



# Bright P-12 College



## Senior Secondary (VCE) Course Guide 2026

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## ABOUT THIS HANDBOOK

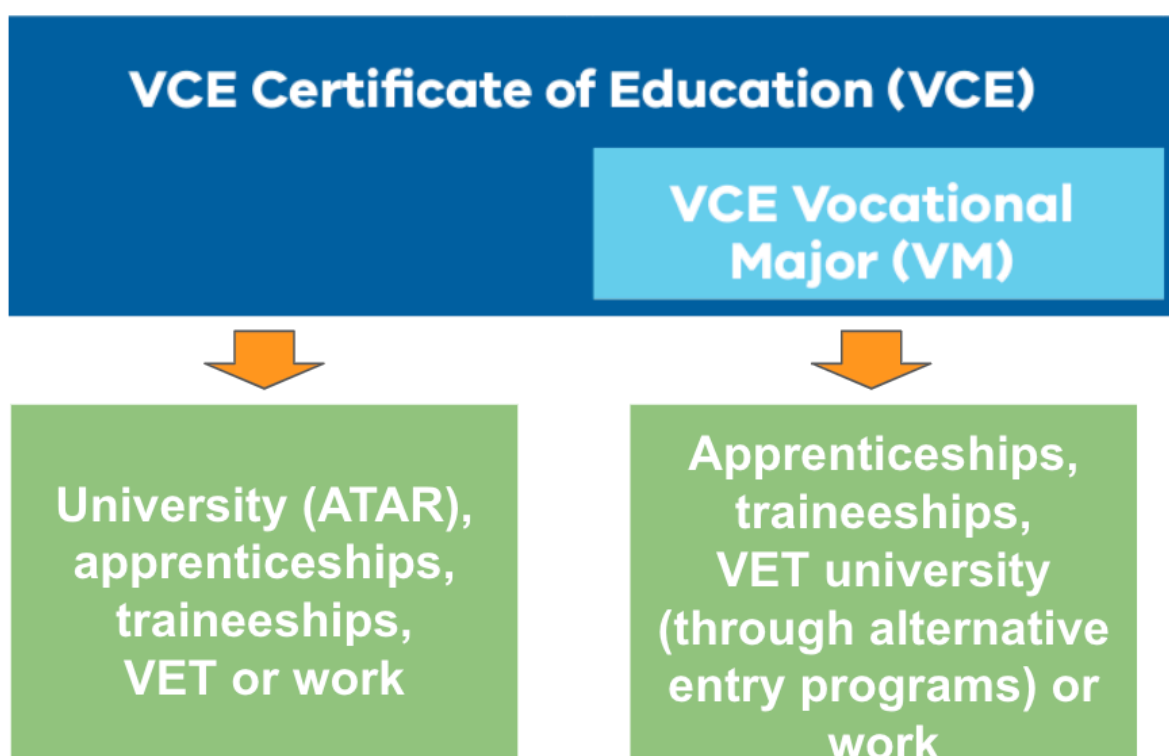
This handbook contains general information and unit descriptions for the Victorian Certificate of Education (VCE), including the Victorian Certificate of Education - Vocational Major (VCE VM) and Vocational Education Training Delivered to Secondary Students (VETDSS).

Students intending to undertake a Year 11 course at Bright P-12 College are advised to use the information and advice contained in this handbook to assist them in deciding on an appropriate Senior Studies program, in partnership with their parents/guardians.

You are strongly encouraged to check the following websites for further information:

- **Victorian Curriculum and Assessment Authority (VCAA):**
  - The VCAA is an independent statutory body responsible to the Victorian Minister for Education, serving both government and non-government schools.
  - Their website provides access to a wide range of information relating to the rules and regulations of VCE, VCE VM & VET units.  
[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)  
<https://www.vcaa.vic.edu.au/administration/vce-administrative-handbook/vce-administrative-handbook-2025>
- **Victorian Tertiary Admissions Centre (VTAC):**
  - VTAC is the central office that administers the application processes for places in tertiary courses, scholarships and special entry access schemes at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions.
  - Before applying for courses or scholarships, or booking an admission test, you will need to register for a VTAC user account.
  - Some of the features of their website enable students to search for courses, information about Australian Tertiary Admission Rank (ATAR) and set up an account in CourseLink to keep track of courses that interest them.  
[www.vtac.edu.au](http://www.vtac.edu.au)  
<https://vtac.edu.au/prepare/entry-req/meeting-prerequisites>  
<https://delta.vtac.edu.au/CourseSearch/searchguide.htm?ap=22>

## Senior School Certificates



## INITIAL VCE SUBJECT OFFERINGS FOR 2026

Subject Area	Specific Subjects	Unit 1 & 2	Unit 3 & 4
<b>The Arts</b>	Art: Creative Practice		
	Media		
	Theatre Studies		Not running in 2026
<b>English</b>	English		
	Literature		Not running in 2026
<b>Health and Physical Education</b>	Health and Human Development		
	Physical Education		Not running in 2026
<b>Humanities</b>	Geography		Not running in 2026
	History		
	Legal studies		Not running in 2026
<b>Languages</b>	German		Not running in 2026
	Japanese		Not running in 2026
	Aboriginal Languages of Victoria		
<b>Mathematics</b>	Foundation Mathematics		Not running in 2026
	General Mathematics		
	Mathematical Methods		
	Specialist Mathematics		Not running in 2026
<b>Science</b>	Biology		
	Chemistry		
	Physics		
	Psychology		
<b>Technology</b>	Product Design and Technology (Wood/Metal)		
<b>VET</b>	Certificate II in Outdoor Recreation		
	Certificate III in Sport & Recreation		
	Certificate II in Horticulture		
	Other VET qualifications - see Jane Mildren		

## INITIAL VCE VOCATIONAL MAJOR (VM) SUBJECT OFFERINGS FOR 2026

VCE VM Subject Area	Specific Subjects	Unit 1 & 2	Unit 3 & 4
<b>English</b>	VCE VM Literacy		Not running in 2026
	VCE English		
<b>Mathematics</b>	VCE VM Numeracy		Not running in 2026
	VCE Foundation Mathematics		Not running in 2026
	VCE General Mathematics		
	VCE Mathematical Methods		
<b>Personal Development Skills</b>	VCE VM Personal Development Skills		Not running in 2026
	Other VCE subject, the specific subjects available will be determined after initial blocking		
<b>Work Related Skills/Structured workplace learning</b>	VCE VM Work Related Skills (including Structured Workplace Learning credit recognition)		Not running in 2026
	Other VCE subject, the specific subjects available will be determined after initial blocking		
<b>VET</b>	Certificate II in Outdoor Recreation		
	Certificate III in Sport & Recreation		
	Certificate II in Horticulture		
	Other VET qualifications - see Jane Mildren		

# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

## What is the VCE?

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of your secondary education. The VCE provides pathways to further study at University, Technical and Further Education (TAFE) and to employment. It is even possible to undertake a School Based Apprenticeship and Traineeship (SBAT) within your VCE program.

## Who should do VCE?

- Students who prefer to work independently.
- Students who are committed to doing the required hours of regular homework and study (revision).
- Students who are well equipped to devote the time and energy to the production of sustained written responses to prompts in all subjects.
- Students who passionately conceptualise and produce folios reflecting their creativity.
- Students who are prepared to challenge themselves and can comprehend abstract concepts.
- Students who achieve satisfactory results in tests and exams and have demonstrated the capacity to prepare for their exams.
- Students with excellent organisation and time management skills. Students who are prepared inside and outside of class to work intensively with their teachers.
- Students who are prepared to devote a significant amount of time to their studies outside of school.

## When can I start my VCE?

The VCE is designed to be undertaken in Years 11 and 12 but can be started in Year 10. About half of Victorian Year 10 students undertake some VCE or VET units.

When making your subject choices, you should consider studies that:

- Interest you
- You are good at / have strengths in
- Lead to employment that you find appealing
- Prepare you for further training or tertiary (university) courses that you are considering
- Provide VET recognition; that is, a VCE VET program leading to a VET qualification within your VCE.

## The Structure of VCE at Bright P-12 College

In **Year 10** students can choose to study one Unit 1/2 VCE subject

In **Year 11** all Bright P-12 College students study six subjects, only one of which is compulsory, which is English. Students may choose to do one Unit 3/4 subject.

In **Year 12** all Bright P-12 College students study five subjects, only one of which is compulsory, which is English.

A subject at VCE level is divided up into four units.

One Semester = One Unit. In the subject of English, for example....

<b>Year 11</b>	<b>2026 Semester One</b> English Unit 1	<b>2026 Semester Two</b> English Unit 2
<b>Year 12</b>	<b>2027 Semester One</b> English Unit 3	<b>2027 Semester Two</b> English Unit 4

## VCE Assessment (Excluding VCE VM)

### Outcomes

Every unit has learning outcomes that are obtained through a set of varied activities directly related to the areas of study. The classroom teacher (using a range of assessment methods) is responsible for assessing whether outcomes are satisfactorily achieved or not.

- Units 1 & 2 in the VCE are graded differently from Units 3 & 4.
- Students completing a Unit 1 & 2 subject will receive an overall mark of S (Satisfactory) or N (Not Satisfactory) for every unit they undertake.
- For ATAR - VCE students Unit 3 & 4 work is graded on a scale from A+ to E. These marks are used with the external exam results and General Achievement Test (GAT) to calculate a study score, which is used to determine a student's Australian Tertiary Admissions Rank (ATAR).
- Each unit of the VCE study has a number of learning outcomes that are assessed by tasks that are common to all students.
- It is from the individual studies' outcomes that satisfactory (S) or not satisfactory (N) completion of a unit is determined.
- An N for any one of these gives the student an N for the unit for both ATAR (scored) and non-ATAR (unscored) VCE students.

### Graded Assessment Tasks

For students undertaking Units 1 & 2, there will be graded tasks in each unit. Students will also be required to sit a school based examination at the end of each unit.

### To obtain a VCE

To obtain a VCE, students must satisfactorily complete at least 16 units of study including:

- Three units from an English curriculum area with three units from the English group, two of which must be a Unit 3 and 4 sequence.
- Three sequences of Unit 3 & 4 (or VET equivalent) other than English.

These sequences can be from VCE studies and/or VET programs. You need to be aware that the Victorian Tertiary Admissions Centre (VTAC) places restrictions on certain combinations of VCE and VET studies. If you intend to apply for an ATAR at the end of your VCE, you will need to be aware of these restrictions, so talk to your Year Level Coordinator and Careers Counsellor (Jane Mildren).

Details of all of the Senior Secondary subjects available through Bright P-12 College are provided in this Senior Course Guide handbook.

### ATAR

The Australian Tertiary Admissions Ranking (ATAR) is a ranking calculated by combining your results from the School Assessed Coursework (SACs) and the end of year external exams administered by the Victorian Curriculum Assessment Authority (VCAA). Each subject has a maximum score of 50. The maximum ATAR you can receive is 99.95. The ATAR is used by universities to grant you direct access to their courses and indicate the ATAR required to gain direct entry to the course of your choice

# CENTRE for HIGHER EDUCATION STUDIES (CHES)

High-achieving and high-ability senior secondary students at Victorian government schools can apply to study at the Centre for Higher Education Studies (CHES) in 2026.

Students can study at the state-of-the-art learning centre on Chapel Street in South Yarra, Melbourne, online, or both. They will stay enrolled at Bright P-12 College and take part in CHES as part of their Victorian Certificate of Education (VCE) program.

Applications to study first-year university-level and VCE subjects at CHES in 2026 are now open.

## Higher Education Studies

In partnership with a number of Victorian universities, CHES will offer a range of first-year university-level subjects to senior secondary school-aged students in 2026. Students can only do 1 CHES subject during their VCE.

You can view the full list of university partners, their subjects, outlines and prerequisites on the CHES website: <https://ches.vic.edu.au/>

## VCE subjects

CHES will also offer the following VCE subjects in 2026:

- **Extended Investigation Units 3 and 4:**  
Unit 3 & 4 only, no prerequisites and can be studied in either Year 11 or 12.
- **Algorithmics Units 3 and 4:**  
Unit 3 and 4 only and students must be enrolled or have completed Unit 1 and 2 Mathematical Methods. Can be completed in Year 11 or 12.
- **Specialist Mathematics Units 1-4:**  
Students must also be enrolled or have completed Mathematical Methods Units 1-4.
- **English Language Units 1-4:**  
No Prerequisites, however, it is recommended that Students complete Units 1 and 2 prior to Units 3 and 4.

## Deakin University Accelerate

Deakin Accelerate is a distinctive VCE extension studies program designed to challenge high achieving students with university-level learning opportunities. Students will be required to study two first year university units at Year 12 from a wide variety of study areas.

For more information refer to the Deakin University Website:

<https://www.deakin.edu.au/student-life-and-services/support-for-high-school-students/deakin-accelerate-program>

Please speak with Jane Mildren, Libby Dean or Mel Worth if you are interested in exploring any of these options.

## VCE - VOCATIONAL MAJOR (VM)

The VCE Vocational Major is a newly accredited senior secondary school qualification undertaken in Years 11 and 12. The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major is an approach that emphasises the relevance of what is being learnt to the 'real world' outside the classroom, and makes that connection as immediate and transparent as possible. This focus on a real-life application will often require a shift from a traditional focus on discrete curriculum areas, as students focus on learning and applying the skills and knowledge they need to solve a problem, implement a project or participate in the workforce.

As a result of this, applied learning will involve students and their teachers in partnerships and connections with organisations and individuals outside school. These partnerships provide the necessary out-of-school context for students to demonstrate the relevance of what they have learnt.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies (Literacy, Numeracy, Personal Development Skills and Work Related Skills) are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR. VCE students can choose to study VCE VM Personal Development Skills and/or VCE VM Work-related Skills within a standard VCE program, however these subjects will not receive a study score or contribute towards the ATAR.

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

The VCE Vocational Major is recognised internationally, valued by employers and builds on the strengths of VCAL by providing:

- flexible timetables that allow students to study at school, TAFE and work
- opportunities to experience real-life workplaces
- subjects that will build students' skills and prepare them for life after school
- greater access to high quality VET learning, either in school, a neighbouring school or a local TAFE

### Course selection in 2025

The following table sets out the senior secondary pathways for students commencing the VCE or VCE VM in 2025.

#### Enrolment Options

VCE	VCE Vocational Major <b>*Students will be interviewed before moving into this stream</b>
VCE English	VCE VM Literacy or VCE English
Any other 5 subjects, can include a VET subject and/or school-based apprenticeship & traineeship	VCE VM Numeracy or VCE Foundation Mathematics or VCE General Mathematics or VCE Mathematical Methods
	VET
	Structured Workplace Learning or SBAT
	Work Related Skills (including Structured Workplace Learning credit recognition)
	Personal Development skills
	Other VCE subjects, providing students achieve an S in Units 1&2 PDS and/or WRS

## Who should do VCE Vocational Major (VCE VM)?

Students who apply for a Vocational Major program are likely to be interested in going on to:

- Vocational education (TAFE)
- Doing an SBAT/Apprenticeship/Traineeship
- Employment

VCE VM is a program that requires a strong commitment to ALL of the following:

- Sound organisation and time management skills
- Working effectively at all times with teachers and other students in class and on team projects
- Working in teams on community-based projects and representing Bright P-12 College with pride at all times
- Contributing ideas and discussion to develop projects with others
- Finding and keeping a structured work placement every week
- Bright P-12 College attendance policy
- Working to your full potential in ALL of your subjects

## What does a VCE VM program look like?

The VCE VM's flexibility enables students to design a study program that suits their interests and learning needs.

Students attend classes at school 3 days per week. Students do their VET program on one of the days that they are not required to attend classes at school. Students are required to obtain and attend their structured workplace learning placement on the other day that they are not required to attend classes at school.

Subjects studied in VCE VM include:

- VCE VM Literacy
- VCE VM Numeracy
- Personal Development Skills
- Work Related Skills (WRS), including Structured Workplace Learning credit recognition
- Industry Specific Skills (VET)
- All students must also find a Structured Workplace Placement (SWL) or an SBAT
- Other VCE subjects, providing students achieve an S in Units 1&2 PDS and/or WRS

## What is Structured Workplace Learning (SWL)?

As a part of the **VCE VM** program students undertake Structured Workplace Learning (SWL).

Structured Workplace Learning (SWL) involves a student finding an industry placement usually aligned with their VET program, which can give them experience and an understanding of work and career opportunities within that industry. The student generally observes various aspects of the work within the industry and is given relevant tasks to complete under supervision from a qualified staff member.

Therefore, SWL provides an opportunity for students to apply what they have learnt in their VET program to the real-world work context and develop their employability skills.

Students will also be required to complete training in an accredited OHS module/unit before commencing a structured workplace learning placement.

Students will complete an SWL Unit each year as part of WRS to receive credit recognition for their SWL.

## **Assessment and Reporting in VCE VM**

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills (including Structured Workplace Learning recognition), and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Same as all VCE subjects, each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

The award of satisfactory achievement for a VCE VM unit is based on a decision that the student has achieved the learning outcomes specified for the unit. Students should be observed to demonstrate competence on more than one occasion and in different contexts to make sure that the assessment is as consistent, reliable, fair and equitable as possible.

To be awarded a satisfactory 'S' result students must demonstrate successful completion of all learning outcomes in the unit. Successful completion may be demonstrated during one integrated assessment activity or may be spread over a number of different activities.

A student is awarded a VCE certificate when they gain credits for 16 units that fulfil the minimum requirements for their learning program. A credit is gained for successful completion of a unit of study.

### **Requirements of the VCE VM certificate**

To be awarded a VCE VM Certificate, you must successfully complete a Learning Program of 1000 nominal hours that is designed to comply with the following credit requirements. The Learning Program must include:

- 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)

You must also complete at least 3 other unit 3–4 sequences. This means 3 other full year studies at a Year 12 level. You can do other VCE studies or VET.

### **VCE VM and University**

If you are considering going to university straight from school, VCE VM is probably not the best option for you. Students planning to go straight into higher education usually do VCE which allows them to gain an Australian Tertiary Admissions Rank (ATAR). However, the completion of VCE VM does allow students to access some university options. It also allows entry into the Victorian Police. Entry straight from school is not the only route into university. Some people study a VET course at TAFE, perhaps leading to a Diploma or Advanced Diploma, and then decide that they would benefit from a university course. VCE VM would be a good start along this pathway.

### **School based apprenticeships/traineeships (SBAT) and VCE VM**

A school-based apprenticeship or traineeship (SBAT) gives a student paid on-the-job training while they complete secondary school. SBATs combine part-time employment with training toward a nationally recognised vocational education and training (VET) qualification. Students can receive credit for their SBAT towards the VCE or VCE Vocational Major. Bright P-12 College actively encourages students to do a School Based Apprenticeships and Traineeships (SBAT) as a vital part of their VCE VM.

You can develop a VCE VM program that suits your particular learning needs and interests. You have the choice of selecting units and modules for each of the four compulsory VCE VM strands.

## VET Delivered in Secondary Schools (VETDSS)

Vocational Education and Training Delivered in Secondary Schools (VETDSS) in the Victorian Certificate of Education (VCE) or (VCE VM) allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training that contributes to both certificates.

### Why choose VETDSS?

VETDSS offers students the opportunity to:

- combine general and vocational studies
- explore career options and pathways
- undertake learning in the workplace
- gain a nationally recognised qualification or credit towards a qualification that contributes to the VCE or VCE VM
- develop skills that equip students for the workforce and further study.

### How does VETDSS contribute to the VCE?

VETDSS may contribute to the VCE at the Units 1 and 2 or Units 3 and 4 levels, and may also contribute to the Australian Tertiary Admission Rank (ATAR). ATAR contribution varies depending upon the VET program.

### How does VETDSS contribute to the VCE Vocational Major (VCE VM)?

Each student is required to effectively participate in 180 hours of a VETDSS program to satisfy the requirements of the VCE VM.

### What you need to know about VETDSS?

All VETDSS programs have both theory and practical components and students must be prepared and able to complete both components of the course. VETDSS programs are assessed according to competency – that is, the student can demonstrate the ability to do or understand the material in the unit being covered. Students must also realise that they are expected to display the maturity, responsibility and confidence to successfully participate in an adult learning environment as many VETDSS programs are delivered off campus.

### Successful completion of VETDSS in a senior secondary program can provide students with:

- a VCE or VCE VM certificate issued by the VCAA, and a VETDSS certificate issued by a registered training organisation (RTO)
- two statements of results issued by the VCAA giving details of units completed in the VCE and units of competency/modules completed in the VETDSS qualification
- an enhanced ATAR which can improve access to further education
- pathways into employment and/or further VET qualifications or training
- workplace experience gained through structured workplace learning.

### Students value VETDSS because it:

- allows them to combine general and vocational studies, which for many provides a practical focus in a range of industry areas
- provides direct experience of business and industry
- enables them to explore training in areas that will enhance their pathway choices.

### Employers value VETDSS because it:

- contributes to the development of entry level skills for their industry
- provides students with a practical and focused introduction to workplace requirements
- enhances the employability of students
- enables industry to contribute to educational programs in schools
- enables industry to participate in local community networks.

## VET Delivered to Secondary Schools (VETDSS) cont...

At Bright P-12 College, VETDSS courses are offered as a block study on Wednesdays off-campus at GOTAFE Wangaratta and Bright P-12 College, with online providers or within the school timetable.

**Please note:** Students undertaking a VETDSS course offered off-campus (GOTAFE Wangaratta) will have access to a free bus to and from the course each Wednesday during term time.

### Explanation of ATAR score for VETDSS Certificates

- **VCE VETDSS- Can be one of the primary four**  
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of this type VCE VETDSS program **must undertake a scored assessment for the purpose of achieving a study score**. This study score can contribute directly to the primary four or as a fifth or sixth study.
- **Non VCE VETDSS-10% of the lowest study score of the primary four subjects**  
Students who receive a Unit 3 and 4 sequence for this type VCE VETDSS program will be eligible for a **10% increment towards their ATAR** (10% of the lowest study score of the primary four scaled studies).

### FAQS about VETDSS

- **Is a VCE VETDSS subject equal to a VCE subject?**  
Yes, where the level of credit is equal, programs are equal. There are 14 VCE VET programs that have access to a 'Study Score' which contributes to a student's ATAR.
- **When can I start a VETDSS course?**  
Bright P-12 College students are encouraged to commence a VETDSS course in Year 10 or 11. Speak to the careers staff, in the first instance.
- **If I don't complete all my VETDSS Course units, do I still get a credit?**  
Accrual of VCE VET units is based on completion of units of competence and is calculated on the basis of the nominal hours attached to these units of competence. A Statement of Attainment is issued at the end of each year stating the units of competency satisfactorily completed. These units are credited towards the completion of the qualification at a later date or towards another qualification where the units are common to both qualifications.
- **How can I find out what VETDSS study I have completed after leaving school**  
All students, whether at school or not, must apply for a USI (Unique Student Identifier) number prior to commencement of study and provide this to the RTO (Registered Training Organisation) offering the training. This USI is used to track any vocational study undertaken by a person in Australia by means of a register of study.

## VET COURSES OFFERED IN-HOUSE

Subject	Course Venue	Schedule	VCE VET scored subject*	Pathways: Qualifications articulate directly to further qualifications within the industry sector
SIS20419 Certificate II in Outdoor Recreation (1 year course)	Bright	Timetabled throughout the week	No-Students can gain a credit for units 1 and 2	Outdoor activity assistant with a range of industry providers.
Certificate III in Sport and Recreation – selected units for scored assessment. (1 year course)	Bright	Timetabled throughout the week	Yes	Sport and recreation assistant in a number of fields
AHC20422- Certificate II in Horticulture. (2 Year course)	Bright	Wednesdays	Unscored but students can gain credits for unit 1, 2, 3 & 4	Entry-level positions include roles like farmhands, nursery assistants, or crop technicians. With experience, individuals can advance to positions such as farm managers, agronomists, horticulturalists, or irrigation specialists. Also, specialisations like organic farming, landscape design, or research.

## VET COURSES OFFERED OFF-SITE

**GOTAFE (Wangaratta):** Please refer to the 2026 course guide (link below) to see what VETDSS courses are being offered in 2026.

Please note that all courses may not run as minimum numbers must be met.

Link: <https://www.gotafe.vic.edu.au/courses/vet-delivered-to-school-students>

**Other VETDSS courses:** There are courses offered by other providers in areas such as Information Technology/Gaming etc.

***All students interested in studying a VETDSS course must speak with Jane Mildren to discuss this option.***

## SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS (SBAT)

School-Based Apprenticeships and Traineeships (SBATs) give students aged 15 years and over a head start with their working life. Students secure part-time employment in the local community and gain nationally-recognised vocational qualifications while continuing with their secondary schooling. In addition, your traineeship can count towards recognition of your VCE.

SBATs enhance both employment and educational opportunities by developing partnerships between the school and employers. The training has been developed by industry so the trainee is gaining the right skills for the employer and the right skills for their future.

Apprenticeships or traineeships are very flexible with most training being completed on the job. A trained assessor from a Registered Training Organisation (RTO) usually comes into the workplace to assess each unit of study or students attend a TAFE course as required. Students generally work on the job for one day and complete approximately six hours of study per week. The rest of the week is spent attending normal VCE or VCE-VM classes at school.

The SBAT qualification you receive is a nationally recognised certificate and can lead to further study or a full-time apprenticeship or traineeship. In addition, it will also contribute to the satisfactory completion of the VCE or VCE-VM.

### SBAT and the ATAR Score

The ATAR is calculated by VTAC subject to the satisfactory completion of the VCE and using the Study Scores students have received for a specified set of VCE studies. The contribution to the ATAR of an SBAT is as follows:

- Any contribution to the ATAR is subject to the satisfactory completion of an apprenticeship or traineeship which provides a Unit 3 - 4 sequence for recognition purposes.
- On successful completion, students will receive an ATAR increment of 10% of the lowest study score of the four primary VCE subjects.

## CAREERS

### Online Resources

We have developed a careers website specifically to help our students and their families find career and pathway information. We strongly recommend all families use this as your first place to look for information. Links to many useful websites and tertiary institutes are provided. It is suitable for students from all year levels, particularly from Year 9 upwards: [www.brightp12careers.com](http://www.brightp12careers.com)

→ Google **'Bright P-12 Careers'** or students can access the website through Compass.

→ Click on the 'star' symbol at the top of the screen and select 'Alpine Careers'

Screenshot of Bright P-12 Careers website home page.



# VCE SUBJECT OFFERINGS

## VCE ART: Creative Practice

VCE Art Creative Practice incorporates three approaches to inquiry through art practice:

### **Experiential learning, Inquiry learning and Project-based learning.**

These approaches echo the thinking and actions inherent in art making and mirror the practices of artists in different cultures and periods of time.

**Experiential learning** guides the students through a series of experiences in Making and Responding to art. Students reflect on their experiences and conceptualise the ideas evoked by their experiences. They experiment with and expand upon these ideas in their art practice.

**Inquiry learning** is an active process of exploration and experimentation where the end result is not fixed or known. Through Making and Responding, students acquire experimental and analytical skills to develop their art practice.

**Project-based learning** focuses on specific projects that often begin with a challenging question or problem that engages the students in problem-solving, decision-making and reflection using their art practice.

<p><b>Unit 1:</b>  <b>AOS 1: Inquiry learning</b></p> <ul style="list-style-type: none"> <li>• Artist, audience, artworks</li> <li>• Structural Lens</li> <li>• Personal Lens</li> <li>• Contexts</li> </ul> <p><b>AOS 2: Experiential learning</b></p> <ul style="list-style-type: none"> <li>• Art forms</li> <li>• Personal responses</li> <li>• The Creative Practice</li> </ul> <p><b>AOS 3: Experiential learning</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Evaluation</li> <li>• Reflection</li> </ul>	<p><b>Unit 2:</b>  <b>AOS 1: Inquiry learning</b></p> <ul style="list-style-type: none"> <li>• Artist, society, culture</li> <li>• Cultural lens</li> <li>• Australian Artists</li> <li>• Contemporary and historical artworks</li> </ul> <p><b>AOS 2: Inquiry learning</b></p> <ul style="list-style-type: none"> <li>• The Creative practice</li> <li>• Collaborative approaches</li> </ul> <p><b>AOS 3: Inquiry learning</b></p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Evaluation</li> <li>• Discussion</li> </ul>
<p><b>Unit 3:</b>  <b>AOS 1: Project-based learning</b></p> <ul style="list-style-type: none"> <li>• Artists and artworks</li> <li>• Ideas and issues</li> <li>• Investigation</li> <li>• Research</li> <li>• Exploration</li> <li>• Presentation</li> </ul> <p><b>AOS 2: Project-based learning</b></p> <ul style="list-style-type: none"> <li>• The Creative practice</li> <li>• Investigation</li> <li>• Exploration</li> <li>• Experimentation</li> <li>• Development</li> </ul>	<p><b>Unit 4:</b>  <b>AOS 1: Project-based learning</b></p> <ul style="list-style-type: none"> <li>• Artist and artworks</li> <li>• Documentation</li> <li>• Reflection</li> <li>• Evaluation</li> <li>• Critique</li> </ul> <p><b>AOS 2: Project-based learning</b></p> <ul style="list-style-type: none"> <li>• Body of work</li> <li>• Resolution</li> <li>• Refinement</li> <li>• Presentation</li> </ul> <p><b>AOS 3: Project-based learning</b></p> <ul style="list-style-type: none"> <li>• Artists and artworks</li> <li>• Interpretive Lenses</li> <li>• Contexts</li> <li>• Discussion</li> </ul>

## Assessment

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

**Units 1 & 2:** School-based assessment, includes mid-year and end-of-year exams.

**Units 3 & 4:** School assessed coursework 10%  
 School-assessed Task: 60%  
 Written examination 30%



## VCE Media

VCE Media is a subject with broad relevance, applicable to many vocations. This study enables students to examine the media and its dynamic relationship with audiences as well as build practical skills in multiple media forms and design. Students study not only media forms and interpretations but also issues in the modern world and the influence the media plays on society.

Practical and analytical skills enable students to create media products for wider audiences and also provides them with an understanding on how to interpret and influence audience reception and context.

<p><b>Unit 1: Media forms, representations and Australian stories</b></p> <p>The relationship between audiences and the media is evolving. In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.</p>	<p><b>Unit 2: Narrative across media forms</b></p> <p>Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.</p>
<p><b>Unit 3: Media narratives, contexts and pre-production</b></p> <p>In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4. In this unit students complete a folio (SAT) as part of AOS2, AOS3 of Unit 3 and AOS1 in Unit 4 submitting in term 3. This production is 40% of their over study score and is completed over both units.</p>	<p><b>Unit 4: Media production; agency and control in and of the media</b></p> <p>In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.</p>

### Assessment

**Units 1 & 2:** School-based and includes mid-year and end-of-year exams. This unit requires completion of School Assessed Tasks for AOS2 in Unit 1 and AOS2 in Unit 3.

**Units 3 & 4:** School-assessed Task (folio), across both units 40%;  
School-assessed coursework: 20% for both units;  
End of year examination: 40%

## VCE Theatre Studies

VCE Theatre Studies introduces students to play scripts and theatre production from the pre-modern era to the present day. Through practical and theoretical study, they will gain insights into the origins and development of theatre and its influences on cultures and societies. Students study a variety of drama texts and experience theatre in multiple roles. These roles include actor, director and designer. Students will work individually and collaboratively to interpret a variety of scripts to plan, develop and present to a variety of audiences. Students will learn about innovations in theatre production across different times and places and analyse a variety of professional theatre productions and consider how these evaluations relate to their own work.

<p><b>Unit 1: Pre-modern theatre styles and conventions</b> In this unit students explore acting, direction and design in relation to theatre styles from the pre-modern era, works prior to the 1920's. Students, through practical and theoretical study, explore the different production roles of actor, director and designer within three distinct types of theatre styles and their related conventions. They learn about cultural origins, production roles, and performance possibilities for each of the theatre texts.</p> <p>Students will present an interpretation of one theatre script and work in at least two production roles for this performance. Students will complete a written analysis of a professional performance and consider the multiple ways in which scripts are interpreted. Students are required to write analytical responses, complete portfolios and perform in front of an audience.</p>	<p><b>Unit 2: Modern theatre styles and conventions</b> In this unit, students further consolidate their knowledge through the exploration of modern theatre styles and conventions, 1920's to the present. Students will creatively work within a variety of production roles and consider the innovations in modern theatre production. They will study three modern theatre texts and their associated styles. Through this they will develop their knowledge of cultural contexts, origins, production roles and performance possibilities.</p> <p>Through practical and theory-based workshops students will explore how these theatre styles have shaped modern theatre. Students will present an interpretation of one theatre script and work in at least two production roles. Students will complete an analysis of a modern theatre production. Students are required to write analytical responses, complete portfolios and perform in front of an audience.</p>
<p><b>Unit 3: Producing theatre</b> In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles (actor, director or designer), working as a group collaboratively, creatively and imaginatively, <b>leading to a performance of their work in front of an audience.</b></p> <p>They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.</p> <p>Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance.</p>	<p><b>Unit 4: Presenting an interpretation</b> In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. <b>They will perform this monologue as part of a monologue examination which is externally marked.</b></p> <p>Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.</p>

### Assessment

#### Units 1 & 2:

School based assessment includes:

- 2 ensemble performances
- Production journals
- Written analytical responses
- Mid-year and End of year exam.

#### Unit 3

School-assessed coursework:

- 30% (including group performance)

#### Unit 4

- School-assessed coursework: 15%
- Externally Marked Monologue performance: 25%
- End-of-Year Examination: 30%

## VCE English

In English VCE, students read several texts independently. They will be creating analytical and creative texts, showing deep knowledge and understanding of those texts. Students develop their ability to critically analyse media texts and produce their reasoned arguments in both written and oral form.

<p><b>Unit 1:</b> <b>Reading and exploring texts</b></p> <p>Students explore how meaning is created in texts through vocabulary, text structures and language features. They are able to make personal connections with the text. They will develop personal and formal essay responses to the text.</p> <p><b>Crafting texts</b></p> <p>Through the close study of many different texts, students explore what makes an effective piece of writing for different purposes and contexts. They will produce their own writing showing their understanding of cohesive writing with specific purpose, audience and context. They will also be able to describe the decisions made during the writing process.</p>	<p><b>Unit 2:</b> <b>Reading and exploring texts</b></p> <p>Students' understanding of texts will develop from Unit 1, exploring a different text type and engaging with the social or historical context of the text in addition to vocabulary, structure and language features. Through analytical writing about the text, students will show a deep understanding of the ideas in the text as well as the structure of this style of writing.</p> <p><b>Exploring argument</b></p> <p>Students will consider how argument is constructed and delivered in many forms of media. They will identify and analyse how argument and persuasive language are used in texts that attempt to persuade an audience and create a text which presents a point of view.</p>
<p><b>Unit 3:</b> <b>Reading and Responding to Texts</b></p> <p>Students critically engage with a text, analysing how authors construct meaning. They examine the context in which the text is created and read. Sustained analytical writing is used as an avenue to engage with and challenge ideas. Discussion will be used to clarify ideas and form views about texts.</p> <p><b>Creating Texts</b></p> <p>Building on skills from Unit 1, students explore what makes an effective piece of writing for different purposes and contexts through the close study of many different texts. They will produce their own writing that experiments with text and language features, increasingly aware of the choices writers make to enliven writing and move audiences.</p>	<p><b>Unit 4:</b> <b>Reading and Responding to Texts</b></p> <p>Building further on Unit 3 skills, students critically engage with a text. A deepening understanding of the context and choices made by the authors leads to exploration of explicit and implicit ideas within the text. Sustained analytical writing is used to further refine ideas. Discussion will again be an avenue to clarify views on the text to inform the student's writing.</p> <p><b>Analysing Argument</b></p> <p>Students will consider how argument is constructed and delivered in many forms of media including written and audio texts. They will identify and analyse how argument and persuasive language are used together to persuade an audience, and will orally present a point of view on an issue.</p>

### Assessment

**Units 1 & 2:** School-based and includes mid-year and end-of-year exams.

**Units 3 & 4:** School-assessed coursework:  
25% for each unit  
Examination: 50%

## VCE Literature

VCE Literature requires students to read a range of texts independently. The course focuses on meanings derived from these texts, relationships between them, contexts in which they are produced and how readers' experiences shape their responses to the texts.

A love of reading and writing is a must for students intending to study Literature. **Literature is not an alternative to English at Bright P-12 College, it is to be studied in addition to English.**

<p><b>Unit 1</b></p> <p><b>1. Reading practices</b> Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.</p> <p><b>2. Exploration of literary movements and genres.</b> Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.</p>	<p><b>Unit 2</b></p> <p><b>1. Voices of country</b> Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. Within that exploration, students consider stories about the Australian landscape and culture.</p> <p><b>2. The texts in its context</b> In this area of study students focus on the text and its historical, social and cultural context. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.</p>
<p><b>Unit 3</b></p> <p><b>1. Adaptations and transformation</b> Students focus on how the form of a text contributes to its meaning. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation.</p> <p><b>2. Developing interpretations</b> Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.</p>	<p><b>Unit 4</b></p> <p><b>1. Creative responses to text</b> Students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts.</p> <p><b>2. Close analysis of texts</b> Students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.</p>

### Assessment

**Units 1 & 2:** School-based and includes mid-year and end-of-year exams.

**Units 3 & 4:** School-assessed coursework:  
25% for each unit  
Examination: 50%

## VCE Health and Human Development

VCE Health and Human Development offers students a range of pathways and caters to those who wish to pursue further formal study in areas such as health promotion, health sciences, community health research and policy development, humanitarian aid work, allied health practices, education, and many health professions.

<p><b>Unit 1: Understanding Health and Wellbeing</b></p> <p>On completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> <li>• explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse sociocultural factors that contribute to variations in the health status of youth.</li> <li>• interpret data to identify key areas for improving youth health and wellbeing, and analyse one youth health area in detail.</li> <li>• apply nutrition information, food selection models and initiatives to evaluate nutrition information.</li> </ul>	<p><b>Unit 2: Managing Health and Development</b></p> <p>On completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> <li>• explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during the prenatal and early childhood stages of the human lifespan and explain health and wellbeing as an intergenerational concept.</li> <li>• explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.</li> </ul>
<p><b>Unit 3: Australia's Health in a Globalised World</b></p> <p>On completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> <li>• explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.</li> <li>• reflect on the universality of public health goals and the increasing influence of global conditions on Australians.</li> <li>• explain change to public health approaches and analyse improvements in public health over time.</li> <li>• evaluate health promotion strategies.</li> </ul>	<p><b>Unit 4: Health and Human Development in a Global Context</b></p> <p>On completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> <li>• analyse similarities and differences in health status and human development globally and analyse the factors that contribute to these differences.</li> <li>• analyse relationships between the Sustainable Development Goals (SDGs) and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.</li> </ul>

### Assessment

**Units 1 & 2:** School-based and includes mid-year and end-of-year exams.

**Units 3 & 4:** School-assessed coursework:  
25% for each unit  
50%- End of Year Examination.

# VCE Physical Education

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

Through physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of participation and performance in physical activity, sport and exercise.

<p><b>Unit 1: The Human Body in Motion</b>  <i>The course focuses on investigating and answering two key questions:</i></p> <ul style="list-style-type: none"> <li>How does the musculoskeletal system work to produce movement?</li> <li>How does the cardiorespiratory system function at rest and during physical activity?</li> </ul> <p><i>Students draw on key knowledge and key skills outlined in Area of Study 1 &amp; 2:</i></p> <ul style="list-style-type: none"> <li>Muscles, bones, joints and their functions.</li> <li>Heart, lungs, blood, including the flow of oxygen and blood around the body.</li> <li>Research and present findings on musculoskeletal, cardiorespiratory and cardiovascular illnesses and diseases.</li> <li>Mental, emotional, social, cultural and environmental enablers and barriers to physical activity and performance.</li> <li>Ethical practices of legal and illegal performance enhancement.</li> <li>Appropriate training to maximise performance</li> </ul>	<p><b>Unit 2: Physical activity, sport, exercise and society</b>  <i>The course focuses on investigating and answering two key questions:</i></p> <ul style="list-style-type: none"> <li>What are the relationships between physical activity, sport, health and society?</li> <li>What are the contemporary issues associated with physical activity and sport?</li> </ul> <p><i>Students draw on key knowledge and key skills outlined in Area of Study 1 &amp; 2:</i></p> <ul style="list-style-type: none"> <li>Evaluating their physical activity behaviours</li> <li>Applying Australia's Physical Activity and Sedentary Behaviour Guidelines from birth to 65+</li> <li>Creating strategies to improve their physical activity and sedentary behaviours.</li> <li>Design and play their own games to promote physical activity.</li> <li>Explore social, cultural and historical influences on sport.</li> <li>Research diseases and effects of sedentary behaviour</li> <li>Explore promotional models of health that focus on youth and whole community health.</li> </ul>
<p><b>Unit 3: Movement skills and energy for physical activity, sport and exercise</b>            This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.  <i>In this unit students use a variety of tools and techniques (including practical activities) to answer the following key questions:</i></p> <ul style="list-style-type: none"> <li>AOS 1 - How are movement skills improved?</li> <li>AOS 2 - How does the body produce energy?</li> </ul> <p><i>Students draw on key knowledge and key skills outlined in Area of Study 1 &amp; 2:</i></p> <ul style="list-style-type: none"> <li>analyse movement skills</li> <li>apply biomechanical &amp; skill acquisition principles</li> <li>improve and refine movement in physical activity, sport and exercise</li> <li>describe and understand the body's acute responses to exercise</li> <li>investigate the interplay of the three energy systems</li> <li>explore the causes of fatigue</li> <li>assess promotion of recovery</li> <li>improve performance in physical activity, sport and exercise</li> </ul>	<p><b>Unit 4: Training to improve performance</b>            In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).  <i>In this unit students analyse different data to answer the following key questions:</i></p> <ul style="list-style-type: none"> <li>AOS 1 - What are the foundations of an effective training program?</li> <li>AOS 2 - How is training implemented effectively to improve fitness?</li> <li>AOS 3 - Integrated movement experiences</li> </ul> <p><i>Students draw on key knowledge and key skills outlined in Area of Study 1 &amp; 2:</i></p> <ul style="list-style-type: none"> <li>analyse data to determine the major fitness components and the factors that affect them, and energy systems used in a variety of sporting events and physical activities</li> <li>critique and apply relevant training principles and methods to improve performance</li> <li>evaluate the chronic adaptations to training</li> <li>analyse skill frequencies, movement patterns, heart rates and work to rest ratios</li> <li>participate in a variety of training sessions designed to improve or maintain fitness</li> <li>consider the requirements of training to design and evaluate an effective training program</li> </ul>

## Assessment

**Units 1 & 2:** School-based and includes mid-year and end-of-year exams.

**Units 3 & 4:** School-assessed coursework (SACs): Unit 3; 90 marks, Unit 4; 110 marks  
 Examination will contribute 50% to study score for this subject

## VCE/VET SIS20419 – Certificate II in Outdoor Recreation

Cost: No cost- Covered by DET	Location: Bright, 1 year	Delivery: Face to Face, enrolment with the AJET
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### Description

Certificate II in Outdoor Recreation provides students with the knowledge and skills to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities.

Units in the program include assisting in conducting outdoor recreation sessions, responding to emergency situations and working effectively in sport and recreation environments. Electives can be chosen from a range of streams including abseiling, bushwalking, cycling, skiing and caving. Students have the opportunity to complete the Cert II in Outdoor Recreation in one year by satisfactorily completing all work requirements.

Scored assessment in the second year consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score.

### Career & Pathway Information

Completion of Certificate II in Outdoor Recreation may lead to employment or volunteering opportunities in outdoor activity roles. Work in the Outdoor Recreation industry would be undertaken in field locations such as camps or indoor recreation centres or facilities. These roles are offered in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

A number of our past students have continued to secure traineeships or work within the Outdoor Recreation industry and gone on to complete the Certificate III or higher qualification.

Several universities offer a combined Outdoor Recreation qualification with tertiary study ranging from a Bachelor of Applied Science (Adventure Ecotourism) to a Bachelor of Education.

Upon satisfactory completion, students may attain a national qualification.

## VCE/VET SIS30115 - Cert III in Sport & Recreation

Cost: No cost- Covered by DET	Location: Bright- 1 Year	Delivery: Face to Face,
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Sport and Recreation: provides students with the skills and knowledge to work in the sport and recreation industries.

Units 3 and 4 offer scored assessment and include core units such as; plan and conduct programs, risk assessment, and conduct coaching with foundation level participants.

Employment opportunities reflect roles such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer.

Where units are satisfactorily completed, a Statement of Attainment may be awarded.

## AHC20422 - Certificate II in Horticulture

Cost: No cost- Covered by DET	Location: Bright - Wednesdays	Delivery: Face to Face, Enrolment with the AIET
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### Description

This qualification is tailored for beginners in the industry and equips individuals with essential skills for entry-level horticulture positions. Students explore the world of machinery operation, plant recognition, and effective weed, pest and disease management. Students also develop expertise in tree and shrub planting, soil testing, and sustainable work practices. From safety protocols to chemical application, irrigation techniques, and problem-solving, the Certificate II in Horticulture assists students to jump start a promising horticulture career.

This course is unscored and consists of 8 core units and 7 electives (chosen by the trainer).

### Career & Pathway Information

Career opportunities in the Australian Horticulture Industry span various levels and specialties. Entry-level positions include roles like farmhands, nursery assistants, or crop technicians. With experience, individuals can advance to positions such as farm managers, agronomists, horticulturalists, or irrigation specialists. Specialisations like organic farming, landscape design, or research offer diverse career pathways.

Upon satisfactory completion, students may attain a national qualification.

## VCE Geography

VCE Geography is a subject with broad relevance, applicable to many vocations. This study enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface.

Interpretive and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, digital tools, diagrams and images.

<p><b>Unit 1: Hazards and disasters</b></p> <p>Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events. This unit includes fieldwork.</p>	<p><b>Unit 2: Tourism</b></p> <p>Students study the interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. This unit includes fieldwork.</p>
<p><b>Unit 3: Changing the land</b></p> <p>This unit focuses on two investigations of geographical change: change to land use and change to land cover. Students complete a fieldwork investigation to explore the causes and impacts of land-use change at a local site. Students then consider land cover change through the processes of deforestation, and melting glaciers and ice sheets, the causes, impacts and human responses to change. This unit includes fieldwork.</p>	<p><b>Unit 4: Human population</b></p> <p>This unit focuses on the geography of human populations. Students 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. The areas of study include population dynamics as well as population issues and challenges, and focuses on one growing population and one ageing population.</p>

### Assessment

**Units 1 & 2:** School-based and includes mid-year and end-of-year exams

**Units 3 & 4:** School-assessed coursework:  
25% for each unit;  
End of year examination: 50%

## VCE History

<p><b>Unit 1: Modern History</b></p> <p>In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars with a focus on emerging fascist governments such as the Nazis.</p> <p>World War One is regarded by many as marking the beginning of twentieth-century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. The period after World War One was characterised by a significant social and cultural change in the contrasting decades of the 1920s and 1930s.</p>	<p><b>Unit 2: Modern History</b></p> <p>In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the Twentieth Century. Key focus points will include the Russian Revolution, Stalinism, Korean War, Vietnam War, and the fall of the Soviet Union.</p> <p>The second half of the Twentieth Century also saw the rise of social movements that challenged existing values and traditions, such as the Civil Rights Movement, feminism and environmental movements. Students will have a voice around their choice of content for Outcome 2 which could include terrorism, the Arab-Israeli Conflict or South African Apartheid.</p>
<p><b>Unit 3: French Revolution</b></p> <p>In this area of study, students analyse the long-term causes and short-term triggers of revolution. Students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide-reaching social, political, economic and cultural change, progress or decline.</p>	<p><b>Unit 4: Russian Revolution</b></p> <p>In this area of study, students analyse the long-term causes and short-term triggers of revolution. Students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide-reaching social, political, economic and cultural change, progress or decline.</p>

### Assessment

**Units 1 & 2:** School-based and includes mid-year and end-of-year exams.

**Units 3 & 4:** School-assessed coursework:  
25% for each unit  
End of year examination: 50%

## VCE Legal Studies

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people, and the Australian and Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, including mock trials, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice.

<p><b>Unit 1:</b></p> <p>Students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. They investigate key concepts of <b>criminal law</b> and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles are used in making reasoned judgments and conclusions about the culpability of an accused. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.</p>	<p><b>Unit 2:</b></p> <p>Students investigate key concepts of <b>civil law</b> and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.</p>
<p><b>Unit 3:</b></p> <p>Students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.</p> <p>Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.</p>	<p><b>Unit 4:</b></p> <p>Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.</p>

### Assessment

**Units 1 & 2:** School-based and includes mid-year and end-of-year exams.

**Units 3 & 4:** School-assessed coursework:

25% for each unit  
End of year examination: 50%

## VCE German

***It is recommended that students have studied German at Year 10 level before studying Units 1 and 2 of this subject.***

Learning another language contributes to developing global competence including the capacity for appropriate and effective interaction with people from different cultures, and appreciating the world views of others. German is an important language in many fields of work, such as science, technology, engineering, commerce and the arts. Universities and global companies from German-speaking communities offer study, research, internships and work opportunities in Australia, Europe and beyond. They invest heavily in research and design to explore and develop new ideas across the world.

Continuing to learn German in VCE keeps options open for students. Their language skills will develop greatly over the 2-year course and there is the added benefit of students' raw score for German being 'scaled up' for the Australian Tertiary Admission Rank (ATAR).

Coursework over the two years is based on broad, compulsory Themes and Topics outlined below, with the selected sub-topics changing from year to year to suit the interests of the class cohort. Each semester students will undertake 3 major assessments (SACs): Interpreting German texts, Writing & Speaking.

### **Unit 1 - 4 Prescribed themes and topics**

#### **The individual**

- Personal identity and lifestyles
- Relationships
- Aspirations, education and careers

#### **The German-speaking communities**

- Cultural Heritage
- Historical and Contemporary Perspectives
- Lifestyles in German-speaking countries and communities

#### **The world around us**

- Global and contemporary society
- Communication and media
- The influence of science and technology

### **Assessment**

**Units 1 & 2:** School-based and includes mid-year and end-of-year exams.

**Units 3 & 4:** School-assessed coursework: 25% for each unit.  
Examination: 50%: oral component 12.5%, written component 37.5% with a single grade awarded.

## VCE Japanese

***It is recommended that students have studied Japanese at Year 10 level before studying Units 1 and 2 of this subject.***

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

Continuing to learn Japanese in VCE keeps options open for students. Their language skills will develop greatly over the 2-year course and there is the added benefit of Japanese being 'scaled up' for the Australian Tertiary Admission Rank (ATAR).

Coursework over the two years is based on broad, compulsory Themes and Topics outlined below, with the selected sub-topics changing from year to year to suit the interests of the class cohort. Each semester students will undertake 3 major assessments (SACs): Interpreting Japanese texts, Writing & Speaking.

### **Units 1-4 Prescribed Themes and Topics**

#### **The individual**

- Personal identity and lifestyles
- Relationships
- Aspirations, education and careers

#### **The Japanese-speaking communities**

- The Japanese-speaking communities
- Significant people
- Living in a Japanese community/visiting Japan

#### **The world around us**

- Global and contemporary society
- Communication and media
- The influence of technology

### **Assessment**

**Units 1 & 2:** School-based and includes mid-year and end-of-year exams.

**Units 3 & 4:** School-assessed coursework: 25% for each unit.  
Examination: 50%: oral component 12.5%, written component 37.5% with a single grade awarded.

## VCE Aboriginal Languages of Victoria

Victorian Indigenous cultures are inextricably connected to Victorian Aboriginal languages. Reviving and maintaining language is core to reviving cultural and spiritual practices. Indigenous ancestral languages uphold and reinforce Indigenous worldviews held in trust by previous generations.

The Aboriginal Languages of Victoria study enables schools and other providers to target one or more of Victoria's Indigenous languages for study within the VCE, in consultation with members of the relevant Language community.

Students are actively encouraged to participate in the process of revival and reclamation of a Victorian Indigenous language of significance to themselves or their local area. This will involve the identification of strategies for community consultation and the participation of Indigenous family groups in the ongoing reclamation process. It will also include the acquisition of knowledge and skill in the location and the interpretation of historical records relating to the target language, as well as the active use of the target language in contemporary settings, within and beyond the classroom context.

The study has significance as an affirmation of the rich cultural and linguistic heritage of Indigenous Victorians, which in turn relates strongly to the broader goals of education.

At Bright P-12 College, students undertake the study of the reclamation of the Dhudhuroa language. Students also compare Dhudhuroa to the language and culture of Murrinh-Patha Language group from the Thamarrurr region of the Northern Territory, as an extension of our school's relationship with the Thamarrurr Youth Indigenous Corporation.

For Units 1-4 students undertake outcomes for each of the following topics:

- Victorian / Australian Indigenous languages overview
- Language reclamation
- Use of the target language of reclamation

### Assessment

**Units 1 & 2:** School-based and includes mid-year and end-of-year exams.

**Units 3 & 4:** School-assessed coursework:  
30% for each unit.  
Examination: 40%:

## VCE Foundation Mathematics

### Units 1 & 2 Foundation Mathematics

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

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics: financial and consumer mathematics
- Space and Measurement
- Mathematical Investigation

### Units 3 & 4 Foundation Mathematics

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics- financial and consumer mathematics
- Space and Measurement

### Assessment

**Units 1 & 2:** Assessment is all school-based: Written assignments, topic tests, mid-year and end-of-year exams.

**Unit 3:** School-assessed coursework 40%

**Unit 4:** School-assessed coursework 20%

**Units 3 & 4:** Examination 40%

# VCE General Mathematics

General Mathematics provides for different combinations of student interests and prepares for the study of VCE Mathematics at Unit 3 and 4 levels. A school-specific CAS-calculator is an essential piece of equipment for this course. General Mathematics can be taken on its own or in conjunction with Mathematical Methods. Students undertaking Unit 3&4 General Mathematics should have completed either General Mathematics 1 & 2, Mathematical Methods 1 & 2 or both.

## Units 1 & 2 General Mathematics

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

## Units 3 & 4 General Mathematics

### Compulsory Core (Data Analysis, Recursion and Financial Modelling)

#### Core: Data Analysis

- Summarising, displaying and describing data distributions
- Investigating associations between two variables
- Analysing data, creating and evaluating predictive models
- Transforming data and investigating time-series data

#### Core: Recursion and Financial Modelling

- Modelling growth and decay using recursion e.g. simple interest rates
- Modelling and analysing reducing-balance loans and annuities
- Compound interest, interest-only loans
- Using technology to evaluate and predict financial models

#### Plus

- Matrices
- Networks and decision mathematics

## Assessment

**Units 1 & 2:** Assessment is all school-based: Written assignments, topic tests, mid-year and end-of-year exams.

**Unit 3:** School-assessed coursework 20%

**Unit 4:** School-assessed coursework 14%

**Units 3 & 4:** Examination 1: Multiple Choice 33%

Examination 2: Extended Response 33%

## VCE Mathematical Methods

This subject is a prerequisite for some tertiary courses. Students may undertake this subject in addition to General Mathematics 1 & 2 and Specialist Mathematics 1 & 2. A school-specific CAS-calculator is an essential piece of equipment for this course. Mathematical Methods 3 & 4 is for students with a strong mathematics background. It is a prerequisite for many Science, Engineering, Health and Business courses at the tertiary level. It can be taken alone or in conjunction with General Mathematics OR Specialist Mathematics. Mathematical Methods 1 & 2 is a prerequisite for Mathematical Methods 3 & 4.

### Units 1 & 2 Mathematical Methods

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

### Units 3 & 4 Mathematical Methods

- Functions and graphs
- Calculus
- Algebra
- Probability and statistics

### Assessment

**Unit 1&2:** Assessment is all school-based: Written assignments, topic tests, mid-year and end-of-year exams.

**Unit 3:** School-assessed coursework 17%

**Unit 4:** School-assessed coursework 17%

**Units 3 & 4:** Examination 1: One-hour (calculator and notes not permitted) 22%

Examination 2: Two-hour (calculator and notes permitted) 44%

## VCE Specialist Mathematics

This subject is a requirement for some tertiary courses and is intended for students who are very strong at mathematics. Students must undertake both Mathematical Methods 1 & 2 and Specialist Mathematics 1 & 2, and both Mathematical Methods 3 & 4 and Specialist Mathematics 3 & 4. A school-specific CAS-calculator is an essential piece of equipment for this course.

<p><b>Unit 1 Specialist Mathematics</b></p> <p>Algebra, number and structure</p> <ul style="list-style-type: none"> <li>● Proof and number</li> <li>● Graph theory</li> <li>● Logic and algorithms</li> </ul> <p>Discrete mathematics</p> <ul style="list-style-type: none"> <li>● Sequences and series</li> <li>● Combinatorics</li> <li>● Matrices</li> </ul>	<p><b>Unit 2 Specialist Mathematics</b></p> <p>Data analysis, probability and statistics</p> <ul style="list-style-type: none"> <li>● Simulation, sampling and sampling distributions</li> </ul> <p>Space and measurement</p> <ul style="list-style-type: none"> <li>● Trigonometry</li> <li>● Transformations</li> <li>● Vectors</li> </ul> <p>Algebra, number and structure</p> <ul style="list-style-type: none"> <li>● Complex numbers</li> </ul> <p>Functions, relations and graphs</p>
<p><b>Units 3 &amp; 4 Specialist Mathematics</b></p> <ul style="list-style-type: none"> <li>● Functions, relations and graphs</li> <li>● Algebra, number and structure</li> <li>● Calculus</li> <li>● Space and measurement</li> <li>● Data Analysis, probability and statistics</li> </ul>	

### Assessment

**Unit 1 & 2:** Assessment is all school-based: Written assignments, topic tests, mid-year and end-of-year exams.

**Unit 3:** School-assessed coursework 17%

**Unit 4:** School-assessed coursework 17%

**Units 3 & 4:** Examination 1: One-hour (calculator and notes not permitted) 22%

Examination 2: Two-hour (calculator and notes permitted) 44%

# VCE Biology

Biology explores the dynamic relationships between organisms and their interactions with the environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintains life and ensures its continuity.

<p><b>Unit 1: How do organisms regulate their functions?</b></p> <ul style="list-style-type: none"><li>● Cellular structure and function</li><li>● The cell cycle and cell growth, death and differentiation</li><li>● Functioning systems: rat dissection</li><li>● Regulation of systems</li><li>● Student Designed Practical investigation</li></ul>	<p><b>Unit 2: How does inheritance impact diversity?</b></p> <ul style="list-style-type: none"><li>● From chromosomes to genomes</li><li>● Genotypes and phenotypes</li><li>● Patterns of inheritance</li><li>● Reproductive strategies</li><li>● Adaptations and diversity</li><li>● Investigation of a relevant bioethical issue, for example, GM foods or cloning or biomimicry or biopiracy of indigenous knowledge</li></ul>
<p><b>Unit 3: How do cells maintain life?</b></p> <ul style="list-style-type: none"><li>● The relationship between nucleic acids and proteins</li><li>● DNA manipulation techniques and applications</li><li>● Regulation of biochemical pathways in cellular respiration and photosynthesis</li><li>● Photosynthesis is an example of a biochemical pathway</li><li>● Cellular respiration is an example of a biochemical pathway</li><li>● Biotechnological applications of biological pathways</li></ul>	<p><b>Unit 4: How does life change and respond to challenges?</b></p> <ul style="list-style-type: none"><li>● Responding to antigens</li><li>● Acquiring immunity</li><li>● Disease challenges and strategies</li><li>● Genetic changes in a population over time</li><li>● Changes in species over time</li><li>● Determining the relatedness of species</li><li>● Human change over time</li><li>● Student Designed Practical investigation</li></ul>

## Assessment

**Units 1 & 2:** School-based assessment which includes a mid-year and end-of-year exam

**Units 3 & 4:** School-assessed coursework:  
20% for Unit 3;  
30% for Unit 4;  
End-of-Year Examination: 50%

## VCE Chemistry

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

<p><b>Unit 1: How can the diversity of materials be explained?</b></p> <ul style="list-style-type: none"><li>● Trends in the Periodic Table</li><li>● Bonding and reactions of metals, non-metals and ionic compounds</li><li>● Precipitation reactions and solubility</li><li>● Counting atoms using the mole concept and stoichiometry</li><li>● Organic molecules, Hydrocarbons and polymers.</li><li>● Student Research Investigation; uses of chemical principles for sustainability.</li></ul>	<p><b>Unit 2: How do chemical reactions shape the world</b></p> <ul style="list-style-type: none"><li>● Water as a unique chemical</li><li>● Acid-base reactions, pH</li><li>● Redox reactions</li><li>● Chemical analysis: chromatography, UV-visible and atomic absorption spectroscopy, volumetric analysis and mass spectrometry</li><li>● Calculations in analysis</li><li>● Student Designed Practical investigation</li></ul>
<p><b>Unit 3: How can design and innovation help to optimise chemical processes?</b></p> <ul style="list-style-type: none"><li>● Carbon based fuels</li><li>● Measuring changes in chemical reactions</li><li>● Primary galvanic cells and fuel cells as sources of energy</li><li>● Rates of chemical reactions</li><li>● Extent of chemical reactions</li><li>● Production of chemicals using electrolysis</li></ul>	<p><b>Unit 4: How are organic compounds categorised and synthesised?</b></p> <ul style="list-style-type: none"><li>● Structure, nomenclature and properties of organic compounds</li><li>● Reactions of organic compounds</li><li>● Laboratory analysis of organic compounds</li><li>● Instrumental analysis of organic compounds</li><li>● Medicinal chemistry</li><li>● Student Designed Practical investigation</li></ul>

### Assessment

**Units 1 & 2:** School-based assessment which includes a mid-year and end-of-year exam.

**Units 3 & 4:** School-assessed coursework:  
20% for Unit 3  
30% for Unit 4  
End-of-Year Examination: 50%

## VCE Physics

In Physics you will study the scientific principles behind modern technologies and gain an appreciation of the physical laws of nature. Physics provides an excellent grounding for a large number of careers.

<p><b>Unit 1: How is energy useful to society?</b></p> <ul style="list-style-type: none"> <li>• How are light and heat explained?</li> <li>• How is energy from the nucleus utilised?</li> <li>• How can electricity be used to transfer energy?</li> </ul>	<p><b>Unit 2: How does physics help us to understand the world?</b></p> <ul style="list-style-type: none"> <li>• How is motion understood?</li> <li>• How does physics inform contemporary issues and applications in society?</li> </ul> <p>Complete a detailed study from the following options:</p> <ul style="list-style-type: none"> <li>- How does physics explain climate change?</li> <li>- How do fusion and fission compare as viable nuclear energy power sources?</li> <li>- How do heavy things fly?</li> <li>- How do forces act on structures and materials?</li> <li>- How do forces act on the human body?</li> <li>- How is radiation used to maintain human health?</li> <li>- How does the human body use electricity?</li> <li>- How can human vision be enhanced?</li> <li>- How is physics used in photography?</li> <li>- How do instruments make music?</li> <li>- How can performance in ball sports be improved?</li> <li>- How can AC electricity charge a DC device?</li> <li>- How do astrophysicists investigate stars and black holes?</li> <li>- How can we detect possible life beyond Earth's Solar System?</li> <li>- How can physics explain traditional artefacts, knowledge and techniques?</li> <li>- How do particle accelerators work?</li> <li>- How does physics explain the origins of matter?</li> <li>- How is contemporary physics research being conducted in our region?</li> </ul> <ul style="list-style-type: none"> <li>• How do physicists investigate questions? <ul style="list-style-type: none"> <li>- Students complete an extended practical and theoretical investigation of a physics question</li> </ul> </li> </ul>
<p><b>Unit 3: How do fields explain motion and electricity?</b></p> <ul style="list-style-type: none"> <li>• How do things move without contact?</li> <li>• How are fields used to move electrical energy?</li> <li>• How fast can things go?</li> </ul>	<p><b>Unit 4: How can two contradictory models explain both light and matter?</b></p> <ul style="list-style-type: none"> <li>• How can waves explain the behaviour of light?</li> <li>• How are light and matter similar?</li> <li>• Practical investigation</li> </ul>

### Assessment

**Units 1 & 2:** School-based assessment which includes a mid-year and end-of-year exam.

**Units 3 & 4:** School-assessed coursework: 50%  
End-of-Year Examination: 50%

## VCE Psychology

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

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills and to interrogate the links between knowledge, theory and practice.

Note: Although there are no prerequisite studies for entry into any of the units of Psychology, it is recommended that you complete Units 1 and 2 Psychology in preparation for undertaking Units 3 and 4.

<p><b>Unit 1: How are behaviour and mental processes shaped?</b></p> <ul style="list-style-type: none"> <li>Defining and supporting psychological development</li> <li>Complexity of psychological development</li> <li>Role of the brain in mental processes and behaviour</li> <li>Brain plasticity and brain injury</li> <li>How does contemporary psychology conduct and validate psychological research?</li> </ul>	<p><b>Unit 2: How do internal and external factors influence behaviour and mental processes?</b></p> <ul style="list-style-type: none"> <li>Social cognition including attitudes, prejudice, stereotypes and discrimination</li> <li>Factors that influence individual and group behaviour including power &amp; obedience</li> <li>The role of attention and perception</li> <li>distortions of visual and taste perception</li> <li>How do scientific investigations develop understanding of influences on perception and behaviour?</li> </ul>
<p><b>Unit 3: How does experience affect behaviour and mental processes?</b></p> <ul style="list-style-type: none"> <li>Functioning of the nervous system</li> <li>Stress including causes, theories and coping strategies</li> <li>How people learn</li> <li>Memory and factors that affect memory</li> </ul>	<p><b>Unit 4: How is wellbeing developed and maintained?</b></p> <ul style="list-style-type: none"> <li>Sleep including disturbances and importance on mental wellbeing</li> <li>Factors impacting mental wellbeing and maintenance</li> <li>Development and treatment of specific phobias</li> <li>Research poster</li> </ul>

### Assessment

**Units 1 & 2:** School-based assessment which includes a mid-year and end-of-year exam.

**Units 3 & 4:** Unit 3 School-assessed coursework: 20%  
 Unit 4 School-assessed coursework: 30%  
 End-of-Year Examination: 50%

## VCE Product Design and Technology

VCE Product Design & Technology focuses on designing products to meet the needs of clients. Design is the process of seeing something through, from the initial recognition of a problem, to creating something new to solve that problem. Throughout Units 1-4, students develop an understanding of the industrial design process to develop products. Design development is recorded in “Design Folios”. The design folio shows the development from the initial problem to the finished product, covering areas such as research of similar products and processes, sketching, design options, risk assessment, working drawings and evaluating the end product.

<p><b>Unit 1: Design practices</b></p> <ul style="list-style-type: none"> <li>• Students analyse and evaluate existing products and current technological innovations.</li> <li>• In their practical work, they explore and test materials, tools and processes when creating an innovative product.</li> </ul>	<p><b>Unit 2: Positive impacts for end users</b></p> <ul style="list-style-type: none"> <li>• Students formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.</li> <li>• Students also explore how social, cultural and physical diversity influences designed products.</li> </ul>
<p><b>Unit 3: Ethical product design and development</b></p> <ul style="list-style-type: none"> <li>• Critique examples of ethical product design and innovation within industrial settings.</li> <li>• Investigate a need that relates to ethics and develop a design brief through to product design concepts.</li> <li>• Evaluate product concepts, apply feedback, justify final proof of concept and plan to make the product safely.</li> </ul>	<p><b>Unit 4: Production and evaluation of ethical designs</b></p> <ul style="list-style-type: none"> <li>• Implement a scheduled production plan managing time and other resources to make the product designed in unit 3.</li> <li>• Evaluate a range of products in relation to their designs’ innovation, sustainability and ethical considerations.</li> </ul>

### Assessment

**Units 1 & 2:** School-based assessment which includes a mid-year and end-of-year exam.

**Units 3 & 4:** School-assessed coursework 20%  
 Student-assessment task 50%  
 Examination: 30%

## VCE-VM SUBJECT OFFERINGS

### VCE Vocational Major - Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

### VCE Vocational Major - Numeracy

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

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

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

## **VCE Vocational Major: Personal Development Skills**

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to a community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

## **VCE Vocational Major: Work Related Skills (including Structured Workplace Learning (SWL) credit recognition)**

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

As part of their timetabled Work Related Skills classes, students will complete at least one of Unit 1 or Unit 2 Structured Workplace Learning so that they can get credit for the structured workplace learning arrangements that they are undertaking on Tuesdays.

## REVIEWING YOUR CAREER OPTIONS



Each year, students from Year 7 to Year 12 create a Career Action Plan. This provides an opportunity for students to reflect on and document information about their interests, values, skills, experiences, etc. The plan helps students to set their goals, clarify the actions needed to achieve these goals and commit to participating in the planned activities.

All senior students should look at their latest career action plan which is available at: <https://mcp.educationapps.vic.gov.au> to assist their pathways planning.

### Choosing your pathway

Research the information you require through our College careers website [www.brightp12careers.com](http://www.brightp12careers.com) - links to all the career tools you require are in one place or talk with our Careers Practitioner, Jane Mildren.

## Steps to choosing your pathway

### FIRST (Who you are)

Consider the following factors:

- Subjects you enjoy
- Subjects you are most likely to succeed in
- Skill & knowledge levels

You may want to make a mind map to pull the information together.

### SECOND (Where to)

Do you think you want to study at a TAFE or a university after school?

To help you decide, you will need to do some investigating using the career website.

- Look at the many short job videos under the 'For Students' drop-down menu
- Use the Career Targets on the front page of the career website
- Speak with your Career Advisers if you need help with how to search.

### THIRD (How)

- Talk to family and friends who may know someone studying or working in a field you are interested in so you can further your knowledge by talking to them.
- Search on the VTAC CourseSearch: <https://delta.vtac.edu.au/CourseSearch/searchguide.htm> or download the CourseSearch App to investigate courses you may be interested in.
- A prerequisite subject is one that you MUST have studied to be considered for a particular course. It is important to ensure you know if there are prerequisites for a course you are considering. Use the CourseSearch Prerequisite Planner to check specific requirements. <https://delta.vtac.edu.au/coursesearch/#/search>
- What subjects do you need to study?

### FINALLY (Make it happen)

- Talk to your parents/carers about the subjects you are considering taking
- Discuss your subject choices with the teacher of the subject
- Talk to students currently studying a particular subject
- Consider the prerequisites needed for courses you may be interested in.
- Talk to Jane Mildren-Career Practitioner, for help with your selection process.

### Subject Selection Process

Selections will be completed online using Griddle. Students will be provided with their student ID and Password by email on Friday 1st August.

Students' subject selection data is combined to prepare the optimum blocking possible to ensure the maximum number of students can do their preferred subjects.

After students submit their initial selections by Wednesday 13th August, the blocking process begins:

- Subjects with no student selections/or very low numbers are removed.
  - Other options discussed including the possibility of virtual learning
- Students then make their final unit selections from the actual blocking.
- This takes place in a formal interview with a Leading Teacher.

### Key subject selection dates for students and parents:

- Week 11, Term 2 → Senior (VCE) Course guides emailed to all Year 10 parents and students
- Monday 28th July (Term 3, Week 2): Year level assemblies focused on subject selection process
- **Wednesday 30th July - VCE Subject Expo (from 5pm) & VCE Information evening (6pm-7pm)**
- Friday 1st August → Tuesday 12th August - 30min parent discussion with Careers & pathways
  - Online bookings for Jane Mildren open Monday 28th July
- Friday 1st August: Griddle online subject selections **open** from 12pm (email will be sent)
- Wednesday 13th August (Week 4): Griddle online subject selections **close** at 9am
- Mon 25th - Wed 27th August (Week 6): Final subject selection interviews with blocking sheet