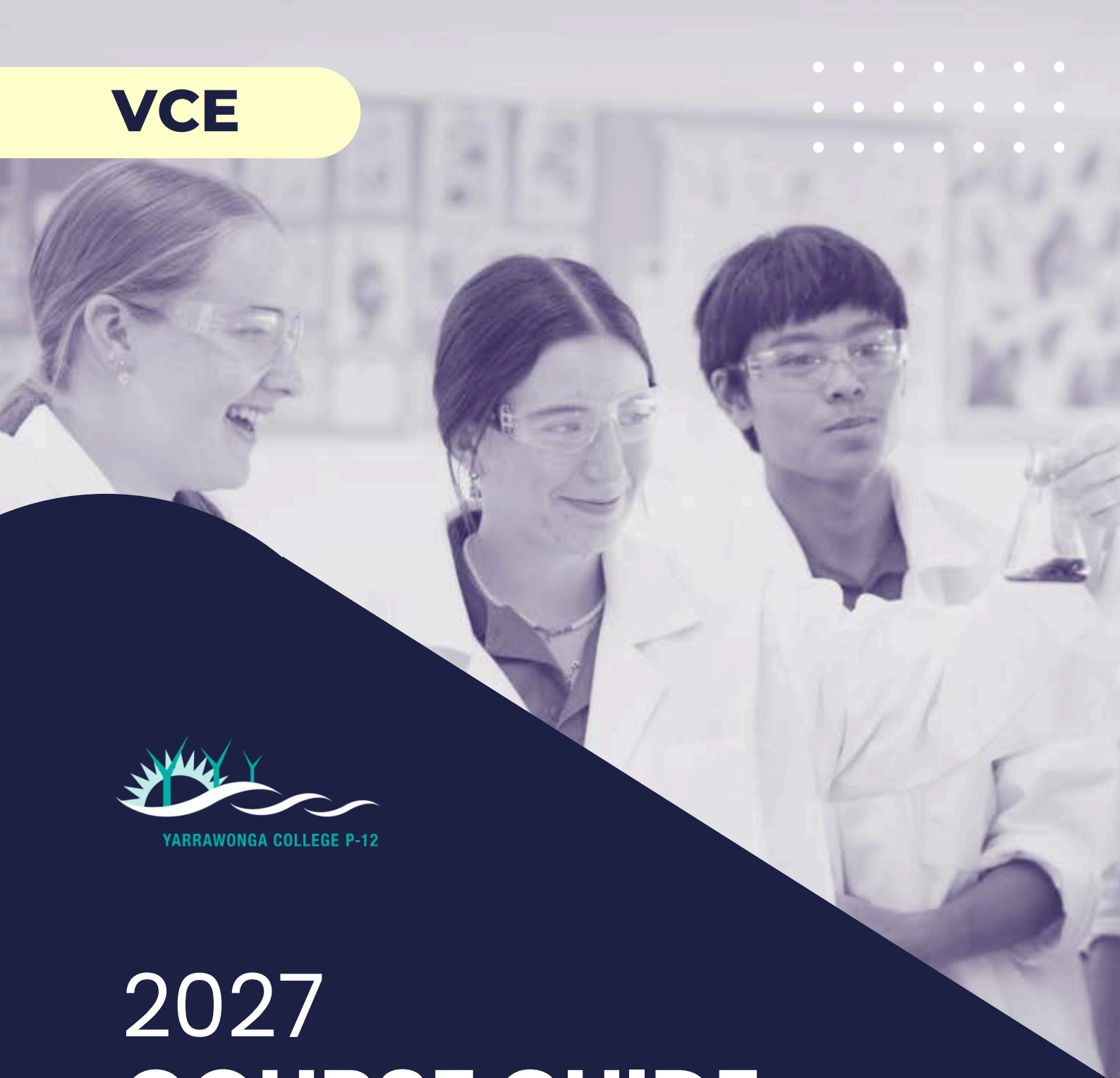


VCE



2027 COURSE GUIDE

Senior pathways.



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Introduction

Congratulations on your decision to complete your senior years of schooling at Yarrowonga College P-12. This is an exciting milestone that marks the beginning of an important stage in your educational journey, providing opportunities to explore your interests, develop valuable skills, and work towards your future career, training or further study goals.

Yarrowonga College P-12 offers a range of senior secondary certificate options, supported by a wide variety of study choices, including Vocational Education and Training (VET). These opportunities allow students to personalise their learning and create a pathway that aligns with their interests, strengths and future goals, whether that leads to employment, an apprenticeship or traineeship, TAFE, or university.

As senior students, you are encouraged to take increasing responsibility for your learning while developing the skills, confidence and independence needed for life beyond school. Senior students are valued as leaders within our college community and are provided with many opportunities to demonstrate leadership and serve as positive role models.

This course guide has been designed to help students and parents make informed decisions about senior studies. It includes important information about certificate options, subject selection and pathways.



Scott Nugent
9-12 Campus Principal

Key Contacts

If you have any questions about the information in this guide or would like assistance with planning your senior secondary pathway, our staff are here to help.

Please contact us if you need support with:

- choosing the right senior secondary certificate or program
- selecting subjects that align with your interests and future goals
- understanding course requirements and pathways
- any other questions about your senior studies

Phone: (03) 5744 1751

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Our aims, mission statement & values

Aims for students

Yarrowonga College P-12 promotes high achievement by developing the learning capacities of all students, enabling them to be:

- Motivated lifelong learners striving to achieve excellence
- Students who demonstrate respect, compassion, honesty and tolerance for others
- Innovative and resilient learners, inquisitive of the world around them
- Students competent in the essential skills of literacy and numeracy, allowing all to reach their full potential
- Technologically capable students who can adapt to a rapidly advancing world
- Socially responsible students who contribute positively to the community

Mission for Staff

Staff will assist students to succeed by providing:

- A broad, challenging, innovative and authentic learning environment
- An ethos of respect, tolerance, compassion and acknowledgement of success
- A differentiated curriculum based on best teaching practice
- Access to the latest technology and ensuring their own skills are updated regularly
- A supportive framework focused on mentoring and coaching through teamwork
- A safe learning environment based on the principles of restorative justice
- Quality opportunities for each student to develop a range of leadership capabilities

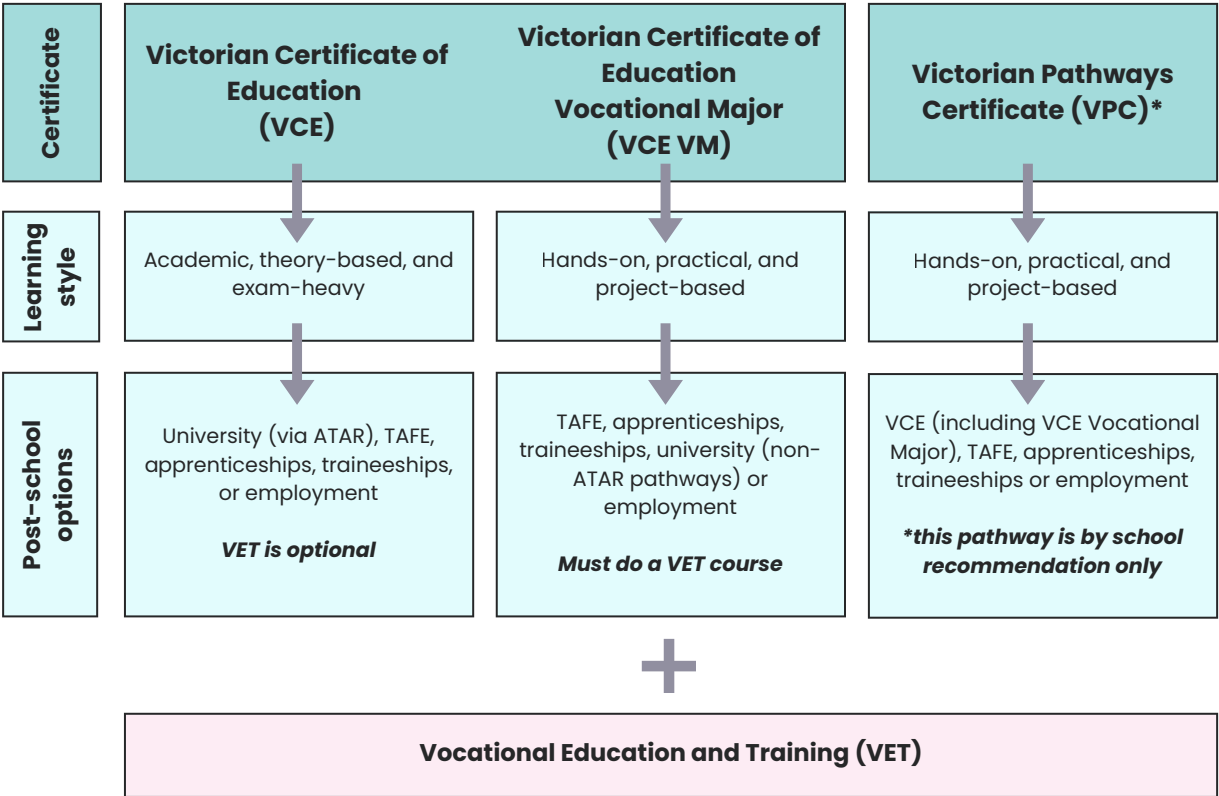
Values for YCP-12 Community

- Integrity – acting ethically and fairly at all times, ensuring consistency between words and actions. Upholding the College values in everything we do.
- Honesty – always being truthful, fair and true to oneself and others.
- Cooperation – working together, communicating effectively and supporting each other in a positive manner
- Respect – treating others with consideration, being courteous at all times and acknowledging the beliefs and rights of others
- Responsibility – taking ownership of our behaviour and actions and setting a positive example for others



Choosing the right pathway

The diagram below provides an overview of the senior secondary certificate options available at Yarrawonga College P-12. It illustrates the different pathways and highlights the flexibility available for students to choose a program that best suits their interests, strengths and future goals.



Comparing the pathway options

VCE	VCE VM	VPC
<div>A great choice if...</div> <ul style="list-style-type: none">• you prefer to learn in the classroom• you need an ATAR for your goals• you want to develop confidence in academic learning• you want to apply for university immediately after Year 12	<div>A great choice if...</div> <ul style="list-style-type: none">• you prefer to learn in the real world and classroom• you don't need an ATAR for your goals• you want to develop confidence in the workplace• you want to pursue TAFE, an apprenticeship, a traineeship, or full-time work immediately after Year 12. Or apply to university after time in training or work.	<div>By school recommendation only and a great choice if...</div> <ul style="list-style-type: none">• you prefer to learn in the real world and classroom• you don't need an ATAR for your goals• you want to develop confidence in practical skills• you want to complete the VCE, entry-level VET or start full-time work after Year 12• you need flexibility to complete Year 11 and 12

VCE – Example timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	General Mathematics	Physical Education	Biology	Biology	Outdoor Education
2	English	Health & Human Development	English	Biology	Outdoor Education
R1					
R2					
3	Health & Human Development	General Mathematics	Learn 4 Life	Physical Education	English
4	Health & Human Development	General Mathematics	Outdoor Education	Physical Education	English
L1					
L2					
5	Outdoor Education	Biology	General Mathematics	Health & Human Development	Physical Education

VCE VM – Example timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1		Work Placement	TAFE (VET Course)	VM Literacy	VM Personal Development Skills
2	VM Numeracy			VM Literacy	VM Personal Development Skills
R1					
R2					
3	VM Work Related Skills			VM Numeracy	VM Literacy
4	VM Work Related Skills			VM Work Related Skills	VM Numeracy
L1					
L2					
5	VM Personal Development Skills				

Bell times

Period 1	9.00am - 10.00am
Period 2	10.00am-11.00am
Recess	11.00am-11.25am
Period 3	11.30am - 12.30pm
Period 4	12.30pm-1.30pm
Lunch	1.30pm-2.10pm
Period 5	2.15pm-3.15pm

Attendance & punctuality

Students are expected to attend all classes. By maintaining regular attendance, learning is not disrupted so students perform better and are happier. Teachers are also more confidently able to authenticate student work.

The VCAA requires schools to establish and publish a minimum attendance requirement for VCE studies. The minimum attendance requirement at Yarrawonga College P-12 is **90%**.

Where students are absent on legitimate grounds it is expected that appropriate evidence will be provided to the Year Level Coordinator. Legitimate absences would include illness, bereavement, school-based activities (e.g. excursions, sports days, camps, etc), and regional, State or Australian representation. Satisfactory evidence would include a note or telephone call from a parent / guardian, medical certificate or statement from a health worker. The college reserves the right to request a medical certificate or statement from a health worker where a student has had a significant level of absences.

Students who do not meet the attendance requirements can be awarded an “N” (not satisfactory) for the unit.

If absent, students are expected to consult their teacher about work missed and what may need to be submitted to enable them to demonstrate outcomes and redeem attendance.

Students are expected to begin all classes on time. Late arrivals interrupt the learning of others and also affect your ability to achieve your best. On occasions where a student does arrive late to class, they should provide a note explaining why they are late.

Late arrival & early departure

Students are not generally permitted to leave school grounds without first providing a written explanation from parents, or without the parent or guardian signing them out at the General Office. The only exceptions to this are students who have applied for and received a lunch pass or private study pass and students engaged in a specific approved independent learning activity.

Lunch pass students may leave the school grounds at lunchtime only to go directly home. Students must make sure they carry their pass with them at all times.

VCE students may apply for late arrival to school and early departure from school where their private study periods coincide with the start or end of the school day. This process is to enable senior students to plan their “optimal” study program, allowing them to study at home and use resources in the community. Senior students will be issued with a “Private Study Pass” and MUST sign in and out through the general office, using their pass as confirmation of permission to do so. Failure to follow the correct procedures, and use this time as intended, will result in this privilege being removed. When College assemblies or other special functions are held senior students must attend.

With a greater emphasis being placed on independent learning by students, at times small groups or individuals may need to carry out research outside the College. Each time a student leaves the College he/she should complete a form which is located in the General Office. The following information will be recorded:

- name(s) of student(s);
 - description of the activity to be undertaken and the location;
 - time of leaving and returning; and
 - name of the teacher granting permission for the activity.
-

Transport to and from the college

Exemplary behaviour by students is expected while students travel to and from school as this is when our students reflect our school to the wider community. Some students in the Senior Year Levels will gain their Licence and wish to drive to school.

Students driving to school with parental permission must comply with the following conditions:

- Student drivers must complete an application form available from their Coordinator.
- Student drivers must not transport any other student to or from school or any school activity.
- Student drivers must park in McLean Street and not in the staff car park.
- Student drivers are not permitted to use their car during the school day.
- Caution and safe driving practices must be displayed at ALL times
- Failure to comply with these guidelines will result in driving privileges being revoked. Student drivers who transport other students may have their enrolment terminated.

Computer network usage

The College provides a computer network to support the educational program of the college and to improve student learning. All computer usage and internet access is to directly relate to educational curriculum aspects.

Home learning policy

Teachers at Yarrawonga College P-12 will set home learning tasks to be completed at home. This may include: work to be completed overnight; assignments and projects to be completed over a longer period of time; revision of class work in preparation for tests; work to be finished off from a class that day; pre-reading for new work; reading of novels; etc.

Students will always have some home learning that is able to be completed.
The following times per night are recommended (including weekends):

Yr 11 – 2 hours per night (10-15 hours/week)

Yr 12 – 2.5-3 hours per night (15-18 hours/week)

Uniform

Yarrawonga College P-12 is a full uniform school and an understanding of enrolment is that students will dress according to College requirements while attending school, at school functions, when representing the College and travelling to and from the College. Please see below the required school uniform which can be purchased from Judds Yarrawonga.

Girls

Summer
Jade and navy polo shirt with college logo
Navy shorts or skirt
Blue and white checkered school dress
Black shoes (white socks) with the option of plain runners with shorts or track pants
College broad brimmed or bucket hat

Winter
Jade and navy windcheater with college logo
Jade and navy polo shirt with college logo
Jade, navy and white tartan skirt with fitted white shirt or polo shirt
Navy pants – tailored or track pant option
Black shoes (white socks) with the option of plain runners with shorts or track pants

Boys

Summer
Jade and navy polo shirt with college logo
Navy shorts
College broad brimmed or bucket hat
Black shoes (white socks) with the option of plain runners with shorts or track pants

Winter
Jade and navy windcheater with college logo
Jade and navy polo shirt with college logo
Navy pants – tailored or track pant option
Black shoes (white socks) with the option of plain runners with shorts or track pants

Year 12 orientation program

Year 12 students will attend an orientation program early in the year. Students are expected to attend this program as it is an important part of the school year. During this time students will undertake a variety of tasks designed to develop problem-solving abilities, awareness and confidence in themselves and others.

Responsibilities and expectations of *students*

Students should read this booklet carefully. Most areas will be discussed in detail during the Semester.

- All of the outcomes' progress and completion dates must be adhered to and students should familiarise themselves with these.
 - Students are expected to attend ALL classes. Any work missed due to absence is to be completed in the student's own time.
 - Students must see the Unit teacher or the Co-ordinator immediately if they believe they may not be able to meet a deadline for any reason.
 - Students should use "Private Study" time to:
 - complete class work;
 - revise class notes; and
 - prepare / research for current work.
 - Students are expected to keep up-to-date records, in either a planner or diary, of all assessment task dates.
 - Students are not permitted to take time off from other classes, or stay at home, to complete coursework or school-assessed tasks.
 - Students should take care of all equipment and materials belonging to themselves and the College.
 - Any College/community based activity which affects attendance at normal, timetabled classes requires one week's notice to be given to staff whose classes will be affected.
 - Students are expected to wear the uniform, as specified, at all times.
 - Students are expected to act as role models for junior students by showing leadership, responsibility and co-operation.
-

Responsibilities and expectations of *teachers*

- Teachers will provide students with a recognised Course Syllabus which allows students within a course to achieve at their highest level.
- Teachers will set assessment tasks which are spread as evenly as possible to allow students time to complete work at the highest standard.
- Teachers will outline tasks and set dates at the beginning of each Semester and make these available, in writing, to the students. For on-going tasks, both interim and final dates will be given, eg. folio work.
- Teachers will notify parents of students who have not completed work by the due date.
- Teachers will maintain an accurate record of class attendance.
- Teachers will notify the Coordinator of students "at risk".

Responsibilities and expectations of *parents*

Parents are asked to co-operate with the College by ensuring that students meet expectations in regard to:

- attendance at school;
 - punctuality;
 - co-operative behaviour within the classroom, during private study and around the school;
 - attendance at parent/teacher interviews;
 - provision of a suitable home study environment; and
 - provision of school uniform.
-

The Victorian Certificate of Education (VCE)

The VCE is a certificate that recognises the successful completion of a student's secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work.

A student's VCE program of studies is taken over a minimum of two years. Students select a program of studies from the many possible VCE studies. The College cannot obviously run all studies so most students select their program from those units offered by the College. However, some students do choose to complete units not offered at Yarrawonga College P-12 by enrolling with an outside provider (another school), by completing the study via distance education or by linking with another school and receiving instruction via video conferencing arrangements.

Yarrawonga College P-12 offers a wide range of VCE subjects that enable students to acquire skills and knowledge in areas that interest them and follow pathways into further education and training or employment in those areas. It is possible to include a school-based apprenticeship or traineeship or a VCE VET subject as part of students course and gain credit towards TAFE qualifications while completing the VCE.

Opportunity is available for very capable Year 12 students to complete the first year of a University subject whilst in their final year of schooling. Subjects are offered by a number of universities and include subjects like: Accounting, Art, History, Chemistry, English Literature, History/Politics, Mathematics, Philosophy, Psychology, etc. University studies count as a bonus of 10% of the maximum score possible for a sixth VCE study. There is a cost per Semester. See the VCE Coordinator for more detailed information.

Requirements for the award of the VCE

The minimum requirement for award of the VCE is the satisfactory completion of 16 units including:

- three units from the English group including a Unit 3 and 4 sequence.
- at least three sequences of Unit 3 and 4 studies other than English.

For satisfactory completion of a unit, students must demonstrate the outcomes for the unit as specified in the study design. Students can do this by maintaining regular attendance and producing and submitting on time, work that is clearly their own and meets the required standard.

Additional assessment in VCE studies

In addition to assessment as satisfactory or not satisfactory, in most VCE studies at the Unit 3 and 4 level a student's performance will also be assessed for contribution towards a study score. This assessment will be done through External Examinations as well as School Assessed Coursework (SACs) and / or School Assessed Tasks (SATs). Students must submit SACs and SATs on time and the work must clearly be their own. Results on these assessments will ultimately contribute to a student's Rank (ATAR).

The General Achievement Test (GAT) is held in June. The GAT is primarily used as a means of monitoring grade levels awarded by schools for SACs and SATs. The GAT is compulsory for all students attempting a Unit 3 and 4 VCE study.

Achievement of outcomes for satisfactory completion

A unit of study is satisfactorily completed when the student has demonstrated achievement of each of the outcomes for the unit that are specified in the study design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks designated for the unit. A student will receive an "S" or an "N" for each unit studied. In some circumstances, where a student withdraws from a unit after the cut-off date, they may be awarded a "J".

The judgment of satisfactory completion is a school responsibility.
Achievement of an outcome means:

- the work meets the required standard as described in the outcomes;
- the work was submitted on time;
- the work is clearly the student's own;
- there has been no substantive breach of rules.

If all outcomes are achieved, the student receives S (satisfactory) for the unit.

A student may not be granted satisfactory completion if:

- the work is not of the required standard as described in the outcomes;
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision;
- the work cannot be authenticated; or
- there has been a substantive breach of rules including school attendance rules.

If any of the outcomes are not achieved, the student receives "N" (not satisfactory) for the unit.

Receiving an "N" or "J" for a unit may result in a student not meeting the minimum requirements for award of the VCE.

Outcomes of assessment tasks

An assessment task is a piece (or pieces) of work for a unit that provides opportunities for students to demonstrate achievement of the outcomes. These tasks might include a test, essay, practical report, investigation, folio of work or a model depending on the requirements of the study. These are also referred to as **coursework** or **school-assessed tasks (SATs)**.

In Units 1 & 2 (Year 11), students will only receive an “S” or “N” for the outcomes of the unit based on their performance on the designated assessment tasks.

In Units 3 & 4 (Year 12) there are two forms of assessment: **coursework** and/or **school-assessed tasks** and **examinations**. Students will receive a grade for coursework and/or school assessed tasks, as well as for examinations, and this grade will count towards a student’s study score in that unit and ultimately towards the student’s Australian Tertiary Admissions Rank (ATAR).

Coursework

Coursework assessment is an assessment of each student’s level of achievement based on a selection of the assessment tasks designated in the study design. For each coursework component a range of assessment tasks is available. Task selection is solely the teacher’s decision.

Coursework assessment must be part of the regular teaching and learning program and must be completed mainly in class time. They are to be completed within a limited timeframe and the scope of each task is restricted. Some of the work may be completed outside of class time, for example, where students are using computers to produce work. The nature of coursework means that teachers should not be looking at draft material. Teachers are not required to formally sight drafts or to record their completion. Teachers must not mark or provide comments on any draft of work that is to be submitted for coursework assessment.

Schools are responsible for the initial assessment of coursework and teachers may give students their coursework marks on individual tasks. However, coursework scores are statistically moderated against the examination marks in that study and hence may change as a result of moderation.

It is important in Units 3 & 4 that students are present for all coursework assessments.

School-assessed tasks

Some studies require students to complete a school-assessed task (SAT). A school-assessed task might be a folio of writing or artwork, a model, a research report or investigation. They are generally completed over an extended period of time, unlike coursework which is completed in generally less than 5 or 6 class periods.

With school-assessed tasks students must draft their work and teachers must make written comments on only one draft. This draft must be submitted with the final work.

Schools are responsible for the initial assessments of school-assessed tasks and teachers may advise students of their initial grades. However, school-assessed task grades are monitored using the General Achievement Test (GAT), and may be required for review. In this case two independent assessors will visit the College and review the student work.

Timelines and deadlines

At the beginning of the year students will be provided with completion dates for all assessments. In the case of coursework, specific details of the task, such as topics, will only be given just prior to the starting date of the task. This prevents students from spending longer on the task than is required. In the case of school-assessed tasks full details may be given at the start of the unit to enable students to adequately research and prepare for that task.

All assessment task dates must be adhered to strictly, except where the planning document has been adjusted and revised during the unit. Work must be handed in on, or before, the due date, unless an extension has been granted. Work that is submitted late **will not be graded** and in the case of school-assessed coursework or school-assessed tasks the student would receive “NA” (not assessed) for that task. “NA” contributes no marks towards the student’s study score and ATAR.

Assessment tasks must be handed to the Unit teacher by 3.30pm on the due date.

Students who are absent on the day of a SAT submission must still submit their SAT and may need to consider using siblings, friends or parents to do this. Students who are absent on the day of school-assessed coursework should apply for Special Provision. In circumstances where students have legitimate grounds through illness or other special circumstances for not submitting work required for assessments, the most common form of Special Provision is extension of time.

When a student is absent for a coursework assessment in Units 3 & 4, they must see the VCE Coordinator **as soon as they return** with a note from home or medical certificate explaining their absence. If additional time is granted, they will be provided with a “Coursework Absence Form” which must be completed by the student and then discussed with the class teacher. Completed forms are to be given to the VCE Coordinator for filing.

Absence during SACs and SATs

Students who are absent for a SAC or SAT must see the Year Level Coordinator as soon as they return to school and apply for additional time to complete the assessment.

Special provision

Special provision is available for a student who, at any time while studying for the VCE, is adversely affected in a significant way by:

- illness (physical or psychological)
- any factors relating to personal environment
- other serious cause
- an impairment or disability, including a learning disability.

It is the responsibility of the student to formally notify the VCE Coordinator of the details of circumstances that may require special provision. Students who feel they may qualify for special provision should seek advice from the VCE Coordinator as early as possible to avoid missing application deadlines. For students with disabilities or long-term medical conditions, this should occur at the start of the school year. For school-based assessment, the school will then determine if special provision is warranted and the form it will take. For special Examination Arrangements or Derived Exam Score Applications the VCAA will determine eligibility.

All applications must be made in writing.

Lost or damaged work

The teacher, or the student, who has lost or damaged work will need to complete a Statutory Declaration form. The Principal, acting on advice from the teacher, shall determine the Unit results for the student.

Authentication of student work

All work submitted by students must be their own. Students must acknowledge all resources used and must not receive any undue assistance from any other person in the preparation and submission of work. It is the responsibility of the student to provide appropriate evidence to substantiate that the work submitted is genuinely their own.

All students entering the VCE will sign a Yarrawonga College VCE Student Declaration (copy included) outlining VCE rules for students and their commitment to comply with these. Student Declarations will be filed in individual student files in the VCE office.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (eg. by reading, viewing or note taking) which has been transformed by the student and used in a new context;
- prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- use, or copying, of another person's work or other resources without acknowledgment;
 - actual corrections or improvements made or dictated by another person.
-

Breach of rules

When it is suspected that a breach of rules has occurred, teachers must take the following steps:

1. Discuss the task or content with the student without mentioning your suspicions.
2. Ask the student to resubmit all or part of the task or provide evidence of the development of the work.
3. Establish knowledge of the student's ability/history – ask student's most recent teachers, obtain samples of other work.
4. Consult with the KLA Coordinator.
5. Give a supplementary assessment task (or test) related to the original task or supervise the completion of a task in class.

If the teacher still believes that the student has had undue assistance, and the matter is yet to be resolved, all information should be presented to the VCE Coordinator (in writing) who will initiate a student interview.

Student interviews and tests

Students may be requested to attend an interview or complete a supplementary task or test (written or oral) to demonstrate their understanding of the work.

The VCE Coordinator will give the student, in writing, at least 24 hours notice of the interview. A copy of the letter will be forwarded to the student, student's file and relevant school personnel. The interview panel will consist of VCE Coordinator, subject teacher, KLA Coordinator or other Principal Representative.

The student may have a friend or parent accompany him/her to the interview as a support person. The interview will give the student the opportunity to demonstrate his/her understanding of the work by answering questions set by the panel.

Penalties imposed

Following determination that a substantial breach of rules has occurred the Principal will decide on the most appropriate penalty to impose. These may include:

1. An opportunity for the student to resubmit work if this can occur within the dates designated by both the school and the VCAA;
 2. Refusal to accept that part of the work which cannot be authenticated and base a decision whether to award the work requirement an "N" or "S" upon the remainder of the work. In the case of a SAT (School Assessed Task), the score would be determined only on the sections that can be authenticated. The sections not accepted for assessment should be crossed out on the original of the SAT and the student ID sheet signed;
 3. Refusal to accept any part of the work or SAT in which case the student would be awarded an N for the assessment task (or "NA" for the SAT), and consequently an "N" for the unit of study.
-

Notification

If the school imposes a penalty for the Breach of Rules concerning authentication the following procedures must be followed:

1. A Breach of Rules report must be completed immediately and sent to the VCAA.
 2. The student must be informed in writing within 14 days of the decision being made. A copy of the letter will be forwarded to the student, student's file and relevant school personnel.
-

Record Keeping

- Authentication Records and Declaration of Authenticity must be filed in the VCE office on completion of the SAT and will be kept until six months after the notification of results by the VCAA at the end of each year.
- All records and evidence concerning a breach of authentication for assessment tasks, coursework and SATs will be kept in the VCE office. These include evidence to substantiate the breach, record of interview and outcome of interview, penalties imposed, copies of supplementary tasks, student admission and copies of all formal letters completed.

Student appeals

Students have the right of appeal to the school on decisions about:

- non-satisfactory completion of a unit;
- special provision.

Students have the right of appeal to the VCAA on:

- breach of authentication/breach of rules.
-

Non-satisfactory completion of a unit

Students may be awarded an “N” (Non-Satisfactory) for a unit because:

- they failed to meet a school deadline for a work requirement;
- they failed to meet a deadline where an extension of time had been granted for any reason, including special provision;
- they committed a substantial breach of attendance rules.

In these circumstances students have a right of appeal to the school.

The appeals committee should include the Principal or the Principal’s delegate, a teacher other than the teacher who awarded the Unit result and a third member who may be a non-teacher member of the School Council

The student must lodge the appeal, in **writing**, to the Principal within fourteen (14) days of receiving the Unit results.

The appeals committee must consider all records relating to the case and may interview the student.

The student must be notified, in **writing**, of the decision within fourteen (14) days of being interviewed.

There is no appeal to the VCAA over decisions about Non-Satisfactory completion of Units.

Plans and drafts shown to the teacher after the submission date will not be considered.

A student’s intention to appeal must be received, in **writing**, at the VCAA within 14 days of the Principal’s written notification to the student. A student wishing to appeal a decision should consult with the VCE Co-ordinator who will provide the student with the relevant information from the VCE Handbook.

The general achievement test (GAT)

The GAT is a test that measures the level of general achievement that students have accomplished across 3 broad areas:

- written communication
- maths/science/technology
- humanities/arts/social sciences

The GAT is used for statistical moderation of school scores. It is important to realise that the GAT applies only to school-assessed tasks (in Art, Visual Communication & Design, Food & Technology, Design & Technology (Metals & Wood)) and to school assessed coursework where it will improve the reliability of the statistical moderation process.

Teachers in awarding the original school SAT grades have no knowledge of how students have performed in the GAT and, consequently, student work is graded solely on the basis of "Criteria for the Award of Grades" for each school-assessed task.

Who has to sit the GAT?

All students undertaking a Unit 3 and 4 study must sit the GAT. Students who undertake a Unit 3 & 4 sequence in their first year of VCE (year 11) will need to sit the GAT in each year of their VCE. It is important that students perform as well as they can to ensure reliability of assessments.

When is the GAT scheduled?

In 2025, the GAT was scheduled for June 17th. We expect the GAT to be held at a similar point in the year, in 2026. The GAT is held at the same time for all students in the State. The test centre is set up by the College and is supervised by VCAA supervisors.

How does the GAT work?

The overall level and spread of scores submitted by a school in each study will be compared with that which would be expected on the basis of the students' GAT scores. If the school's distribution of scores is within a specified tolerance band the school's grades will be confirmed. If they fall outside the tolerance band schools will be required to submit students' work to the VCAA for review. External assessors will mark the students work. Studies of less than five students will automatically be reviewed.

Statistical moderation

To ensure comparability of school assessments of coursework from different schools the Board will apply statistical procedures to each group of students in each study. Statistical Moderation compares coursework assessments with examination grades. The GAT will only be used in studies where it improves the reliability of the process.

The moderation procedures, applied to each study, set the top moderated score equal to the top examination score and the median and quartiles of the moderated scores equal to the median & quartiles of the examination scores. The moderation process aims to make the mean (average) of the moderated scores as close as possible to the mean of the external scores. The procedure is then applied to the school's coursework score for each student to obtain their moderated coursework score.

It is important to note that the moderation process does not change the school's rank order of school-assessed coursework, but may change the level and spread of student scores.

The most important point for students to note is that initial coursework and school-assessed task scores may be changed as a result of statistical moderation or comparison with the GAT.

Results: Reporting of student progress

Year 11 – At the end of semester 1 (mid-year), and at the end of semester 2, students will receive Unit reports compiled by their Unit teachers. The VCAA will forward a “Statement of Results” in December indicating those Units for which students have gained an “S” or “N”.

Year 12 – At the end of Semester 1 students will receive Unit reports as per Year 11. Throughout the year students will receive marks on individual coursework tasks. These marks will provide an indication of student progress. Individual coursework marks will be added to give a total score for coursework in each study. These total scores will then be moderated against the examination grades. Hence, it is important to note that coursework marks are not final and may change as a result of statistical moderation. Similarly, scores received for school-assessed tasks will be monitored using the GAT and may be reviewed by external assessors.

Study scores

The VCAA issues a VCE results certificate at the completion of the year. Each unit is reported as being completed satisfactorily (“S”) or not satisfactorily (“N”). For all Unit 3 & 4 studies, a study score (relative position) is also calculated and is based on scores from coursework or school-assessed tasks and examinations. The maximum study score is 50. The study score indicates how the student performed in relation to others who took the study in the State of Victoria. Study scores of 23–37 indicate a student is in the middle range. A study score above 37 indicates the student is in the top 15 per cent of students in this study. Where the study score is less than 20, the score will be reported as <20.

NOTE: To receive a study score, students must score in at least two of the three assessments (ie. coursework, school-assessed tasks or examinations) in that study and receive “S” for both units 3 & 4 in the same year.

Australian Tertiary Admission Rank (ATAR)

The ATAR is a student’s percentile ranking, giving their comparative placement in the population of all VCE candidates in that year, based on VCE results. The ATAR ranks students on a scale from 0 to 99.95, in .05 intervals. There are about 20 candidates on each interval. An ATAR of 75.00 = overall result equal to or better than 75% of VCE candidates in that year.

For most courses, having an ATAR is a basic requirement of eligibility for selection for students completing the VCE. Without the ATAR students are not eligible for selection. Since the ATAR is based on coursework, school-assessed tasks or examination grades, it is therefore important that students complete all work to the best of their ability.

An ATAR is only provided to students who have

- satisfactorily completed the VCE;
- VCE study scores in English and at least 3 other 3/4 studies; and
- submitted preferences to VTAC.

The ATAR is derived from the student’s study scores in each unit and is calculated by taking into account your score in English, plus your next best three other scores, plus 10% of your 5th and 6th study scores.

Victorian Tertiary Admissions Centre Procedures (VTAC)

Each year, VTAC publishes important information outlining entry requirements for University and TAFE courses. This information is published online via the VTAC website. Students need to check this information and will be counselled on course selection. Students must ensure all ***prerequisite studies** and ****special requirements** are fulfilled for both the INSTITUTION AND THE COURSE being considered. Year 12 students will then be required to make their selections via the VTAC website by the due date, usually in late September at a small cost to the student applying.

***Prerequisites** are Units which you must have completed satisfactorily before you can be considered for selection into particular Tertiary Courses.

****Special requirements** are “additional” procedures you must undertake for certain courses. Failure to fulfil a “Special Requirement” will rule you ineligible for that course even if your ATAR is high enough. “Special Requirements” can range from attending an Open Day, completing a Supplementary Information form or attending a Briefing Session. It is important to examine all possible courses you might apply for, **including** those you might add to your list in December, for any “Special Requirements”.

Is there a penalty if I repeat Year 12?

There is no penalty for taking more than one year to accumulate studies or for repeating individual studies.

VCE Vocational Major (VM)

Within the VCE, there is the option to undertake the VCE VM. The VCE VM is a 2-year vocational and applied learning program that aims to equip students with the skills, knowledge, confidence and agency needed, to prepare for the world of work and further education and training.

Students who do the VCE VM are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

To be awarded the VCE VM, students must successfully finish at least 16 units, including:

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

Students can include other VCE studies or VET in their course where timetabling allows.

While VCE VM studies require students to demonstrate satisfactory completion of outcomes through the completion of school set tasks, the tasks set are not scored assessment. VCE VM subjects do not provide a study score or contribute to an ATAR. Other than the GAT, VCE VM students are not required to undertake external assessments or examinations.

Vocational Education and Training (VET)

VET is a nationally recognised training program provided to senior secondary students throughout Australia. VET can be undertaken as a subject or by way of a School Based Apprenticeship.

VET enables students to complete a nationally accredited and industry recognised certificate course while studying for their VCE. Generally, students complete a VET course over a two year period in conjunction with their other VCE studies.

VET units contribute to satisfactory completion of the VCE, and VET studies at Unit 3 – 4 level make a contribution to the ATAR score, either by way of a study score or as an increment.

Successful students receive both their VCE and VET certificates.

At Yarrawonga College P-12, in 2027 we are offering the following VET programs:

Certificate II in Building & Construction
Certificate II in Engineering Studies
Certificate II in Hospitality
Certificate III in Music (Music Performance)
Certificate III in Music (Sound Production)

Through an arrangement with Sacred Heart College, students can also access:

Certificate III in Allied Health Assistance

There will be a cost associated with VET courses to cover the auspicings and delivery fees charged by TAFE and any materials cost. A range of other certificates can be completed by way of a School-based Apprenticeship or part time enrolment with another provider (generally GOTAFE).

GOTAFE will likely offer VET courses from the following areas in 2027, which Yarrawonga College P-12 students may apply to undertake:

Animal Care
Equine Studies
Agriculture
Hair and Beauty
Automotive
Engineering Studies
Building and Construction
Plumbing
Electrical Industry

Visual Arts
Apparel, Fashion and Textiles
Information and Communications Technology
Business
Early Childhood
Community Services
Health
Cookery
Events and Tourism

More information about courses available in 2027 can be found on GOTAFE's website.

School-based apprenticeships and traineeships (SBATs)

The School-based apprenticeship and traineeship (SBAT) program for secondary school students is open to students 15 years of age or over who are permanent residents of Australia. The program involves the student undertaking their VCE as well as being employed and trained under the following arrangements:

- Studies selected by student
- A training agreement registered with the Office of Employment, Training and Tertiary Education (ETTE)
- A negotiated training program leading to a nationally recognised qualification
- Paid work under some form of industrial agreement that endorses Part-time Apprenticeships, such as a Federal Industrial Award, Australian Workplace Agreement (AWA) or Certified Agreement (CA)

SBATs generally provide the same contribution to the VCE as their related VET in the VCE programs. That is, students enrolled in SBATs gain units towards satisfactory completion of the VCE and at Unit 3–4 level make a contribution to the ATAR by way of an increment.

The following SBATs are examples of programs previously approved for the VCE. This list is provided to illustrate the range of options available. Please be aware, this is an area subject to constant change in availability and in certificate details.

- Certificate II in Agriculture
- Certificate II in Allied Health Assistance
- Certificate II and III in Automotive (a range of options within these)
- Certificate II in Business (Office Administration)
- Certificate III in Community Services (Aged care or Community Work)
- Certificate II in Engineering Production
- Certificate II in Food Processing (General Foods, Dairy Processing, Fruit and Vegetables, Confectionary) OR (Retail Baking) OR (Wine)
- Certificate II in Horticulture
- Certificate II in Hospitality (operations)
- Certificate III in Information Technology (General) OR (Software Applications) OR (Network Administration)
- Certificate II in Retail Operations
- Certificate II in Sport and Recreation (Fitness or Community Recreation or Outdoor Recreation or Career Oriented Participation or Sport Officiating)
- Certificate II in Seafood Industry (Aquaculture or Fishing Operations or Seafood Processing or Sales & Distribution)

Work placement

Students have the opportunity to complete a work placement for one day per week with an employer, whilst also completing their VCE.

The aim of the Work Placement Program is to introduce students to the workplace and attempt to assist them develop a specific vocational focus.

Work Placement can be a valuable experience for many students, providing quite different outcomes for different students. Some of the positive outcomes of work placement over the years have been:

- The program provides students with an opportunity to gain skills and knowledge in the job
- The program often leads to full time employment, or part time employment.
- The program assists students in deciding what they want to do when they leave school
- The program often places a student's school studies in perspective and they tend to be more motivated and perform better at school
- The program helps to maintain a student's interest in their schooling
- The program highlights the need for education if students are to pursue certain careers

Students who select to undertake work placement need to select a VET subject, the VCE unit Industry and Enterprise, or Work Related Skills. This allows students to get credit for their work placement as a major component of these units is the work placement. This also enables the student to complete one day per week of work with minimum disruption to their other studies.

The student is required to complete a logbook as part of the program and will receive an employer's report at the end of each semester.

It is the responsibility of the student to investigate and find a suitable and agreeable employer as soon as is possible, although the College can provide assistance with this where required. Students are employed under the Structured Work Placement arrangements.

Accounting

Unit 1: The role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

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

In this unit, students develop their accounting knowledge for a sole proprietor trading business, focusing on inventory, accounts receivable, accounts payable and non-current assets. Using manual methods and ICT, they prepare accounting reports, analyse business performance, evaluate financial information, and recommend strategies to improve business outcomes.



Unit 3: Financial accounting for a trading business

This unit introduces financial accounting for a sole proprietor trading business. Students use the double-entry system to record transactions, prepare accounting reports, and analyse business performance using financial information. They evaluate business decisions, recommend strategies for improvement, and consider ethical, financial, social and environmental factors in decision-making.

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

In this unit, students build on their accounting knowledge by recording and reporting financial information for a sole proprietor trading business using both manual methods and ICT. They apply the double-entry system, prepare accounting reports, investigate budgeting and depreciation, and analyse business performance using financial reports and indicators. Students evaluate results and recommend strategies to improve business performance while considering ethical, financial, social and environmental factors in business decision-making.

Agricultural & Horticultural Studies

Unit 1: Change and opportunity

Students develop their understanding of Australia's agricultural and horticultural industries, exploring their history, current practices and future opportunities. They investigate career pathways, innovation and problem-solving, while examining sustainable farming practices, workplace safety, climate, soil, and plant and animal production. Practical activities reinforce best-practice agricultural and horticultural skills.

Unit 2: Growing plants and animals

Students investigate plant and animal nutrition, growth and reproduction, and the conditions needed for successful production. They explore sustainable agricultural and horticultural practices, compare production methods, and examine reproductive technologies used in food and fibre industries. Practical activities focus on the growth and management of plants and animals.



Unit 3: Securing the future

Students examine how research, innovation and technology support Australia's food and fibre industries. They investigate responses to industry challenges, the impact of emerging technologies, market demands and biosecurity, and explore sustainable practices that improve productivity and protect agricultural and horticultural industries. Practical tasks reinforce these concepts.

Unit 4: Sustainable food and fibre production

Students explore sustainability in agriculture and horticulture through land management, biodiversity and climate change. They investigate environmental challenges, sustainable production practices and strategies that add value to Australian-grown products while ensuring long-term industry success. Practical activities emphasise sustainable and ethical management across the food and fibre production chain.

Applied Computing

Unit 1: Applied computing

In this unit, students are introduced to the stages of the problem-solving methodology. They use databases, spreadsheets and data visualisation tools to create digital solutions and develop working software using an object-oriented programming (OOP) language. Students design, test and debug software solutions while developing data visualisations to meet a set of solution requirements.

Unit 2: Applied computing

In this unit, students develop an innovative solution to a problem, need or opportunity using the problem-solving methodology. Working collaboratively, they research an emerging trend and create a proof of concept, prototype or product. Students also investigate network environments, cyber security risks and strategies to protect data and information within a network.



Unit 3: Data analytics

In this unit, students apply the problem-solving methodology to analyse and interpret data using databases, spreadsheets and data visualisation software. They manipulate and analyse data, create visualisations to communicate findings, and develop infographics or dynamic data visualisations to answer a research question.

Unit 4: Data analytics

In this unit, students develop and evaluate infographics and dynamic data visualisations based on large and complex data sets. They also investigate the impact of data breaches, analyse cyber security threats, evaluate an organisation's security strategies, and recommend improvements to better protect data and information.

Art Creative Practice

Unit 1: Interpreting artworks and *exploring* the creative practice

In this unit, students explore how artists communicate ideas, meaning and personal identity through artworks. They investigate artists from different cultures and historical periods, developing their own interpretations while beginning to build their creative practice through experimentation and a series of visual responses.

Unit 2: Interpreting artworks and *developing* the creative practice

Students examine how artists communicate social and personal ideas across different cultures and time periods. They investigate historical and contemporary artworks, explore the influence of social and cultural contexts, and use the Creative Practice to develop and present their own artworks and visual responses.



Unit 3: Investigation, ideas, artworks and the creative practice

In this unit, students use inquiry and project-based learning to develop a personal Body of Work. They experiment with materials, techniques and processes, investigate the practices of historical and contemporary artists, and refine their ideas while developing finished artworks that reflect their creative practice.

Unit 4: Interpreting, resolving and presenting artworks and the creative practice

Students continue to develop and refine their Body of Work through research, experimentation and feedback. They present their completed artworks and document their Creative Practice, while using Interpretive Lenses to analyse and interpret the ideas, meanings and artistic practices found in a range of historical and contemporary artworks.

Biology

Unit 1: How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2: How does inheritance impact on diversity?

Students explore reproduction, inheritance and the transmission of genetic information across generations. They investigate meiosis, patterns of inheritance, genetic variation, and the influence of genes and the environment on characteristics. Students also examine reproductive strategies, adaptations, species interactions and ecosystem relationships, including the importance of biodiversity and Aboriginal and Torres Strait Islander knowledge in understanding Australian ecosystems.



Unit 3: How do cells maintain life?

Students investigate how cells function by exploring DNA, RNA and proteins, and their roles in cellular processes. They examine gene expression, biotechnology and its applications, as well as photosynthesis and cellular respiration. Students apply their knowledge through case studies, data analysis and investigations into contemporary biological and bioethical issues.

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

Students investigate the human immune system, disease and the application of biological knowledge to health and bioethical issues. They explore evolution, natural selection and the evidence for changes in life over time, using fossil, genetic and anatomical evidence. Students apply their understanding through case studies, data analysis and investigations into contemporary biological challenges.

Business Management

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.



Entrepreneurship

Unit 3: Managing a business

In this unit, students explore the key processes involved in managing a business effectively to achieve its objectives. They examine different types of businesses, their objectives and stakeholders, and investigate strategies for managing staff and business operations. Students compare business theory with contemporary Australian and global case studies from the past four years.

Unit 4: Transforming a business

In this unit, students examine how businesses adapt and change to improve performance and achieve their objectives. They investigate key performance indicators, strategic management, leadership and change management strategies, and evaluate business practices using contemporary case studies and business theory.

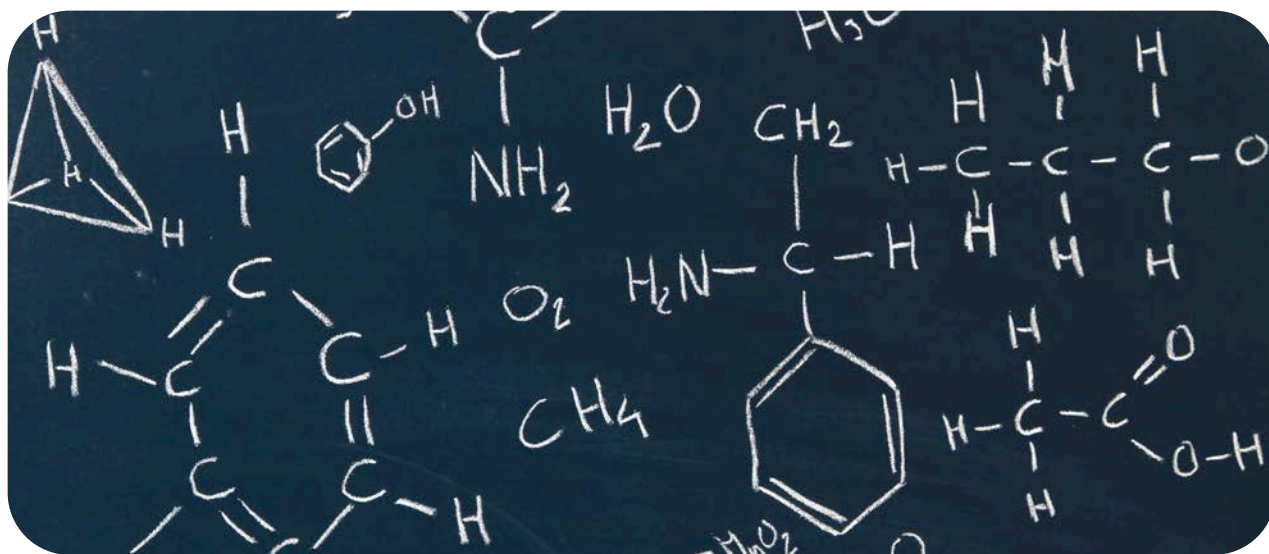
Chemistry

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

In this unit, students investigate the structure and properties of covalent, ionic, metallic and polymer materials. They explore how chemical quantities are measured and examine how innovations in manufacturing support more sustainable production through renewable materials and circular economy principles. Practical investigations include metal reactivity, chromatography, precipitation reactions, empirical formulas and polymer synthesis.

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

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.



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

Students investigate the chemical production of energy and materials, exploring how innovation and sustainability can improve efficiency while reducing environmental impacts. They compare energy sources, examine electrochemical cells, reaction rates and equilibrium, and conduct practical investigations in thermochemistry, redox reactions and electrochemistry.

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

Students investigate the structure, properties and reactions of carbon-based compounds, including fuels, foods, medicines and polymers. They explore green chemistry, metabolism and the action of medicines, and use laboratory techniques to synthesise, analyse and identify organic compounds through a range of practical investigations.

Drama

Unit 1: Introducing performance styles and contemporary drama practices

Students explore a range of performance styles from different social, cultural and historical contexts. They use contemporary drama practices and play-making techniques to devise, perform and analyse solo and ensemble performances inspired by personal, cultural and community stories, while developing expressive, performance and production skills.

Unit 2: Contemporary drama practices and Australian identity

Students investigate Australian identity through contemporary drama practices. They devise, perform and evaluate solo or ensemble performances inspired by Australian people, places, events or issues, while exploring performance styles, dramatic conventions and the work of Australian drama practitioners.



Unit 3: Devised ensemble performance

Students collaborate to devise, develop and present an ensemble performance using contemporary drama practices. They explore performance styles, experiment with dramatic conventions and production elements, document their creative process, and analyse a live professional drama performance.

Unit 4: Devised solo performance

Students develop and present a solo performance using contemporary drama practices and non-realistic performance styles. They refine their play-making, expressive and performance skills, respond to the VCE solo performance examination structure, and evaluate the creative process used to develop their work.

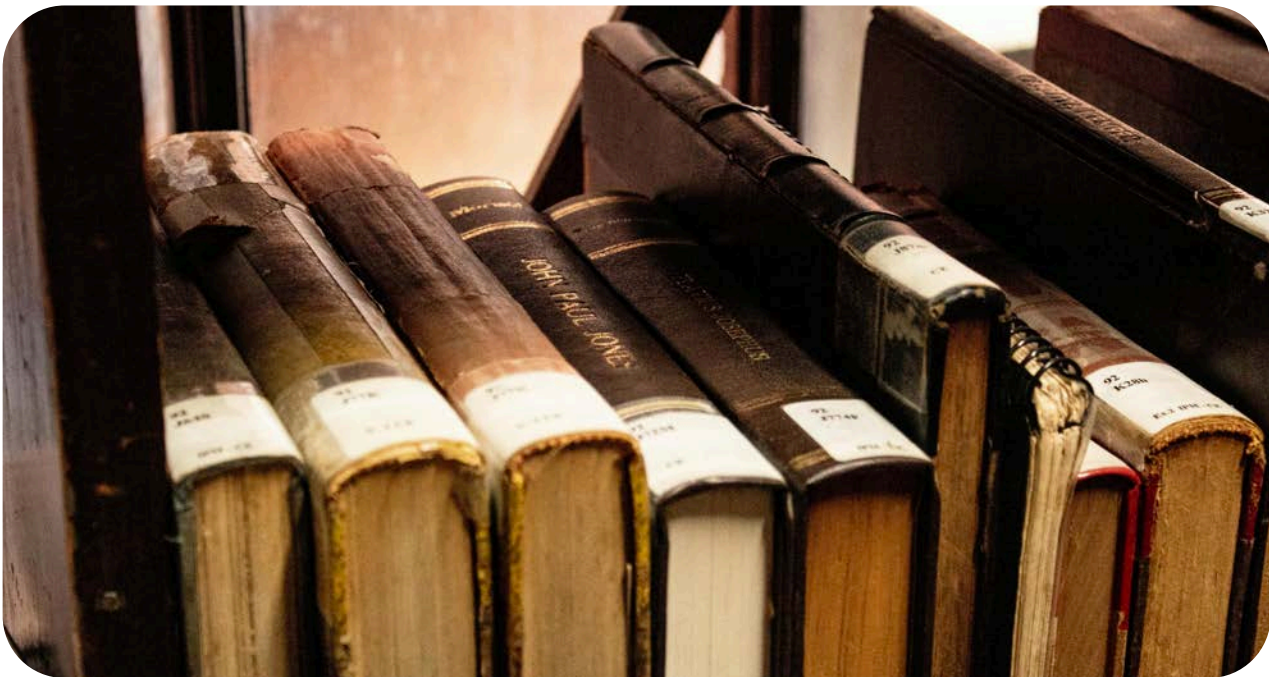
English

Unit 1: English

In Unit 1, students develop their reading, viewing and writing skills by exploring how authors create meaning in a range of texts. They respond personally and analytically to a set text while also creating their own original pieces of writing for different purposes, audiences and contexts.

Unit 2: English

In Unit 2, students deepen their analysis of texts by exploring how vocabulary, structure and language features shape meaning. They also examine persuasive language and argument in contemporary issues, analysing how authors position audiences before creating and presenting their own point of view.



Unit 3: English

In Unit 3, students critically analyse a selected text, exploring its ideas, values and the ways authors construct meaning. They also create their own written texts inspired by mentor texts and the Framework of Ideas, demonstrating effective writing for specific audiences, purposes and contexts.

Unit 4: English

In Unit 4, students refine their analytical reading and writing skills by exploring the explicit and implicit ideas, values and meanings within a selected text. They strengthen their ability to construct detailed analytical responses and prepare for the end-of-year examination through critical interpretation and close textual analysis.

Food Studies

Unit 1: Food origins

In this unit, students investigate the historical and cultural origins of food and how food production and consumption have evolved over time. They explore Indigenous Australian food traditions, global food-producing regions, and the development of Australia's culinary identity, while examining the influence of technology and globalisation on food patterns.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.



Unit 3: Food in daily life

In this unit, students investigate the science of food, including digestion, nutrition and the functional properties of food. They explore the Australian Dietary Guidelines, the social and cultural influences on food choices, and the factors that shape lifelong eating habits. Practical activities develop food preparation skills that support healthy and sustainable meal patterns.

Unit 4: Food issues, challenges and futures

In this unit, students investigate current issues affecting global and Australian food systems, including sustainability, food security, farming practices, ethics and emerging technologies. They also evaluate food information, trends and diets, developing the knowledge and skills to make informed food choices based on evidence and healthy eating principles.

Geography

Unit 1: Hazards and disasters

In this unit, students investigate the causes, impacts and management of natural and human-induced hazards. They explore two contrasting hazard types, examining how people respond to hazard events and the ways communities work to reduce risk and build resilience.

Unit 2: Tourism

In this unit, students investigate the characteristics, development and impacts of tourism at local, regional and global scales. They examine how tourism affects people, places and environments, and explore the importance of sustainable tourism through fieldwork and geographical investigation.



Unit 3: Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate major processes that are changing land cover in many regions of the world. Students investigate the distribution and causes of these processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided

Unit 4: Human population – trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

Health & Human Development

Unit 1: Understanding health and wellbeing

In this unit, students explore different perspectives of health and wellbeing and the factors that influence health outcomes. They investigate the dimensions of health, health indicators and youth health issues, while developing health literacy through research and the study of nutrition and food. Students also examine how social, cultural, environmental and economic factors influence the health and wellbeing of individuals and communities.

Unit 2: Managing health and development

In this unit, students investigate health and human development across the lifespan, with a focus on the transition from youth to adulthood. They examine the Australian healthcare system, analyse health information, and explore the opportunities and challenges presented by digital health and healthcare access. Students develop the skills to make informed health decisions and evaluate the services available to support lifelong health and wellbeing.



Unit 3: Australia's health in a globalised world

In this unit, students explore health and wellbeing from both Australian and global perspectives. They examine health promotion, public health initiatives and improvements in population health, while evaluating programs and strategies that contribute to better health outcomes. Students also investigate how Australia's health system responds to changing health priorities and population needs.

Unit 4: Health and human development in a global context

In this unit, students investigate health and human development across the world, exploring factors that contribute to health inequalities and the impacts of globalisation. They examine the United Nations Sustainable Development Goals, the role of the World Health Organization and other agencies, and evaluate global initiatives designed to improve health and wellbeing. Students also consider Australia's contribution to global health and reflect on ways individuals and communities can support positive health outcomes worldwide.

History

Unit 1: Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.



Unit 3 & 4: Australian history

In Units 3 and 4, students investigate the key events, ideas and people that have shaped Australia's history. They explore continuity and change from Indigenous perspectives through to modern Australia, examining historical debates, diverse viewpoints and the development of Australia's multicultural and democratic society. Students use historical sources to analyse evidence and construct informed historical arguments.

Unit 3 & 4: Revolutions

In Units 3 and 4, students investigate the causes, events and consequences of major political revolutions. They analyse historical sources and interpretations to examine how revolutions transformed societies, evaluate the extent of change, and explore the experiences and perspectives of people living through revolutionary periods.

Legal Studies

Unit 1: Guilt and liability

In this unit, students explore the foundations of Australia's legal system and the principles of criminal law. They investigate how criminal cases are determined, the role of the courts, and the purpose of sanctions, applying legal principles to real and hypothetical case studies while developing legal reasoning skills.

Unit 2: Sanctions, remedies and rights

In this unit, students investigate civil law and how legal disputes are resolved. They examine the protection of human rights in Australia, explore remedies available through the legal system, and analyse contemporary civil and human rights case studies to evaluate the effectiveness of the law.



Unit 3: Rights and justice

In this unit, students examine the Victorian criminal and civil justice systems and how they uphold the principles of justice. They investigate the roles of courts, legal professionals and participants, and evaluate the effectiveness of sanctions, remedies and dispute resolution processes in achieving fair outcomes.

Unit 4: The people and the law

In this unit, students investigate how laws are made, interpreted and reformed in Australia. They examine the role of the Australian Constitution, Parliament, the High Court and law reform bodies, while exploring how individuals, the media and community groups can influence legal change.

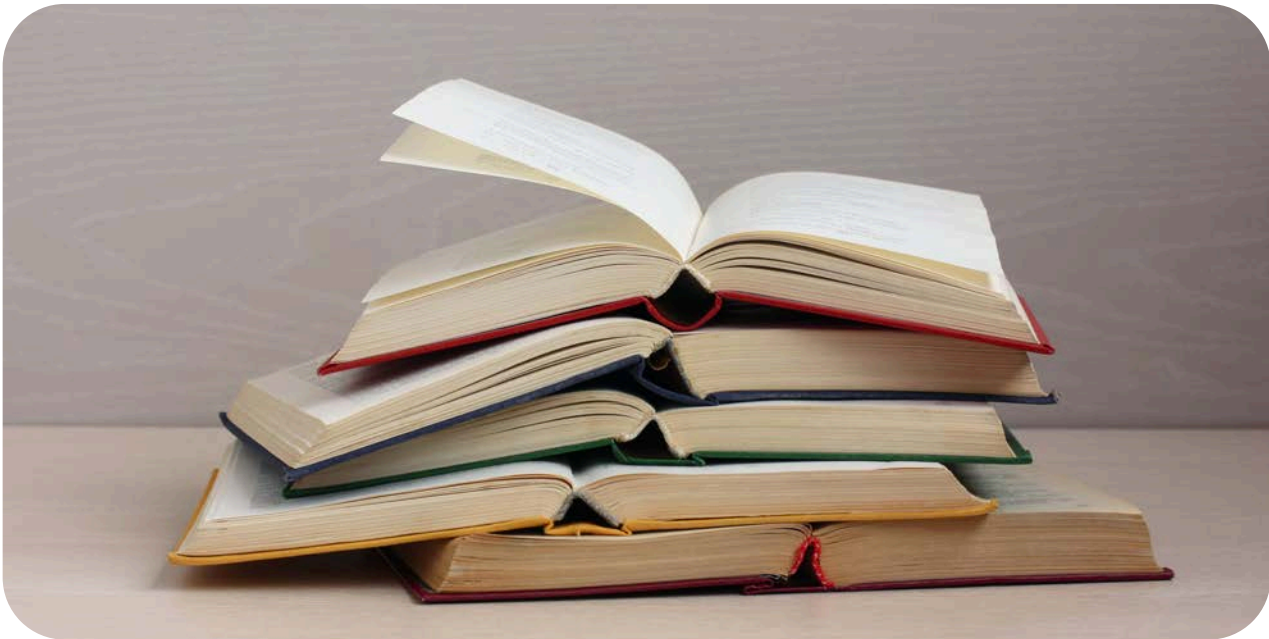
Literature

Unit 1: Literature

In this unit, students explore how language, structure and style create meaning in a range of literary texts. They develop close analysis skills while examining how literary movements and genres shape ideas, themes and interpretations across different texts. Students also reflect on how personal experiences and contexts influence the way texts are interpreted.

Unit 2: Literature

In this unit, students explore the voices, perspectives and cultures of Aboriginal and Torres Strait Islander peoples through literature. They also examine how historical, social and cultural contexts shape texts, analysing the ways authors represent ideas, values and identity. Students develop an appreciation of the diverse perspectives and experiences reflected in Australian literature.



Unit 3: Literature

In this unit, students examine how the form of a text contributes to its meaning through close analysis and comparison with an adaptation. They also explore different interpretations of a text, considering how context, perspective and creative choices influence meaning. Students evaluate how changing a text's form or context can shape audience understanding.

Unit 4: Literature

In this unit, students create their own imaginative transformations of literary texts, applying their understanding of language, form and context. They also undertake detailed close analysis of texts, examining how authors use literary features to communicate ideas, values and meaning. Students refine their analytical and creative writing skills in preparation for the final assessment.

Media

Unit 1: Media forms, representations and Australian stories

In this unit, students explore how media forms use codes, conventions and representations to create meaning for audiences. They analyse Australian fictional and non-fictional narratives, including Aboriginal and Torres Strait Islander stories, while developing their own media productions and understanding the role of media creators and audiences.

Unit 2: Narrative across media forms

In this unit, students investigate how narratives are created and communicated across a range of traditional and digital media forms. They examine the impact of changing technologies on media production and audiences, and design and produce their own media narratives using appropriate media codes and conventions.



Unit 3: Media narratives, contexts and pre-production

In this unit, students analyse a media narrative to explore how codes, conventions and contexts shape meaning and audience interpretation. They investigate a media form of their choice and develop the research, planning and pre-production documentation required to create their own media product.

Unit 4: Media production: agency and control in and of the media

In this unit, students complete the production and post-production of their media product, refining their work through feedback and reflection. They also examine the relationship between media, audiences and governments, exploring how media influences society and how it is regulated in Australia.

Outdoor & Environmental Studies

Please note: These units include camps and a number of field trips. Students should be aware of the associated costs, time commitments, and the expectation that they will catch up on any missed classwork.

Unit 1: Connections with outdoor environments

In this unit, students explore how Indigenous and non-Indigenous peoples understand and connect with outdoor environments. Through practical outdoor experiences, they investigate personal relationships with nature, the factors influencing access to outdoor environments, and develop skills to interact with them in sustainable ways.

Unit 2: Discovering outdoor environments

In this unit, students investigate the characteristics and significance of different outdoor environments through practical experiences. They develop the knowledge and skills needed to safely and sustainably explore natural environments while examining the ways people value and interact with nature.



Unit 3: Relationships with outdoor environments

In this unit, students examine how relationships between people and outdoor environments in Australia have changed over time. Through case studies and outdoor experiences, they investigate the ecological, historical and social factors that influence these relationships and reflect on human impacts on the environment.

Unit 4: Sustainable outdoor relationships

In this unit, students investigate the sustainable use and management of outdoor environments. They examine environmental health, conservation strategies and the role of individuals, communities and governments in protecting natural environments, while applying practical skills through outdoor investigations.

Physical Education

Unit 1: The human body in motion

In this unit, students investigate how the musculoskeletal and cardiorespiratory systems work together to produce movement. They explore body systems, movement analysis, injury prevention and management, and the ethical considerations of practices used to enhance physical performance.

Unit 2: Physical activity, sport and society

In this unit, students explore the role of physical activity, sport and exercise in promoting health and wellbeing. They investigate participation, physical activity guidelines, contemporary issues in sport, and the social and environmental factors that influence active lifestyles.



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

In this unit, students apply biomechanical and skill acquisition principles to improve movement and performance. They investigate the body's energy systems, fatigue and recovery, and analyse how the cardiovascular, respiratory and muscular systems support physical activity. Students use practical activities and movement analysis to evaluate performance and identify strategies for improvement.

Unit 4: Training to improve performance

In this unit, students investigate how training principles and methods can improve sporting performance and fitness. They analyse movement and fitness requirements, design and evaluate training programs, and use physiological data to optimise performance and monitor long-term adaptations to training. Students also assess fitness using a range of testing methods and justify training approaches based on the demands of specific sports and activities.

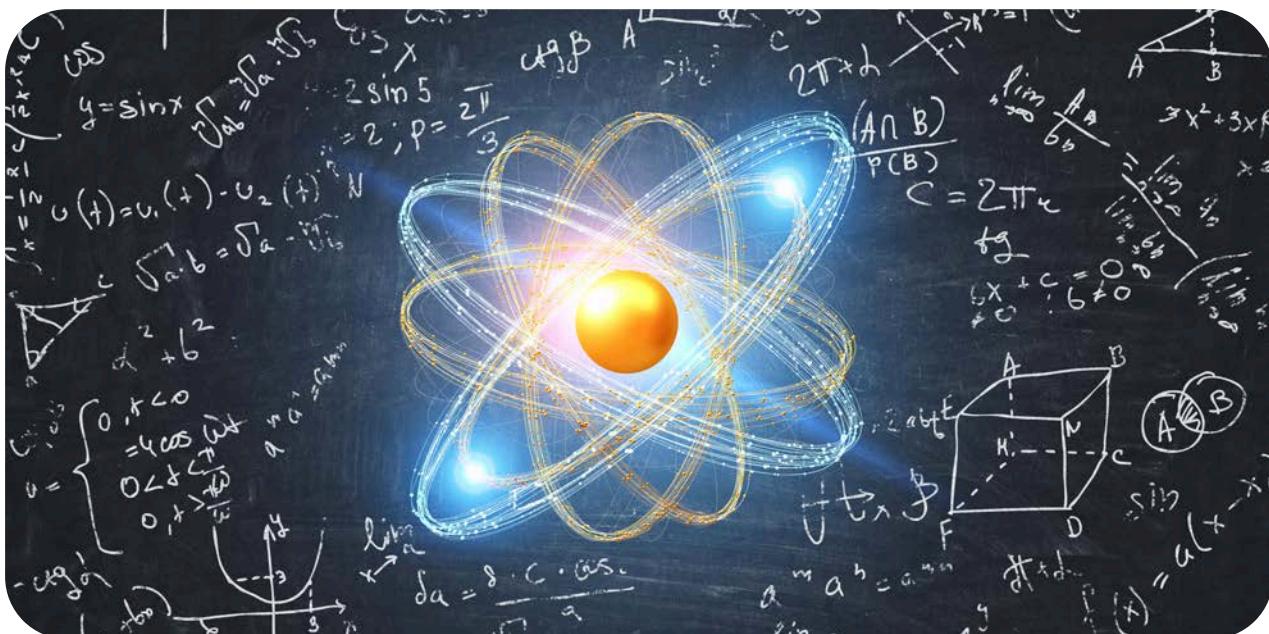
Physics

Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

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

In this unit, students investigate how experiments are used to develop scientific models and theories. They explore forces and motion through practical investigations and examine a specialised area of physics, applying their knowledge to a contemporary issue or real-world application.



Unit 3: How do fields explain motion and electricity?

In this unit, students investigate motion using Newton's laws and explore gravitational, magnetic and electric fields. They examine how fields explain the movement of objects and particles, and investigate the generation, transmission and practical applications of electricity.

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

In this unit, students explore ground breaking developments in physics, including wave-particle models of light and matter, relativity and Einstein's theories. They investigate how these ideas have transformed our understanding of the universe and contributed to modern technologies such as GPS.

Product Design & Technologies (Textiles)

Unit 1: Design practices

In this unit, students explore the product design process using the Double Diamond design approach. They work collaboratively to investigate a real need or opportunity, develop design briefs, create and test product concepts, and produce a finished product using a range of materials, tools and processes.

Unit 2: Positive impacts for end users

In this unit, students investigate how inclusive product design can improve belonging, access, usability and equity for end users. They research user needs, design and make a product that creates positive impacts, and examine how culture, including Aboriginal and Torres Strait Islander perspectives, influences product design.



Unit 3: Ethical product design and development

In this unit, students investigate ethical product design by identifying a real need or opportunity and developing a product solution. They examine sustainability, emerging technologies and manufacturing practices while researching, designing, prototyping and planning the production of an ethical product.

Unit 4: Production and evaluation of ethical designs

In this unit, students manufacture the product designed in Unit 3, applying safe production methods and managing resources effectively. They evaluate their finished product using feedback and criteria, while exploring innovation, sustainability and future trends in product design and manufacturing.

Psychology

Unit 1: How are behaviour and mental processes shaped?

In this unit, students explore psychological development and how the brain influences thoughts, emotions and behaviour. They investigate brain structure and function, brain plasticity, and the contributions of psychological research from both Western and Aboriginal and Torres Strait Islander perspectives.

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

In this unit, students investigate how social, cultural and psychological factors influence behaviour, attitudes and relationships. They explore perception, social cognition and the ways people interpret and respond to the world around them.



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

In this unit, students investigate how the nervous system, learning and memory influence behaviour and mental processes. They examine the effects of stress, explore theories of learning and memory, and investigate strategies for improving memory and psychological functioning.

Unit 4: How is wellbeing developed and maintained?

In this unit, students explore the relationship between sleep, mental wellbeing and psychological functioning. They investigate factors that influence mental wellbeing, including the biopsychosocial model, and examine strategies that support positive mental health across different contexts.

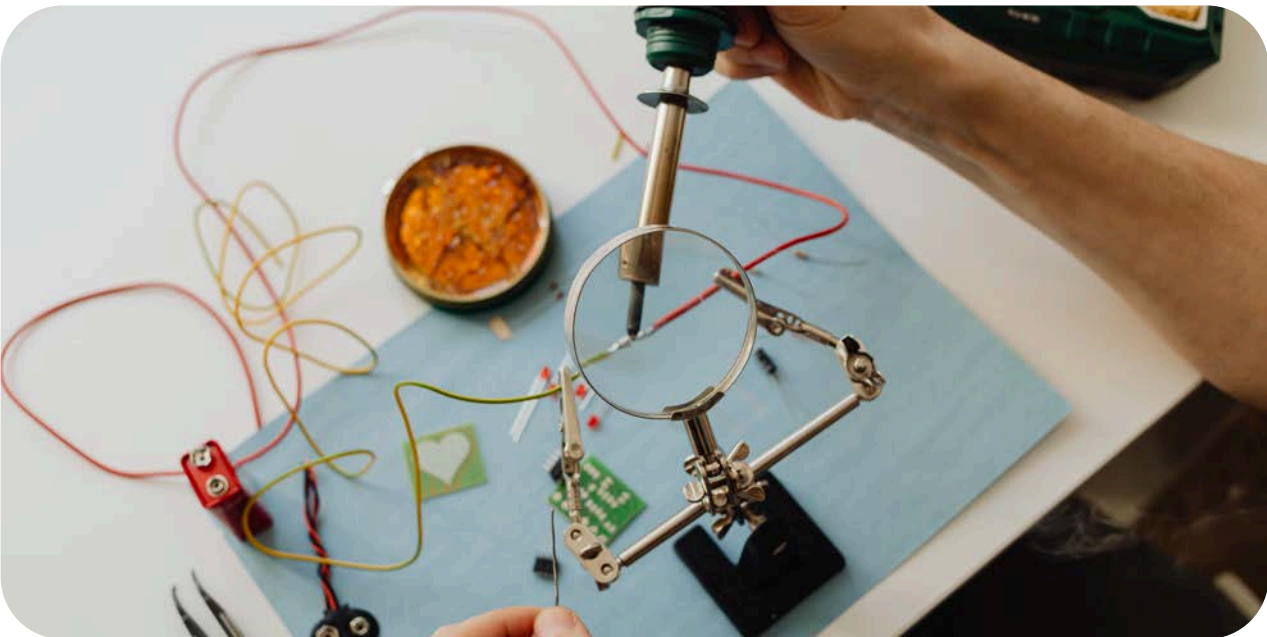
Systems Engineering

Unit 1: Electrotechnological systems design

In this unit, students explore the development of electrotechnological systems and the engineering principles behind them. They design, build and evaluate an operational electrotechnological system using the systems engineering process, while considering sustainability, energy use and project management.

Unit 2: Mechanical systems design

In this unit, students investigate mechanical engineering principles, including simple machines, gears and linkages. They apply the systems engineering process to design, produce and evaluate a mechanical system that responds to an inclusive design challenge, while developing practical engineering and problem-solving skills.



Unit 3: Ethical systems design

In this unit, students design and plan an integrated mechanical and electrotechnological system that considers ethical design. They apply engineering principles, project management and the systems engineering process while investigating renewable and non-renewable energy technologies and sustainable engineering solutions.

Unit 4: Systems production and innovative technologies

In this unit, students complete, test and evaluate the integrated system developed in Unit 3. They investigate emerging technologies and innovations, assess the performance of their system, and evaluate how engineering solutions can address future challenges through ethical and sustainable design.

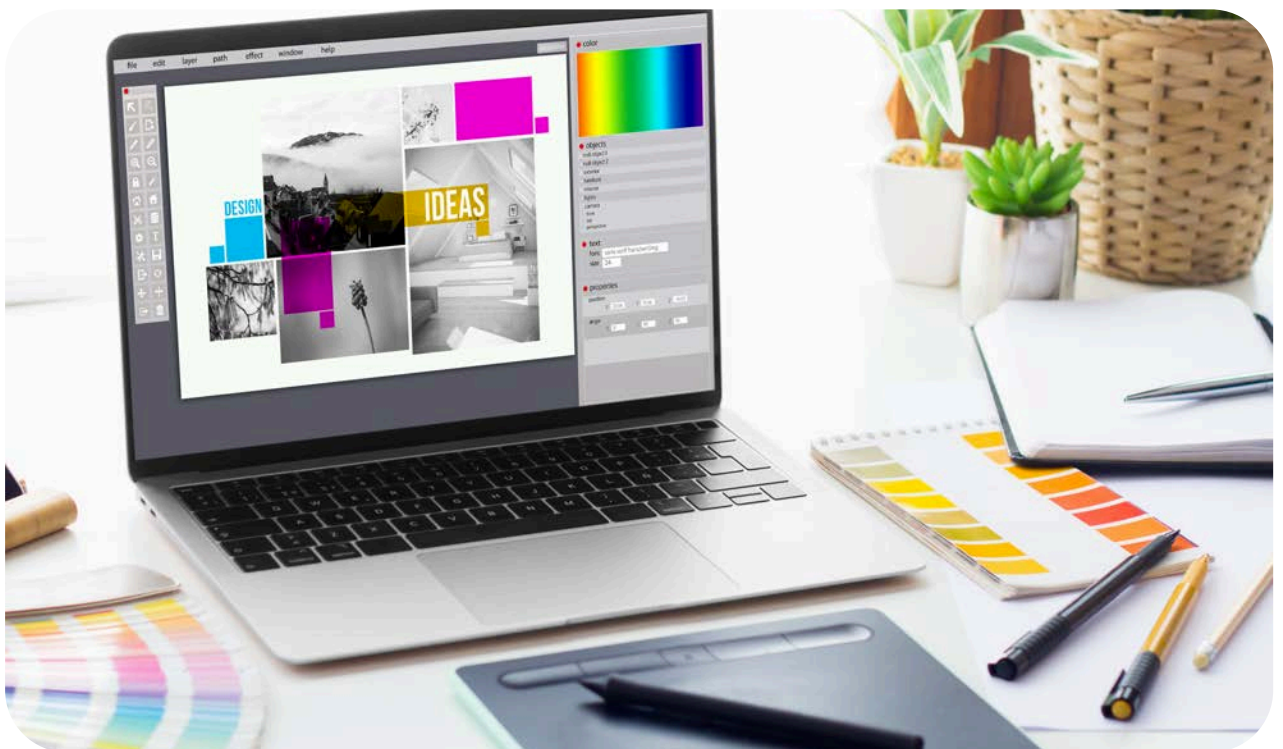
Visual Communication & Design

Unit 1: Finding, reframing and resolving design problems

In this unit, students explore the design process and how designers identify and solve human-centred design problems. They investigate the needs of users and stakeholders, use research methods to develop design briefs, and examine how good design can improve people's lives.

Unit 2: Design contexts and connections

In this unit, students apply the full design process to create solutions for environments and interactive experiences. They explore architecture, interior and landscape design, and user experience (UX), developing designs that respond to user needs and real-world contexts.



Unit 3: Visual communication design practices

In this unit, students investigate how contemporary designers communicate ideas and solve design problems. They analyse professional design practices across different fields while developing their own visual communication skills and understanding of effective design.

Unit 4: Delivering design solutions

In this unit, students refine, test and present design solutions developed through the VCD design process. They evaluate ideas, respond to feedback, and use a range of methods, media and presentation techniques to communicate and justify their final designs.

VM Literacy

Unit 1: Literacy for personal use

In this unit, students develop literacy skills for everyday life by reading, writing, speaking and listening in a range of personal contexts. They create and interpret a variety of written and digital texts, building confidence in communicating for different audiences and purposes.

Unit 2: Understanding issues and voices

In this unit, students explore a range of social and community issues through reading, discussion and research. They analyse different viewpoints, evaluate persuasive language and evidence, and develop their own informed opinions through written and oral responses.



Unit 3: Literacy for work and organisations

In this unit, students develop the literacy skills needed for workplaces and vocational settings. They interpret and create organisational, informational and procedural texts, such as reports, instructions and workplace documents, while communicating effectively for real-world purposes.

Unit 4: Literacy for advocacy

In this unit, students investigate how language can be used to advocate for themselves, a product or a community group. They create persuasive written, visual and multimodal texts and deliver an oral presentation that demonstrates their communication skills in a vocational or personal context.

VM Numeracy

Unit 1: Numeracy

In this unit, students develop the mathematical knowledge and skills needed for everyday life, work and the community. They apply numeracy to real-world contexts such as personal, financial, health, civic, vocational and recreational situations while exploring number, shape, measurement and mathematical relationships.

Unit 2: Numeracy

In this unit, students extend their numeracy skills by working with direction, data, chance and systems. They solve practical problems, interpret information, and use digital technologies to make informed decisions in personal, workplace and community contexts.



Unit 3: Numeracy

In this unit, students further develop their mathematical skills by applying them to more complex personal, vocational and community situations. They use number, shape, measurement and relationships to solve practical problems, evaluate solutions and confidently apply a range of mathematical tools and technologies.

Unit 4: Numeracy

In this unit, students apply, analyse and justify mathematical solutions to increasingly complex real-world problems. They use data, technology and mathematical reasoning to make informed decisions, evaluate outcomes and communicate their findings across a range of personal, workplace and community contexts.

VM Personal Development Skills

Unit 1: Healthy individuals

Students develop an understanding of personal identity, emotional intelligence and health and wellbeing. They explore factors that influence individual and community wellbeing, investigate health-promoting organisations, and examine the impact of technology on health while creating and evaluating health promotion activities.

Unit 2: Connecting with community

Students explore the role of community, active citizenship and social cohesion. They investigate community issues, analyse different perspectives, and develop practical strategies to engage with and support communities through the planning, implementation and evaluation of a community engagement activity.



Unit 3: Leadership and teamwork

Students develop leadership, teamwork and interpersonal skills through real-life and simulated activities. They investigate leadership styles, effective communication and collaboration, while reflecting on their own contribution to achieving shared goals and solving problems.

Unit 4: Community project

Students plan, implement and evaluate an extended community project that responds to a local or global issue. They apply project management, teamwork and communication skills while researching a community need, implementing a solution, and presenting and evaluating the project's outcomes.

VM Work Related Skills

Unit 1: Careers and learning for the future

Students explore future career opportunities by researching employment trends, industry growth and education pathways. They reflect on their own skills, interests and goals to develop informed career plans and communicate their future education and employment pathways.

Unit 2: Workplace skills and capabilities

Students develop the employability skills, personal capabilities and technical knowledge needed for future work and study. They identify their strengths, prepare job application documents, and build confidence through recruitment and interview preparation.



Unit 3: Industrial relations, workplace environment and practice

Students investigate workplace rights, responsibilities and relationships, including workplace wellbeing, communication, teamwork and industrial relations. They develop the knowledge and skills to contribute positively to safe, inclusive and productive workplaces.

Unit 4: Portfolio preparation and presentation

Students create and present a professional portfolio that showcases their skills, achievements and experiences. They learn how to tailor a portfolio for employment or further study, present it effectively, and evaluate it to improve future career opportunities.

Certificate III in Allied Health Assistance

This course is ideal if you are wanting to start a career in the health field. At this level you will get a taste of the health sector and operate under the direct supervision of a health professional. This two-year course reflects the current industry expectations for the delivery of industry related training. The course will equip the student with information relevant to recent industry knowledge regarding safety, communications, environmental awareness and best practice.

The Certificate III in Allied Health Assistance is the key pathway to work as a support for Allied Health professionals, helping to implement patients' rehabilitation or maintenance therapy programs. This course is relevant to a wide range of health environments including hospitals, physiotherapy and occupational therapy and allied health practice settings. Students who successfully complete this course are eligible for a Certificate in recognition of their studies. Part completion will generate a Statement of Attainment. The course also provides other opportunities for future studies and employment in the Health Industry.



EXAMPLE UNITS OF COMPETENCY

- Provide first aid
- Interpret and apply medical terminology appropriately
- Work with diverse people
- Recognise the impact of health conditions
- Participate in workplace health and safety
- Respond effectively to behaviours of concern
- Conduct manual tasks safely



OTHER DETAILS

- A minimum of 80 hours on the job clinical placements is a required element of the course. The timing of these placements are arranged by negotiation.
- This course is delivered off campus in Yarrowonga.
- Units 3 & 4 are scored and contribute to your ATAR.

Certificate II in Building & Construction

(Pre-apprenticeship)

Certificate II in Building and Construction provides students with the opportunity to gain skills and knowledge required to gain an apprenticeship in the Carpentry sector of the building and construction industry. Students who undertake Certificate II in Building and Construction can achieve credit for 4 VCE units as well as working towards completion of a nationally recognised TAFE Qualification. Units 3 & 4 contribute to the ATAR by way of a 10% increment.



EXAMPLE UNITS OF COMPETENCY

- Apply basic levelling procedures
- Conduct workplace communication
- Carry out measurements and calculations
- Apply WHS requirements/policies/procedures in the construction industry
- Identify and handle carpentry tools and equipment
- Prepare to work safely in the construction industry
- Provide basic emergency life support
- Dismantle basic timber structures
- Prepare for work in the building and construction industry
- Interpret and apply basic plans and drawings
- Erect and safely use working platforms
- Perform basic setting out
- Construct basic sub-floor
- Construct basic wall frames
- Construct a basic roof frame
- Install basic external cladding
- Install basic window and door frames
- Install interior fixings



OTHER DETAILS

- Students will be involved in a number of practical activities and projects as part of the learning process.
- To undertake this course, students are required to pay for materials, equipment and auspicing contribution of approximately \$200.

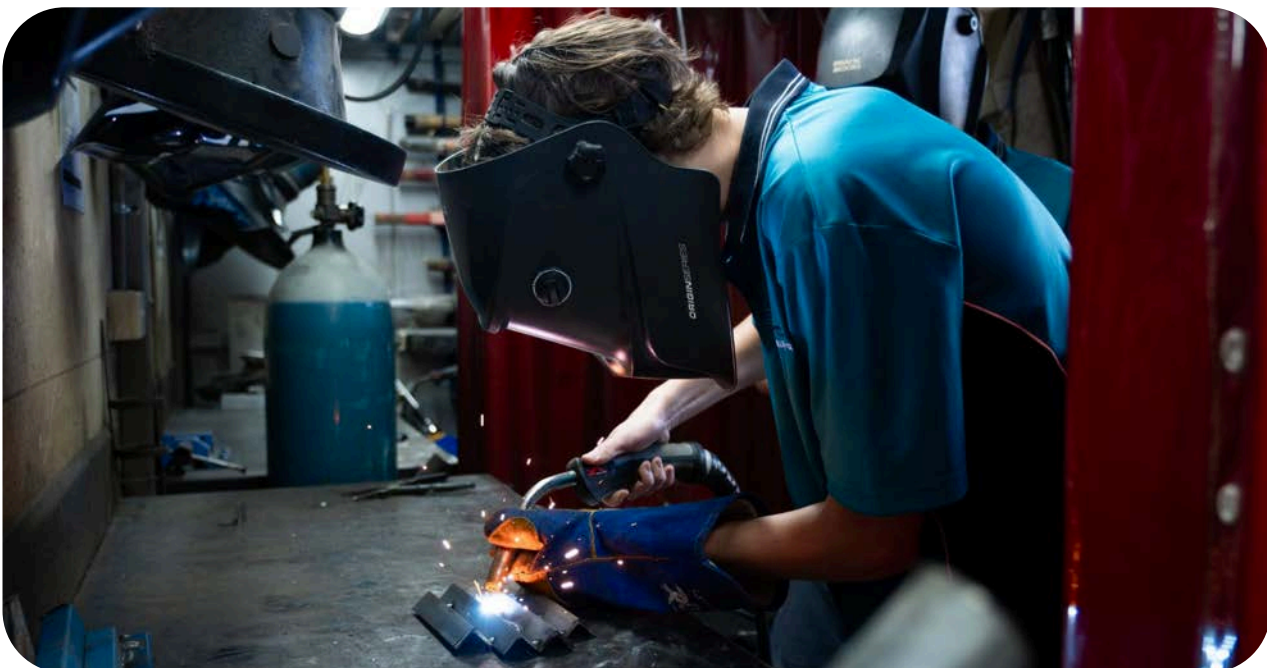
Certificate II in Engineering Studies

Certificate II in Engineering Studies aims to provide students knowledge and skills that will enhance their employment prospects in engineering related industries. Students who undertake Certificate II in Engineering Studies can achieve credit for 4 VCE units as well as achieving a nationally recognised TAFE Qualification. Units 3 & 4 contribute to the ATAR by way of scored assessment. Certificate II in Engineering Studies provides a pathway for students into an engineering apprenticeship.



EXAMPLE UNITS OF COMPETENCY

- Apply occupational health and safety principles in an engineering environment
- Safely use hand tools and handheld power tools for general engineering applications
- Report on the sectors and employment in the manufacturing, engineering, and related industries
- Perform basic machining processes
- Apply basic fabrication techniques
- Undertake a basic engineering project
- Perform intermediate engineering computations
- Interpret and prepare basic two- and three-dimensional engineering drawings



OTHER DETAILS

- Students will be involved in a number of practical activities and projects as part of the learning process.
- To undertake this course, students are required to pay for materials, equipment and auspicus contribution of approximately \$200.

Certificate II in Hospitality

The VCE VET Hospitality program is designed as a two year program drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry. The VCE VET Hospitality program aims to provide participants with the knowledge and skills reflective of the hospitality industry. This program allows students to achieve competencies that will enhance their employment prospects within a broad range of hospitality settings.



EXAMPLE UNITS OF COMPETENCY

- Use food preparation equipment
- Prepare dishes using basic methods of cookery
- Clean kitchen premises and equipment
- Use hygienic practices for food safety
- Receive, store and maintain stock
- Participate in safe work practices
- Prepare and present simple dishes
- Prepare and present sandwiches
- Show social and cultural sensitivity
- Work effectively in a commercial kitchen
- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetable, fruit, egg and farinaceous dishes



OTHER DETAILS

- Students wishing to receive a study score for VCE VET Hospitality must undertake Scored Assessment. This consists of coursework tasks, and an end of year examination.
- This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

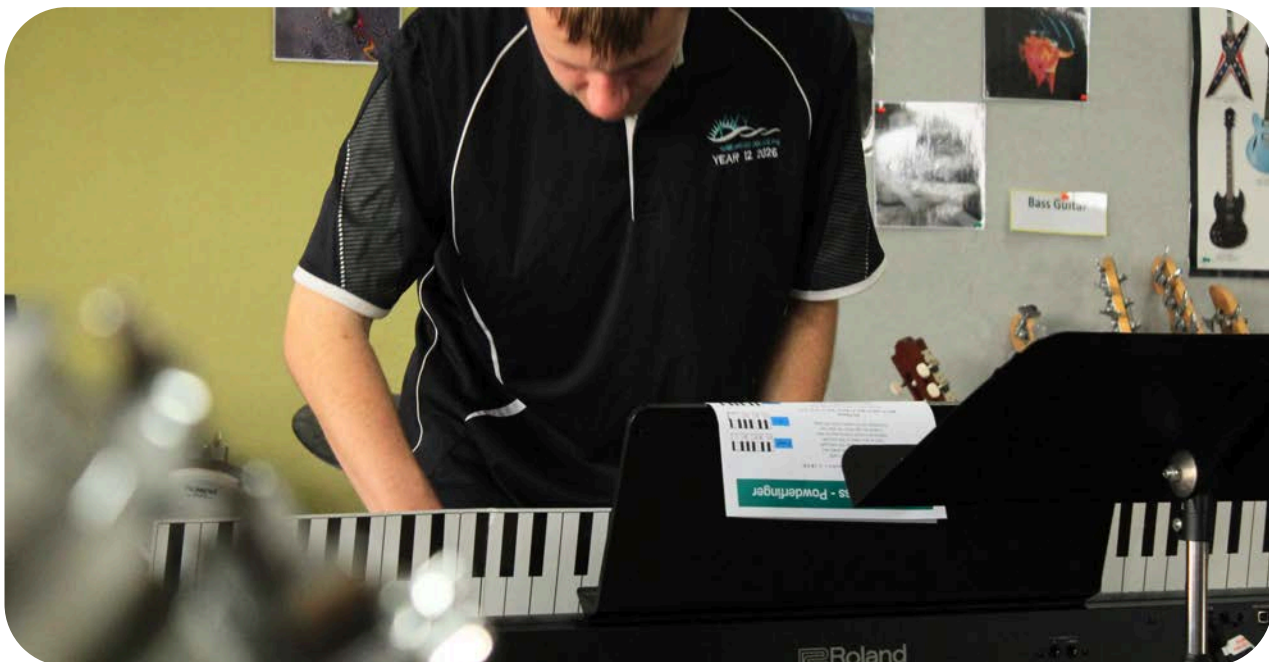
Certificate III in Music (Music Performance)

Students undertaking VET Music through Yarrowonga College P-12 will be enrolled in CUA30920 Certificate III in Music (Performance). This course is delivered over 2 years in partnership with The College of Sound and Music Production (COSAMP – RTO 41549). This certificate provides students with the opportunity to learn and apply a broad range of knowledge and skills to pursue further tertiary studies, start a career or maintain a hobby in the Music Industry.



EXAMPLE UNITS OF COMPETENCY

- Implement copyright arrangements
- Work effectively in the music industry*
- Plan a career in the creative arts industry
- Incorporate music technology into performances
- Develop audio skills and knowledge
- Perform simple repertoire in ensembles
- Prepare for musical performances
- Develop and perform musical improvisation
- Develop and apply stagecraft skills
- Develop technical skills for musical performances
- Perform music as part of a group
- Perform music as a soloist



OTHER DETAILS

- Students wishing to receive an ATAR contribution for a Units 3 and 4 sequence from VCE VET Music must undertake scored assessment for the purpose of achieving a study score.
- This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study

Certificate III in Music (Sound Production)

This specialisation is designed for students who wish to develop technical skills in recording, mixing and live sound. Depending on the electives chosen, students learn how to set up and operate microphones, PA systems and related audio equipment and how to use digital audio software to capture, edit and mix sound to a professional standard. This course is delivered over 2 years in partnership with The College of Sound and Music Production (COSAMP – RTO 41549).



EXAMPLE UNITS OF COMPETENCY

- Implement copyright arrangements
- Work effectively in the music industry
- Plan a career in the creative arts industry
- Incorporate technology into music making
- Create simple musical compositions
- Write song lyrics
- Create simple musical pieces using music technology
- Develop basic audio skills and knowledge
- Perform basic sound editing
- Assist with sound recordings
- Repair and maintain audio equipment



OTHER DETAILS

- Students wishing to receive an ATAR contribution for a Units 3 and 4 sequence from VCE VET Music must undertake scored assessment for the purpose of achieving a study score.
- This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study

GOTAFE

GOTAFE offers a wide range of VCE Vocational Education and Training (VET) courses that provide secondary school students with practical, hands-on learning opportunities while completing their senior secondary education. Students at Yarrowonga College P-12 may apply to undertake a VCE VET course through GOTAFE, gaining valuable industry skills, nationally recognised qualifications, and insights into potential career pathways.



GOTAFE COURSE AREAS*:

- Animal Care
- Equine Studies
- Agriculture
- Hair and Beauty
- Automotive
- Engineering Studies
- Building and Construction
- Plumbing
- Electrical Industry
- Visual Arts
- Apparel, Fashion and Textiles
- Information and Communications Technology
- Business
- Early Childhood
- Community Services
- Health
- Cookery
- Events and Tourism

**Please note that the VCE VET courses available in 2027 are subject to confirmation by GOTAFE. An updated list of available courses will be provided once GOTAFE has finalised its 2027 offerings.*



OTHER DETAILS

- More information about this option can be found at the following website:
- <https://www.gotafe.vic.edu.au/courses/vet-delivered-to-secondary-students>
- There are costs associated with VET courses to cover the delivery fees charged by TAFE and any equipment or materials costs.

