system through many aspects of their lives and can also influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems.

Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

Aims
VCE Legal Studies enables students to:

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

Structure
VCE Legal Studies is made up of four units:

- Unit 1: The presumption of innocence
- Unit 2: Wrongs and rights
- Unit 3: Rights and justice
- Unit 4: The people, the law and reform

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE VM: Work Related Skills

Overview
VCE VM 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.

Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals.

In VCE VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education and provides young people with the tools they need to succeed in the future.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Aims
VCE VM Work Related Skills enables students to:

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

Structure
VCE VM Work Related Skills is made up of four units:

- Unit 1: Careers and learning for the future
- Unit 2: Workplace skills and capabilities
- Unit 3: Industrial relations, workplace environment and practice
- Unit 4: Portfolio preparation and presentation

Entry
There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially.

Scored assessment
Scored assessment is not available in Work Related Skills. This study can also be undertaken in a VCE pathway.

Applied Learning
Personal Development Skills is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.
Applied learning incorporates the teaching of skills and knowledge in the context of ‘real life’ experiences. Students will apply what they have learnt by doing, experiencing and relating acquired skills to the real world.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE: Food Studies

Overview
Australia has a varied and abundant food supply. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products in quantities that may harm their health. Also, food and cooking, and their central roles in our lives, have become prominent topics in digital media and publishing. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

Practical activities are integral to VCE Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Aims
VCE Food Studies enables students to:

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

Structure
VCE Food Studies is made up of four units:

- Unit 1: Food origins
- Unit 2: Food makers
- Unit 3: Food in daily life
- Unit 4: Food issues, challenges and futures

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE: Visual Communication Design

Overview
The complex demands of 21st-century living have broadened the scope of the designer's work, and the potential of design to solve ill-defined problems is recognised across sectors including business, industry and education. In response, VCE Visual Communication Design moves beyond practices focusing largely on appearance and function and views the work of designers as part of larger systems and services addressing problems in sustainable and strategic ways.

Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders' needs, desires, behaviours and attitudes.

The study of VCE Visual Communication Design, therefore, seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

Aims
VCE Visual Communication Design enables students to:

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

Structure
VCE Visual Communication Design is made up of four units:

- Unit 1: Finding, reframing and resolving design problems
- Unit 2: Design contexts and connections
- Unit 3: Visual communication in design practice
- Unit 4: Delivering design solutions

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE: Health and Human Development

Overview
VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing, and those that compromise it. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.

VCE Health and Human Development is designed to build health literacy. As individuals and as citizens, students develop their ability to navigate and analyse health information, to critically recognise and carry out supportive action, and to evaluate healthcare initiatives and interventions. They take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Aims
VCE Health and Human Development enables students to:

- understand the complex nature of health and human development
- develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions
- understand the biological, sociocultural and environmental factors that impact health and wellbeing
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing
- develop understanding of the Australian healthcare system and the values that underpin it
- apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- understand the importance of the United Nations' (UN's) Sustainable Development Goals (SDGs) and evaluate the effectiveness of health and wellbeing initiatives and programs to support the achievement of the SDGs
- propose and justify action to positively influence health and wellbeing, and human development, outcomes at individual, local, national and/or global levels

Structure
VCE Health and Human Development is made up of four units:

- Unit 1: Understanding health and wellbeing
- Unit 2: Managing health and development
- Unit 3: Australia's health in a globalised world
- Unit 4: Health and human development in a global context

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE: Physical Education

Overview
The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of physical activity with practical application. This develops the knowledge and skills required to critically evaluate influences that affect their own and others' participation and performance in movement.

Movement is a valid and valued context for learning that also provides students with the opportunity to appreciate the physical, social, emotional, mental and spiritual benefits associated with movement in promoting health and wellbeing. Therefore, movement experiences in VCE Physical Education encourage students to intrinsically appreciate movement while developing theoretical understanding.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifetime. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Aims
VCE Physical Education enables students to:

- engage in practical activities that integrate theoretical understanding with practical application in all types and intensities of movement
- develop the knowledge and skills to critically evaluate their participation and learning in, through and about movement
- engage in practical activities to determine and analyse how the body systems work together to produce and refine movement
- critically evaluate trends in participation in physical activity, sport and exercise from a psychosocial perspective
- analyse movement skills from a biophysical perspective and apply relevant training principles and methods to improve performance in physical activity at an individual, club and elite level

Structure
VCE Physical Education is made up of four units:

- Unit 1: The human body in motion
- Unit 2: Physical activity, sport, exercise and society
- Unit 3: Movement skills and energy for physical activity, sport and exercise
- Unit 4: Training to improve performance

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE: Outdoor and Environmental Studies

Overview
VCE Outdoor and Environmental Studies provides students with the skills and knowledge to participate safely and sustainably in a range of outdoor experiences and environments. Through participation in outdoor experiences, students learn to respect and value these landscapes and their living cultural history.

Historically, Indigenous peoples modified outdoor environments on a small scale, but since colonisation Australian outdoor environments have been altered to meet commercial, conservation and recreation needs, as well as to feed an increasing population. Today, outdoor environments remain an important aspect of Australian identity and continue to be used by industry.

By spending time in outdoor environments, students learn to assess the health of, and evaluate the importance of, healthy outdoor environments. Students learn to recognise the impact of increasing pressures on these places through direct human use, while observing the indirect damage created by local, national and international practices. Students explore differing values and approaches of user groups; how these groups generate a range of impacts on outdoor environments; pressures and tensions between user groups; and issues concerning the preservation and sustainability of outdoor environments.

The study enables students to critically analyse different human relationships with outdoor environments and their subsequent effects. This provides students with the knowledge and skills to participate in, and contribute to, contemporary society by supporting and creating solutions for the future health of outdoor environments.

Through its cross-disciplinary approach to studying outdoor environments, the study informs a range of future pathways, including formal study and involvement in areas where knowledge of, and interaction with, outdoor environments is central, such as natural resource management, nature-based tourism, conservation advocacy, outdoor leading and guiding, environmental research and policy, education and agriculture.

Aims
VCE Outdoor and Environmental Studies enables students to:

- develop experiential relationships with, and knowledge of, outdoor environments through practical experiences varying in duration
- develop an understanding of the ecological, historical, cultural, economic and social factors that have affected and will continue to affect the health of a range of different outdoor environments
- develop practical skills, knowledge and behaviours that promote safe and sustainable interaction with varied outdoor environments, both local and afar
- identify, analyse and contribute to the strategies used to protect, conserve and manage outdoor environments in a sustainable manner
- develop an understanding of historical and contemporary Indigenous peoples' relationships with outdoor environments via knowledge systems and traditional management techniques
- understand the role of environmental policy in maintaining the health of outdoor environments in Australia, including the influence of the public in shaping local, state and federal government legislation

Structure
VCE Outdoor and Environmental Studies is made up of four units:

- Unit 1: Connections with outdoor environments
- Unit 2: Discovering outdoor environments
- Unit 3: Relationships with outdoor environments
- Unit 4: Sustainable outdoor environments

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE VM: Personal Development Skills

Overview
Contemporary society has complex and at times contrasting expectations of its citizens and communities. On the one hand there is the apparent ease of global communication and connectedness; on the other, there is evidence that many individuals feel socially isolated, alienated or unsafe. How can this be addressed? And how do we build and sustain civil, connected and forward-thinking communities?

VCE VM Personal Development Skills enables students to explore and address important social challenges and questions. Who am I? What is community? How can we improve the health and wellbeing of individuals? What are my goals as an individual and as part of a community? How do I seek and critique reliable information? How do I build meaningful connections with others? What actions can be taken to respond to issues that affect us as a society?

Through independent and collaborative activities, Personal Development Skills builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience.

Aims
VCE VM Personal Development Skills enables students to:

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

Structure
VCE VM Personal Development Skills is made up of four units:

- Unit 1: Healthy individuals
- Unit 2: Connecting with community
- Unit 3: Leadership and teamwork
- Unit 4: Community project

Entry
There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially.

Scored assessment
Scored assessment is not available in VCE VM Personal Development Skills. This study can also be undertaken in a VCE pathway.

Applied Learning
VCE VM Personal Development Skills is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.
Applied learning incorporates the teaching of skills and knowledge in the context of 'real life' experiences. Students will apply what they have learnt by doing, experiencing and relating acquired skills to the real world.

These are extracts from the VCAA Study Design.
Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

VCE VET Offerings

Tallangatta Secondary College

AUR20720 Certificate II in Automotive Vocational Preparation

Overview
The VCE VET Automotive Vocational Preparation program is a nationally recognised qualification that covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body.

Qualification
Students must achieve twelve units of competency to gain AUR20720 Certificate II in Automotive Vocational Preparation, including:

- seven core units of competency
- five elective units of competency

This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification provides students with vocational skills, knowledge, and preparation for an apprenticeship in the automotive industry.

Aims
The VCE VET Automotive Vocational Preparation program aims to:

- provide students with the knowledge, skill and competency that will enhance their training and employment prospects in the automotive retail, service and repair industries
- enable students to gain a recognised credential and to make an informed choice of vocation or career path

Units of Competency (UOCs) include:

- AURASA102 Follow safe working practices in an automotive workplace
- AURETR006 Solder electrical wiring and circuits
- AURLTA101 Identify automotive mechanical systems and components
- AURTTK102 Use and maintain tools and equipment in an automotive workplace

Duration: Certificate II in Automotive Vocational Preparation is typically completed over two years.

Location: Onsite at Tallangatta Secondary College (course is delivered with AIET - RTO: 121314).

VCE VET credit
On successful completion of the VCE VET Automotive Vocational Preparation program, students are eligible for the following credit towards their VCE or VCE VM statement of results:

- 365 nominal hours of completed units of competency (UOCs)
- Unit 1 and 2 credit
- Unit 3 and 4 sequence

Scored assessment
Scored assessment is not available in the VCE VET Automotive Vocational Preparation program.

ATAR contribution
Students who receive a VCE VET Units 3 and 4 sequence for the VCE VET Automotive Vocational Preparation qualification will be eligible for an increment towards their ATAR (10% of the fourth study score of the primary four).

These are extracts from the VCAA VCE VET Programs.
Please see: https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx

BSB30120 Certificate III in Business

Overview
The VCE VET Business program is drawn from the 'BSB Business Services' training package. This qualification has been structured to address the transferable skills required by workers across the business landscape whilst also reflecting current and emerging skills needs in the technical skills sectors. Specific competencies include business competence, critical thinking and problem solving, social competence, data literacy, digital competence and technical skills.

This certificate reflects the role of individuals in a variety of Business Services job roles who carry out a range of routine procedural, clerical, administrative or operational tasks requiring technology and business skills. Individuals in these roles apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge and may also provide technical advice and support to a team.

Qualification
Students must achieve thirteen units of competency to gain BSB30120 Certificate III in Business, including:

- six core units of competency
- seven elective units of competency

The qualifications will develop and build teamwork, interpersonal skills and organisational capabilities through the development and publication of the Tallangatta Herald, Kiewa River Gazette, Tallangatta Secondary College annual Bolga Magazine and weekly College newsletter. These skills can be used to further strengthen students' employability skills postsecondary schooling.

Aims
The VCE VET Business program aims to:

- provide participants with the knowledge, skill and competency that will enhance their training and employment prospects in the broad range of business and industry settings.
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path

Units of Competency (UOCs) include:

- BSBTEC202 Use digital technologies to communicate in a work environment
- BSBCRT311 Apply critical thinking skills in a team environment
- BSBTEC303 Create electronic presentations
- BSBTEC302 Design and produce Spreadsheets
- BSBSUS211 Participate in sustainable work practices

Duration: BSB30120 Certificate III in Business is typically completed over two years.

Location: Onsite at Tallangatta Secondary College (course is delivered with IVET - RTO: 40548).

VCE VET credit
On successful completion of the VCE VET Business program, students are eligible for the following credit towards their VCE or VCE VM statement of results:

- 470 nominal hours of completed units of competency (UOCs)
- Unit 1 and 2 credit and Unit 3 and 4 sequence

Scored assessment
Scored assessment is available in Units 3 & 4. This consists of three coursework tasks that are worth 66% of the overall study score and an end-of-year examination that is worth 34% of the overall study score.

ATAR Contribution
Scored VCE VET programs may contribute to a student's ATAR as one of the primary four studies or one of the two available (and permissible) increments.

These are extracts from the VCAA VCE VET Programs.
Please see: https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx

CPC20220 Certificate II in Construction Pathways

Overview
The VCE VET Construction Pathways program provides a pathway to the primary trades in the construction industry with skills suited for entry to off-site occupations such as joinery as well as carpentry, bricklaying and other occupations in general construction. Students gain a broad knowledge of using various tools and equipment related to building, by undertaking a range of practical tasks and projects.

Qualification
Students must achieve ten units of competency to gain CPC20220 Certificate II in Construction Pathways, including:

- five core units of competency
- five elective unit of competency

The aim of the Certificate II in Construction Pathways is to provide students with basic industry specific skills and knowledge to enable transition into an apprenticeship within the building and construction industries at the certificate III level.

Aims
The VCE VET Construction Pathways program aims to:

- provide participants with the knowledge, skill and competency that will enhance their training and employment prospects in several building trades
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path

Units of Competency (UOCs) include:

- CPCCOM1015 Carry out measurements and calculations
- CPCCVE1011 Undertake a basic construction project
- CPCCCM2012 Work safely at heights
- CPCCCM2006 Apply basic levelling procedures

Duration: CPC20220 Certificate II in Construction Pathways is typically completed over two years.

Location: Onsite at Tallangatta Secondary College (course is delivered with AIET - RTO: 121314).

VCE VET credit
On successful completion of the VCE VET Construction Pathways program, students are eligible for the following credit towards their VCE or VCE VM statement of results:

- 374 nominal hours of completed units of competency (UOCs)
- Unit 1 and 2 credit
- Unit 3 and 4 sequence

Scored assessment
Scored assessment is not available in the VCE VET Construction Pathways program.

ATAR Contribution
Students who receive a VCE VET Units 3 and 4 sequence for the Construction Pathways qualification will be eligible for an increment towards their ATAR (10% of the fourth study score of the primary four).

Entry
There are no prerequisites for entry to VCE VET Construction Pathways.

These are extracts from the VCAA VCE VET Programs.
Please see: https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx

22632VIC Certificate II in Engineering Studies

Overview
The VCE VET Engineering Studies program is a pre-employment course designed to prepare participants for entry level employment contexts, such as an apprenticeship, in the engineering, manufacturing or related industries. The course is also a suitable prerequisite for students wishing to undertake further study in qualifications such as the Diploma of Engineering Technology.

Qualification
Students must achieve eleven units of competency to gain 22632VIC Certificate II in Engineering Studies, including:

- eight core units of competency
- one elective unit of competency

This qualification aims to provide students with skills and knowledge in machine processing, fabrication techniques and using power tools and computers for engineering related work activities. It provides pre-employment training and pathways in the engineering, manufacturing or related industries and accommodates entry into the wider engineering industry.

Aims
The VCE VET Engineering Studies program aims to:

- provide participants with the knowledge, skill and competency that will enhance their training and employment prospects in the manufacturing, engineering and related industries
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path

Units of Competency (UOCs) include:

- VU23475 Safely use hand tools and handheld power tools for general engineering applications
- VU23478 Perform basic machining processes
- VU23479 Apply basic fabrication techniques
- VU23485 Perform basic welding and thermal cutting processes
- VU23481 Apply occupational health and safety principles in an engineering environment

Duration: 22632VIC Certificate II in Engineering Studies is typically completed over two years.

Location: Onsite at Tallangatta Secondary College (course is delivered with AIET - RTO: 121314).

VCE VET credit
On successful completion of the VCE VET Engineering Studies program, students are eligible for the following credit towards their VCE or VCE VM statement of results:

- 370 nominal hours of completed units of competency (UOCs)
- Unit 1 and 2 credit
- Unit 3 and 4 sequence

Scored assessment
Scored assessment is available in Units 3 & 4. This consists of three coursework tasks that are worth 66% of the overall study score and an end-of-year examination that is worth 34% of the overall study score.

ATAR Contribution
Scored VCE VET programs may contribute to a student's ATAR as one of the primary four studies or one of the two available (and permissible) increments.

These are extracts from the VCAA VCE VET Programs.
Please see: https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx

AHC20422 Certificate II in Horticulture

Overview
The VCE VET Horticulture program is a nationally recognised qualification that equipes students with the skills and knowledge for a range of entry level horticulture job roles. Employment opportunities may include nursery worker, assistant landscaper, assistant parks or gardens worker.

Qualification
Students must achieve fifteen units of competency to gain AHC20422 Certificate II in Horticulture, including:

- eight core units of competency
- seven elective units of competency

This qualification equips beginners with essential skills for entry-level horticulture positions. Students learn about machinery operation, plant recognition, effective weed, pest, and disease management, tree and shrub planting, and soil testing. Students also learn to work safely and sustainably in horticulture workplace settings.

Aims
The VCE VET Horticulture program aims to:

- provide participants with the knowledge, skill and competency that will enhance their training and employment prospects in the agriculture, horticulture, conservation, and land management industries
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path

Units of Competency (UOCs) include:

- AHCPER222 Use and maintain basic hand tools and equipment for garden and farm
- AHCSOL203 Assist with soil or growing media sampling and testing
- AHCPMG201 Treat weeds
- AHCCHM201 Apply chemicals under supervision

Duration: AHC20422 Certificate II in Horticulture is typically completed over two years.

Location: Onsite at Tallangatta Secondary College (course is delivered with AIET - RTO: 121314).

VCE VET Credit
On successful completion of the VCE VET Horticulture program, students are eligible for the following credit towards their VCE or VCE VM statement of results:

- 445 nominal hours of completed units of competency (UOCs)
- Unit 1 and 2 credit
- Unit 3 and 4 sequence

Scored assessment
Scored assessment is not available in the VCE VET Horticulture program.

ATAR Contribution
Students who receive a VCE VET Units 3 and 4 sequence for the Horticulture qualification will be eligible for an increment towards their ATAR (10% of the fourth study score of the primary four).

These are extracts from the VCAA VCE VET Programs.
Please see: https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx

ICT30120 Certificate III in Information Technology

Overview
The VCE VET Information Technology program is a nationally recognised qualification which reflects the role of individuals competent across a comprehensive range of Information and Communications Technology (ICT) specializations, including networking, programming, cloud computing basics, digital media and cyber awareness.

Qualification
Students must achieve twelve units of competency to gain ICT30120 Certificate III in Information Technology, including:

- six core units of competency
- six elective units of competency

This qualification provides students with the skills and knowledge to develop the capacity to work collaboratively and creatively in a job role, including the application of skills in networking, programming, systems, and web development.

Aims
The VCE VET Information Technology program aims to:

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

Units of Competency (UOCs) include:

- ICTICT213 Use computer operating systems and hardware
- ICTPRG302 Apply introductory programming techniques
- ICTSAS305 Provide ICT advice to clients
- ICTSAS309 Maintain and repair ICT equipment and software
- ICTSAS310 Install, configure and secure a small office or home office network

Duration: ICT30120 Certificate III in Information Technology is typically completed over two years.

Location: Onsite at Tallangatta Secondary College (course is delivered with Ripponlea - RTO: 21230).

VCE VET credit
On successful completion of the VCE VET Information Technology program, students are eligible for the following credit towards their VCE or VCE VM statement of results:

- 470 nominal hours of completed units of competency (UOCs)
- Unit 1 and 2 credit
- Unit 3 and 4 sequence

Scored assessment
Scored assessment is available in Units 3 & 4. This consists of three coursework tasks that are worth 66% of the overall study score and an end-of-year examination that is worth 34% of the overall study score.

ATAR Contribution
Scored VCE VET programs may contribute to a student's ATAR as one of the primary four studies or one of the two available (and permissible) increments.

These are extracts from the VCAA VCE VET Programs.
Please see: https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx

PUA31422 Certificate III in Public Safety (Community Safety)

Overview
The VCE VET Public Safety (Community Safety) program is a nationally recognised qualification designed for emergency service and public safety personnel. It equips individuals with the skills to develop and deliver community safety programs, enhance public resilience, and actively partner with at-risk communities

Qualification
Students must achieve fifteen units of competency to gain PUA31422 Certificate III in Public Safety (Community Safety), including:

- Three core units of competency
- Twelve elective units of competency

This qualification includes the units of competency required by firefighters to respond to wildfire incidents and to perform a range of other related activities. At this level, firefighters generally work under supervision and have limited discretion in selecting equipment and determining tactics.

Aims
The VCE VET Public Safety (Community Safety) program aims to:

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

Units of Competency (UOCs) include:

- PUAFIR204 Respond to wildfire
- PUAFIR220 Respond to isolated structure fire
- PUAWHS002 Maintain safety at an incident scene
- PUAOPE013 Operate communications systems and equipment

Duration: PUA31422 Certificate III in Public Safety (Community Safety) is typically completed over two years.

Location: Various onsite and offsite locations within Towong and Alpine Shires as part of the youth crew program (course is delivered with Magenta Safety Training - RTO: 22593).

VCE VET credit
On successful completion of the VCE VET Public Safety (Community Safety) program, students are eligible for the following credit towards their VCE or VCE VM statement of results:

- 371 nominal hours of completed units of competency (UOCs)
- Unit 1 and 2 credit
- Unit 3 and 4 sequence

Scored assessment
Scored assessment is not available in the VCE VET Public Safety (Community Safety).

ATAR Contribution
Students who receive a VCE VET Units 3 and 4 sequence for the Public Safety qualification will be eligible for an increment towards their ATAR (10% of the fourth study score of the primary four).

These are extracts from training.gov.au and Magenta Safety Training.

SIS30122 Certificate III in Sport, Aquatics and Recreation

Overview
The VCE VET Sport and Recreation program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation related industries.

Qualification
Students must achieve fifteen units of competency to gain SIS30122 Certificate III in Sport, Aquatics and Recreation, including:

- ten core units of competency
- four elective units of competency

This qualification prepares students for roles supporting the day-to-day operation of sport, leisure and aquatic facilities. Learners develop well-rounded skills in customer service, supervising activities, responding to emergencies, maintaining equipment and venues and assisting with the planning and delivery of sport and recreation programs. This qualification provides a pathway to work for any type of sport, aquatic or recreation organisation including commercial, not-for-profit, community and government organisations.

Aims
The VCE VET Sport, Aquatics and Recreation program aims to:

- provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects in the sport or community recreation industry
- enable participants to gain a recognised credential to make informed choices of vocation or career path

Units of Competency (UOCs) include:

- HLTAID011 Provide first aid
- SISSSOF002 Continuously improve officiating skills and knowledge
- SISSPAR009 Participate in conditioning for sport
- SISCAQU020 Perform water rescues
- SISSSCO001 Conduct sport coaching sessions with foundation level participants

Duration: SIS30122 Certificate III in Sport, Aquatics and Recreation is typically completed over two years (students who only complete Year 1 of the program will receive SIS20122 Certificate II in Sport & Recreation).

Location: Onsite at Tallangatta Secondary College (course is delivered with IVET - RTO: 40548).

VCE VET credit
On successful completion of the VCE VET Sport, Aquatics and Recreation program, students are eligible for the following credit towards their VCE or VCE VM statement of results:

- 443 nominal hours of completed units of competency (UOCs)
- Unit 1 and 2 credit and Unit 3 and 4 sequence

Scored assessment
Scored assessment is available in Units 3 & 4. This consists of three coursework tasks that are worth 66% of the overall study score and an end-of-year examination that is worth 34% of the overall study score.

ATAR Contribution
Scored VCE VET programs may contribute to a student's ATAR as one of the primary four studies or one of the two available (and permissible) increments.

These are extracts from the VCAA VCE VET Programs.
Please see: https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx

Glossary

Australian Tertiary Admission Rank (ATAR)
A ranking on a scale of 0.00 to 99.95 based on study scores, given to a student. Calculated by VTAC and used by tertiary institutions to select students for their courses.

Department of Education and Training (DET)
The Victorian Government department that administers school education, apprenticeships and traineeships.

Edrolo
An online resource for some VCE studies that provides interactive videos, revision and exam questions for Year 11 and 12 students.

Essential Learning Task (ELT)
Evidence based on the key skills and key knowledge from a study design to satisfactorily meet unit outcomes.

General Achievement Test (GAT)
Completed by all students enrolled in a VCE or scored VCE VET Unit 3 and 4 sequence.

Step Up
An end of year program to prepare students for their senior secondary studies.

Outcomes
What students are expected to know and have achieved by the time they have finished a VCE unit.

Registered Training Organisation (RTO)
An organisation approved by the Victorian Registration and Qualifications Authority or Australian Skills Quality Authority to deliver and issue VET qualifications.

Satisfactory (S)
Certifies that a student has successfully completed outcomes of a VCE or VCE VM unit, units of competency for a VCE VET unit or modules for a VPC unit. If a student does not satisfactorily complete the unit, they will receive an N (not satisfactory).

School-assessed coursework (SAC)
Used to assess a student's level of achievement. Tasks are selected by the school using Study Designs.

School-assessed task (SAT)
Used to assess a students' specific sets of practical skills and knowledge. Tasks are set by the VCAA and assessed by the teacher.

School-based apprenticeship or traineeship (SBAT)
An apprenticeship or traineeship undertaken in the VCE, VCE VM or Victorian Pathways Certificate (VPC), with at least one day a week spent on the job or in training during the normal school week.

Semester
Half the academic year (around 20 weeks across 2 consecutive school terms). Most units last for one semester.

Statement of Attainment
A record of recognised learning that may contribute towards a VET qualification.

Statement of Results
A set of documents that lists the student's VCE, VCE VM or VPC results, and if the relevant certificate has been awarded.

Glossary

Structured Workplace Learning (SWL)
On-the-job training that allows students to develop their work skills and understand employer expectations.

Studies
The subjects available in the VCE, VCE VM and VPC.

Study Score
A score between 0 and 50, showing how a student performed in a VCE Unit 3-4 sequence or scored VCE VET program, relative to all other students in the State. This is calculated using the scores achieved in each of the graded assessments for the study – two for VCE VET and three for VCE.

Technical and Further Education (TAFE)
Offers a range of vocational courses up to the level of advanced diploma.

Unit of Competency (UoCs)
A description of the skills and knowledge required by a person to perform effectively to a specific standard in a particular workplace role or industry area in a VCE VET program.

Units (VCE, VCE VM or VPC)
The parts of a subject in the VCE, VCE VM or VPC. There are usually four units in a subject.

Unscored VCE
An amended VCE program whereby students complete all internal assessment tasks (including SACs, SATs and ELTs), however they do not complete VCAA examinations at the end of Units 3&4 and therefore do not receive an ATAR score.

Victorian Certificate of Education (VCE)
The senior secondary qualification in Victoria.

Victorian Curriculum and Assessment Authority (VCAA)
The statutory authority responsible for providing curriculum and assessment programs for students in Victoria.

Victorian Pathways Certificate (VPC)
A foundation secondary qualification designed for students who would benefit from a more individualised program at a more accessible level than a senior secondary certificate.

Victorian Registration and Qualifications Authority (VRQA)
Victoria's education and training regulator.

Victorian Tertiary Admissions Centre (VTAC)
Calculates and distributes the ATAR and processes tertiary entrance applications.

Vocational Education Training (VET)
Nationally recognised training as part of a student's VCE, VCE VM or VPC. VET develops industry specific knowledge and skills, as well as general skills needed for employment, training, and further education.

VCE Vocational Major (VCE VM)
A 2-year vocational and applied learning program within the VCE with specific subjects designed to prepare students for a vocational pathway.

My Preferred Future

My Morrisby profile career suggestions and suitable studies are:

I completed work experience / volunteering at:

My strengths and interests are:

In the future I wish to be:

The tertiary/further study courses that interest me are:

The requirements for these courses are:

The prerequisite studies required for these courses are:

For more information on course requirements and prerequisite studies, please go to https://www.vtac.edu.au/

Study Selection Sheet

VCE or VCE VET study undertaken in Year 10 - 2026

	Year 11 – 2027	*Year 12 – 2028*
English or Literacy		
Study 2		
Study 3		
Study 4		
Study 5		
Study 6		
Backup Study		

Student Checklist

Above is my preferred Year 11 and 12 program that follows the VCAA requirements of the Victorian Certificate of Education (VCE).

To achieve a VCE students must successfully complete at least 16 units including:

- ☐ 3 VCE English units (including a Unit 3/4 sequence)
- ☐ at least three additional Unit 3/4 sequences
- ☐ I understand this program is designed for me to obtain an ATAR score.

To achieve a VCE VM students must successfully complete at least 16 units, including:

- ☐ 3 VCE VM Literacy or VCE English units (including a Unit 3/4 sequence)
- ☐ at least three additional Unit 3/4 sequences
- ☐ 2 VCE VM Numeracy or VCE Mathematics units
- ☐ 2 VCE VM Work Related Skills units
- ☐ 2 VCE VM Personal Development Skills units
- ☐ 2 VET credits at Certificate II level or above (180 hours)
- ☐ I understand this program will not allow me to obtain an ATAR score.

Over years 11 and 12, most students study between 20 and 24 units, usually 6 studies in Year 11 and 5 studies in Year 12.

Next Steps

Term 2

- Week 9:
  - *Year 10 Senior Secondary Pathway Session (Wednesday 17th June)*
  - *VCE handbook distributed (Wednesday 17th June)*

Term 3

- Week 3:

  - *2027 Preliminary Subject Preferences open (Wednesday 29th July)*
- Week 6: *2027 Subject Preferences Close (Friday 21st August)*
- Week 7: *Work Experience Week #3*

Term 4

- *Week 2: Compulsory Student/Parent/Carer Course Confirmation Interview*
- *Week 3: 2027 Study Confirmation and Allocation*
- *Week 9:*
  - *Unit 1 Step Up (Tuesday 1st to Friday 4th December)*
  - *Last day of classes for Year 10 students (Friday 4th December)*

Key Staff

Assistant Principal
Teaching and Learning

Mr Callum Turner

Learning Specialist
Curriculum and Assessment

Mrs Shae Billingsley

Data and Operations

Mrs Kerryn McCormack

Culture Engagement Leader

Mr Ryan Watson

Jobs, Skills & Pathways

Ms Kelly Dickins

Learning Area Leaders

Art and Technology

Mrs Carol Fisher

Health and Physical Education

Mr Brett Scholtes

Humanities

Mr Phillip Neville

English/Auslan

Ms Sarah Mills

Science/Maths

Mrs Seren Sutherland

Notes / Questions