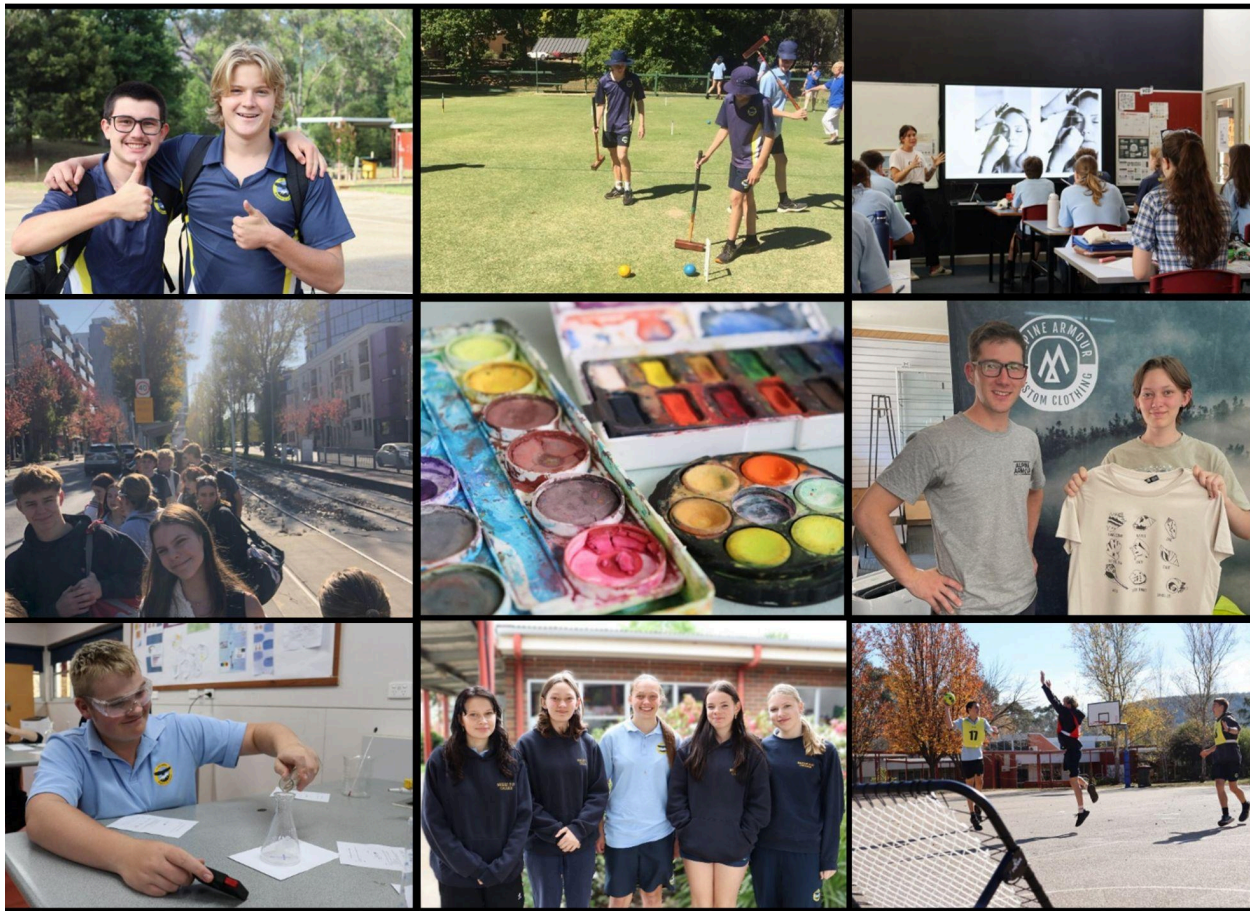




Bright P-12 College



Year 10 Course Guide 2026

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Year 10 OPPORTUNITIES

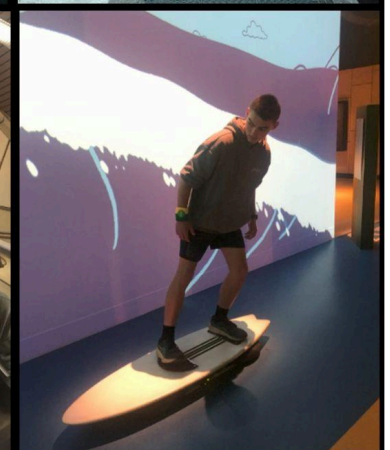
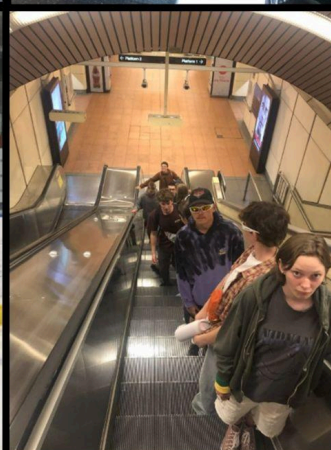
Work Experience

All Year 10 students undertake one week of work experience during Year 10 with the option of work experience placements if needed. Bright P-12 College is encouraging all students to take advantage of this valuable opportunity and find a placement that may be helpful for their future study or employment pathways. To make the most of this wonderful opportunity, we encourage you to start thinking about your work placement now!



City Experience

The City Experience Camp is an opportunity for Year 10s to see possibilities beyond Bright and the world of Secondary school. The focus is on career and education pathways, alongside connection and fun. Activities include visiting a university and TAFEs, Career Expos, travelling independently around the CBD, budgeting money, formal fine-dining, and all things that are 'life in the city'. It is fun; a chance for students to be thinking about their future, but also a time for the cohort to connect and strengthen ties in their last year-level camp before VCE.



Summary of subjects on offer in Year 10 for 2026

LEARNING AREA	Subject	Periods per week
English	Core English (2 semesters)	5 (for year)
Mathematics	Core Mathematics (standard or advanced) (2 semesters)	5 (for year)
Science	Core Science (1 semester)	5 (for semester)
Humanities	Core Humanities (1 semester)	5 (for semester)
Health/Physical Education	Core Health/Physical Education (1 semester)	5 (for semester)
Electives: Students select 5 electives to study for 1 semester each		5 (for semester)
Electives	Learning Area:	Elective subject:
	English	Story Weaving
	Humanities	History Through Pop Culture!
	Sciences	Forensic Sciences Science of Movement
	Languages	German*/Japanese*
	Health/PE	Outdoor Recreation: The Great Outdoors Sport, Coaching and the Community
	Creative Arts	Visual Art Media
	Performing Arts	Performing arts: Music and Theatre studies/drama
	Technologies	Product Design and Technology: Wood Computer Aided Drawing / Manufacture & Robotics (CAD/CAM) Creative Foods
	Unit 1 & 2 VCE subject (fast tracking) <i>Students selecting a Unit 1 & 2 VCE subject must select it for both semesters (so this counts as 2 electives)</i> Only choose one to fast track	Aboriginal Languages of Victoria Art: Creative Practice Biology Geography Health & Human Development History Legal studies Literature Media Physical Education Product Design & Technology Psychology Theatre studies
Unit 1 & 2 onsite VCE VET subject **	VET Certificate II in Outdoor Recreation VET Certificate II in Horticulture	
Unit 1 & 2 offsite VCE VET subject ***	VET Other - see Jane Mildren (<i>If students are seeking to undertake one of these courses, they are required to undergo an interview process</i>)	

*Students selecting a language may select it for one or two semesters, however it is recommended to select two semesters if continuing to VCE (students should speak to their teachers about their language pathway)

Students selecting a Unit 1&2 **onsite VET subject must select it for both semesters (counts as 2 electives)

***Students selecting a Unit 1&2 **offsite** VET subject must select it for both semesters and will undertake this as an 'extra' subject. They will complete this subject on Wednesdays and will therefore undertake one period less of every Year 10 subject. As this is an extra subject, it **does not** count as one of their electives.

Any difficulties or questions submitting subject selections online using Griddle, please email Tony at the IT Helpdesk: 0776-ServiceDesk@schools.vic.edu.au

Completing a Unit 1 & 2 VCE Subject in Year 10

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, VCE VM or VET programs.

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. This is called Fast Tracking, and the subjects available are listed later on in this booklet. 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
- Lead to employment that you find appealing
- Prepare you for further training or tertiary courses that you are considering

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 VCE 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 VCE 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.

If fast tracking the subject of PE, this is an example of what it will look like....

Year 10	2026 Semester One Physical Education Unit 1	2026 Semester Two Physical Education Unit 2
Year 11	2027 Semester One Physical Education Unit 3	2027 Semester Two Physical Education Unit 4

There are many benefits to students completing a Unit 1 & 2 VCE subject in Year 10, including:

- experiencing the level of application and requirements for VCE before they commence Year 11
- developing study skills and strategies for success in VCE before they commence Year 11
- completion of Unit 1 & 2 subjects in Year 10 enables completion of Units 3 & 4 of this subject in Year 11, giving them an insight into the requirements of Units 3 & 4 subjects before commencing Year 12
- an extra Unit 3 & 4 subject to count towards the ATAR

If students complete a Unit 3 & 4 subject in Year 11, they will then have 6 Unit 3 & 4 subjects (1 completed in Year 11 and 5 completed in Year 12) to count towards their ATAR. The ATAR (Australian Tertiary Admission Rank) is calculated by adding together a students' study score in Unit 3 & 4 English, their next best Unit 3 & 4 subject study scores plus 10% of a 5th and 6th Unit 3 and 4 subject study score.

It is a requirement that all students completing a Unit 1 & 2 VCE subject in Year 10 complete 5 Unit 3 & 4 subjects in Year 12

Students choosing to complete a Unit 1 & 2 subject in Year 10 will need to select to complete this subject instead of two of their electives, for both semesters. Once initial subject selections have been made, blockings will be produced, with Unit 1 & 2 subjects blocked against the Year 10 elective blocks.

To be considered eligible for placement in a VCE unit students will need to gain approval from the relevant subject teacher/s and Year Level Coordinators (YLCs). This teacher feedback will be collected by the Assistant Principal once the student has submitted their initial subject selections. Students must demonstrate a high degree of organisation and commitment to their studies during Year 9.

Once final subject blockings have been produced, students selecting Unit 1 & 2 subjects will have a final subject selection interview with their parents/carers and a Year Level Coordinator to finalise their subject selections for Year 10.

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).

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 in their school and take part in CHES as part of their Victorian Certificate of Education (VCE) program.

If students are interested in pursuing a subject at CHES during their VCE, it is advised that students choose their Year 10 subjects to ensure they have met prerequisites and other requirements.

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

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

VCE Vocational Major (VM)

What is the VCE Vocational Major (VM)?

The VCE Vocational Major is a vocational and applied learning program that sits within the VCE. Students at Bright P-12 College usually commence this stream in Year 11. It is four new subjects that have been added to the VCE that will make up the core of your program. The VCE VM follows an 'Applied Learning approach' which involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real world context that relates directly to their future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

It is a two year program over Year 11 and 12. The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR. 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.

How is the VCE VM structured?

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

Each of the four VCE-VM subjects 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.

Year 10 CORE Subjects (2 semesters each)

English (Core unit)

Whilst continuing to develop skills in the aspects of Reading, Writing, Speaking and Listening, students in Year 10 will also be provided with the fundamentals necessary to their future study of English at VCE.

Their reading will provide them with a variety of challenging texts as models for their writing and as information and stimuli for forming their ideas about the subject. They will construct a range of texts for a range of authentic purposes and audiences.

Students will study a specific text each term. They will study this text closely and learn to write focused, well-structured responses and deliver oral presentations centred on the text. Creative writing and formal essay writing will be included in these responses.

The other major area of study will be looking closely at the power of words and images, exploring the way speakers and writers use language to influence and persuade others. Students are encouraged to become more active, critical consumers of media texts, developing a deeper understanding of how we are influenced and manipulated by the media (including print, digital and audio media). Students apply their learning by exercises in the analysis of persuasive language and the development of a portfolio of persuasively written and spoken texts.

Mathematics (Core unit)

Students are encouraged to seek feedback from their Maths teachers on which Maths pathway to choose.

Year 10 Mathematics

This core subject will cover a broad range of knowledge and skills (in accordance with Victorian Curriculum F-10 achievement standards) including Number and Algebra; Measurement and Space; Statistics and Probability. These units provide students with a broad range of experiences that will enable them to select a number of pathways to VCE and/or employment opportunities. Students with average Mathematics skills and students who wish to take a basic Year 10 course designed to provide broad, basic mathematical knowledge, understanding and skill should take this course.

Year 10 Advanced Mathematics

This core subject extends students beyond the standard Year 10 Mathematics course and aims to provide students who wish to pursue VCE Mathematics with a solid background. Knowledge and skills from the Victorian Curriculum F-10 achievement standards include Number and Algebra; Measurement and Space; Statistics and Probability at a more in depth level. Students who wish to take a maximal course with a view to developing high levels of mathematical knowledge, understanding and skill and/or students who wish to do Mathematical Methods in VCE should select Advanced Maths.

Year 10 CORE Subjects (1 semester each)

Science

Year 10 Science will cover a broad range of knowledge and skills, following the Victorian Curriculum F-10 achievement standards. As Year 10 is the final year of the compulsory study of Science, students will be exposed to introductory content relevant to the VCE science subjects: Biology, Chemistry and Physics.

- Biology unit: DNA, genes, alleles and inheritance
- Chemistry unit: Periodic table, Atoms, Equations, Rates of reaction, including a self-designed experiment
- Physics unit: Investigating the relationship between distance, speed & time.

Humanities

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, appreciate the common humanity shared across time and distance, and evaluate how humans have faced and continue to face different challenges. In History, topics will include WWII including the Holocaust and Civil Rights Movements in both Australia and the United States. In Geography, topics will include geographies of human wellbeing and environmental changes and management.

Health & Physical Education

The Year 10 HPE curriculum is broken into two strands: Personal, Social & Community Health and Movement & Physical Activity. These strands are delivered independently of each other and have a key focus on building the skills and making choices needed to lead healthy lives as adults. The two strands also provide a foundation to VCE Health & Human Development and VCE Physical Education.

Year 10 Health and Physical Education is a compulsory semester-long subject. To be involved in practical classes, there is an expectation that students come in appropriate College PE uniform.

Personal, Social and Community Health

- Concepts of Health and Wellbeing
- Youth health issues
- Rights, Resilience and Respectful Relationships (RRRR)
- Road safety

Movement and Physical Activity

- Understanding how the body moves and functions
- Participation in Sports Education and Physical Education Program, incorporating roles and responsibilities in round-robin competitions that may involve sports such as Volleyball, Badminton and Basketball.
- Participation and skills development in other net, invasion and striking/fielding sports
- Community involvement participation (eg. Lawn Bowls and Croquet)

Year 10 Elective Subjects (1 semester each)

English elective: Story Weaving

This course is about using words to weave worlds. It is an opportunity for students to experiment with writing of all kinds. Through the creation of stories, we will be exploring worlds both real and imagined. This elective is for students who want to workshop ideas, express themselves in writing, and bring their thoughts to life. Students will enjoy the opportunity to improve their writing skills and become more confident writers for all their classes. We will be delving into all forms of storytelling including written, audio and visual texts.

Humanities elective: History Through Pop Culture

Many iconic moments in pop culture have defined historical events and reflect the practices and beliefs broadly shared in social systems. This course will explore pop culture moments reflected through film, television, music, sport, fashion, and linguistic conventions, from WWII to the present day. Key historical events such as the Cold War (including McCarthyism, Korean and Vietnam Wars), Civil Rights Movement, feminist and environmental movements, Stonewall Riots, Aids epidemic, modern terrorism, and the Black Lives Matter Movement. Students will have a lot of freedom to create inquiry questions and explore unique individuals and topics of interest. They will develop skills of research, communication and analysis, as well as deepen their empathetic understanding and perspectives.

Science elective: Forensic Sciences

This unit focuses on further development of science practical and analytical skills with an introduction to Forensic Science. Students will focus on what forensic science is, how collecting evidence is carried out and the work undertaken within a forensic laboratory for analysis. Forensic techniques students can experience include methods such as; contact tracing, hair and fibre analysis with the use of microscopes, bodily fluids and tissue analysis, fingerprinting, documentation (forgery) and DNA analysis. Forensic Psychology will be another area students investigate to provide a taster for VCE Psychology. The psychology focus will include looking at the parts of the brain and nervous system. Students will then explore themes in behavioural and developmental psychology such as personality types, motivation and human behaviour. There will be an emphasis on scientific technique and the problems encountered with scientific evidence such as how the accuracy of results depends on the method of evidence collection and the care taken during analysis to avoid contamination or misrepresentation of data. Assessments will include practical investigations, empirical research, poster work and tests.

Science elective: Science of Movement

This unit will focus on the concepts of Energy and Movement. Students will explore how our bodies carry out the process of respiration that we need to produce the energy required by our cells for growth and movement. They will recap the cardiovascular system, respiratory system and explore the musculoskeletal system. They will primarily be looking at how the body uses and converts energy through chemical reactions in the muscles and how the skeleton acts as support for movement. They will then use these principles to explore the use of energy transfers from stored energy to kinetic energy in machines (such as our bodies) and how we use Newton's Laws of Motion with machines through principles such as levers. Assessments will include practical investigations, research, data analysis and tests.

Year 10 Elective Subjects (1 semester each)

Languages elective: German / Japanese

The learning of another language takes students' thinking beyond the confines of their own culture. It has the potential to challenge all students in new ways by encouraging them to reconsider what has become an accepted pattern of thought by the single use of the English language. The learning of another language promotes skill development in the areas of listening, speaking, reading and writing. This is achieved through the study of the structure and function of both English and the language being studied. The learning of another language can also assist students' understanding of, and skills in, the use of their own mother language.

Language learning skills are also social skills. The study of other languages makes it possible to view another culture through and within its own terms of reference. This results in an improved understanding of our multicultural and multilingual world.

Year 10 German and Japanese both aim to continue to extend students' skills and confidence in the three focus areas of the curriculum: Interpretive, Interpersonal and Presentational Communications through several different focus topics. Students may be offered the opportunity to participate in study tours and/ or school visit programs to Japan and Germany.

Students selecting a language may select it for one or two semesters, however two Semesters is recommended if continuing to VCE (students should speak to their language teachers about their language pathway).

Health & Physical Education elective: Outdoor Recreation - The Great Outdoors



The Great Outdoors is an elective unit and is one semester in length. The aim of this unit is the development of technical skills, knowledge and understanding of safe participation and travel in the outdoors whilst having a minimal impact on the environment.

Students will engage in team-building and initiative activities, clothing and equipment selection and use, menu planning and food preparation, bushwalking and navigation, rock climbing and caving, mountain biking, kayaking/canoeing and first aid.

During the course of the subject, students will be required to participate in both full-day and overnight excursions.

This Unit prepares students to undertake studies in VET Outdoor Recreation in Years 11 and 12.

Cost: TBC

Health & Physical Education elective: Sport, Coaching and the Community

This subject includes practical sessions at school and in the community as well as related theory components. Part of the subject involves reflecting on local community activities/excursions and analysing the accessibility of facilities as well as the potential health and wellbeing benefits.

Elements of the subject will focus on the development of sport specific skills, strategies, teamwork, but also developing skills and awareness in the needs of various sporting programs including coaching and sports administration. This includes technique refinement, coaching, leadership, umpiring/refereeing, event organising and team management. Students also have the opportunity to apply these skills in a variety of practical settings in the community and adapt these skills to coach junior year level teams at inter-school sporting events.

Local community excursions may include: croquet, lawn bowls, different gym facilities, the tennis club and other venues.

Cost: \$50



Year 10 Elective Subjects (1 semester each)

Creative Arts elective: Visual Art

In this unit, students will build on the skills introduced in Year 9, further developing their abilities in a range of art disciplines such as drawing, painting and printmaking. Students will be encouraged to work more independently, adopting approaches similar to those used in VCE Art: Creative Practice.

The course will focus on developing students' understanding of Art History and Art Appreciation. They will maintain a well-annotated visual diary to document their creative process, ideas and reflections. Assignments will include a variety of projects that incorporate both practical skills and design concepts. Year 10 Visual Art lays a strong foundation for students intending to pursue VCE Art: Creative Practice by strengthening both their technical and conceptual skills.

Creative Arts elective: Media

In Year 10 Media students are introduced to Media Codes and Conventions and media production. Students study, analyse and interpret a range of media forms including Film, Podcasts, Photos, Games, Magazines, Animations and Hybrid Media. Students will also explore media representations and narrative, how the media “tells” stories and the influence on society. Students will need to consider audience context and relevant world events in how we interpret media in the modern world compared to earlier decades. Students will also complete Pre and Post production of a media product, this will include a minor folio and development of ideas as well as two finished Media products.

Performing Arts elective: Music and Theatre Studies/Drama

This elective will allow students to build skills and confidence in performing to an audience, through mediums such as music and/or drama. Elements of time, space, the performer's presence and the relationship with the audience will be explored. Student assessment will include a live performance during the semester. Aspects of this class will prepare students for future studies at VCE level.

In the **music** component of this elective students will be required to play and/or sing in a class ensemble or small groups in a variety of styles. Students will look at improving their group and solo performance skills. A compulsory performance will be a major component of this subject requiring all students to be involved in at least one concert. In the practical part of this class they will enhance their musicianship skills such as: blending in an ensemble, or maintaining a consistent tempo on their instrument. In this elective students will study concepts of music with learning experiences in composing, listening, researching and recording. Examples of the listening skills to be studied include: being able to write down basic rhythms, understanding the difference in sound between different chords or writing out a simple melody.

In the **theatre studies/drama** component of this elective students will be introduced to and develop their knowledge and understanding of drama and theatre through the study of scripts and theatre production roles, including directing, acting and design. Students will gain the confidence to speak and perform for a variety of audiences and develop skills in collaborative work. Students are required to work as part of an ensemble as they explore the basics of stage acting and elements of theatre productions, including costume design, stage, and set design. Students produce written production journals, class-based performances, and an individual monologue to support their knowledge and skills. Students are expected to analyse scripts in written responses and perform in front of an audience as key components of this elective.

Year 10 Elective Subjects (1 semester each)

Technology elective: Product Design and Technology - Wood

This course aims to involve students in designing, making and evaluating items. Students will be encouraged to work with increased independence as they develop their own solutions to design briefs and learn skills to enable them to complete a variety of practical projects.

Projects:

- Cape Cod Chair
- Wooden Toy Design Folio
- Wooden Toy

Costs: TBA, Additional costs may be incurred if students exceed their initial Design and Technology allowance.



Technology elective: Computer Aided Drawing / Manufacture (CAD/CAM) & Robotics

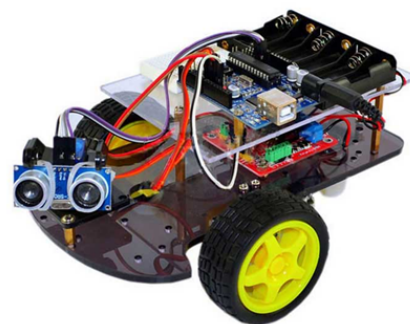
Students build on their understanding of CAD software and develop more sophisticated skills within Sketch Up, AutoCAD and potentially Fusion 360. Their knowledge and understanding of these applications is then extended further as they create drawings suitable for use with 3D printers and laser cutters before using these technologies first hand.

Students will also complete units of work with a mechatronic engineering focus including Ohm's Law, series and parallel circuits, Arduino microcontrollers and simplified C++ coding. They will then combine all of the learnt skills in the creation and programming of a small programmable / remote controlled vehicle.

Possible Projects Include:

- Continuing with AutoCAD
- Practical development of Arduino projects
- Mousetrap powered vehicle (practical task)
- Robotic vehicle design folio
- Robotic vehicle production

Costs: This course incurs an additional cost of \$70 to purchase Arduino kits and servos that can be taken home upon completion.



Technology elective: Creative Foods

This unit aims to allow students to specialise in complex culinary skills.

Through the undertaking of major production tasks, students will demonstrate a range of procedures during the semester. This unit is designed for students who may be considering a future in the food/hospitality industry beyond school.

Each week, classes will consist of practical tasks specific to seasonal food supplies eg. tomatoes in warmer seasons, citrus fruits during the cooler months and local foods such as apples and nuts. Students will be encouraged to think and apply unique solutions to using food that is in abundance at certain times of the year.

Major assessments will include research tasks, participation in weekly practical lessons, cooperatively working in small groups and demonstrating key culinary skills competently whilst studying major foods such as soup, pastry products, rice dishes and cake making.



Unit 1 & 2 Subjects available for 'fast tracking' in Year 10

VCE Aboriginal Languages of Victoria (fast track)

Victorian Indigenous cultures are inextricably connected to Victorian Indigenous 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: Revival and Reclamation 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
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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 Art: Creative Practice (fast track)

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



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 Biology (fast track)

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.

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

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 Geography (fast track)

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>Unit 1: Hazards and disasters</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>Unit 2: Tourism</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>Unit 3: Changing the land</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>Unit 4: Human population</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 Health and Human Development (fast track)

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>Unit 1: Understanding Health and Wellbeing</p> <p>On completion of this unit the student should be able to:</p> <ul style="list-style-type: none">● 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.● interpret data to identify key areas for improving youth health and wellbeing, and analyse one youth health area in detail.● apply nutrition information, food selection models and initiatives to evaluate nutrition information.	<p>Unit 2: Managing Health and Development</p> <p>On completion of this unit the student should be able to:</p> <ul style="list-style-type: none">● 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.● explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.
<p>Unit 3: Australia's Health in a Globalised World</p> <p>On completion of this unit the student should be able to:</p> <ul style="list-style-type: none">● 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.● reflect on the universality of public health goals and the increasing influence of global conditions on Australians.● explain change to public health approaches and analyse improvements in public health over time.● evaluate health promotion strategies.	<p>Unit 4: Health and Human Development in a Global Context</p> <p>On completion of this unit the student should be able to:</p> <ul style="list-style-type: none">● analyse similarities and differences in health status and human development globally and analyse the factors that contribute to these differences.● 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.

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 History (fast track)

<p>Unit 1 - Modern History</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>Unit 2- Modern History</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>Unit 3: French Revolution</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>Unit 4: Russian Revolution</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 (fast track)

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>Unit 1:</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 criminal law 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>Unit 2:</p> <p>Students investigate key concepts of civil law 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>Unit 3:</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>Unit 4:</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 Literature (fast track)

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.

NB. Literature is not an alternative to English at Bright P-12 College - it is to be studied in addition to English.

<p>Unit 1</p> <p>1. Reading practices 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>2. Exploration of literary movements and genres. Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.</p>	<p>Unit 2</p> <p>1. Voices of country 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>2. The texts in its context 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>Unit 3</p> <p>1. Adaptations and transformation 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>2. Developing interpretations Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.</p>	<p>Unit 4</p> <p>1. Creative responses to text 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>2. Close analysis of texts 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 Media (fast track)

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>Unit 1: Media forms, Representations and Australian stories</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>Unit 2: Narrative across media forms</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>Unit 3: Media narratives, contexts and pre-production</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>Unit 4: Media production; Agency and Control in and of the media</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. The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms. 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 Physical Education (fast track)

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

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 Product Design and Technology (fast track)

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

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 Psychology (fast track)

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.

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

Assessment

Units 1 & 2: School-based and includes End-of-semester exams

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

VCE Theatre Studies (fast track)

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>Unit 1: Pre-modern theatre styles and conventions 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>Unit 2: Modern theatre styles and conventions 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>Unit 3: Producing theatre 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, leading to a performance of their work in front of an audience.</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>Unit 4: Presenting an interpretation 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. They will perform this monologue as part of a monologue examination which is externally marked.</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%

VET courses offered at Bright P-12 College

VCE/VET SIS20419 – Certificate II in Outdoor Recreation, RTO- AIET 121314

Cost: Covered by DEET	Location: Bright	Delivery: 2 Years, Face to Face
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Description

SIS20419 - 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.

AHC20422 - Certificate II in Horticulture, RTO- AIET 121314

Cost: Covered by DEET	Location: Bright - Wednesdays	Delivery: 2 Years, Face to Face
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Description

AHC20422 - 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

There are many and varied horticultural enterprises in the Ovens Valley and surrounds. Some examples include the production of hops for beer, grapes for wine, berries, nuts, fruits and vegetables and specialty items such as mushrooms.

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.

FREQUENTLY ASKED QUESTIONS

How were the elective choices decided?

The initial range of electives on offer are chosen based on catering for the interests of the cohort, prior career education sessions with students, ensuring pathways to future study and/or apprenticeships are accessible as well as a variety of opportunities for different experiences and studies.

Can I do Core Science and two Science electives?

Yes, students have a choice of any 5 elective subjects for the year, in addition to their 3 x 1 semester core subjects of Science, Humanities & Health/PE.

Do I need to do the German/Japanese elective for both semesters?

Students can select one (either Sem 1 or 2) OR both semesters of language. Students intending to continue their chosen language at VCE level are encouraged to select their language for two semesters in Year 10. Students should discuss with their current language teacher before making a selection.

How long do core subjects run for?

*English Maths are 2 semesters each
Science, Humanities & Health/PE are 1 semester each*

How many periods per week is each elective?

5 periods

Which VCE subjects can I fast track/accelerate in?

- Aboriginal Languages of Victoria
- Art: Creative Practice
- Biology
- Geography
- Health & Human Development
- History
- Legal studies
- Literature
- Media
- Physical Education
- Product Design & Technology
- Psychology
- Theatre studies
- VET Certificate II in Outdoor Recreation
- VET Certificate II in Horticulture
- VET Other: GOTAFE- see Jane Mildren

If accelerating in VCE Biology/HHD/PE/Psychology/Geography/History/VET Outdoor, does the student still have to do the core Science/HealthPE/Humanities elective?

Yes, as the VCE subject only has a very narrow focus and will not cover the other key concepts from Year 10 Science (for example).

What happens if I accelerate and do a VCE subject?

As VCE subjects are year long, they will take the place of two Year 10 electives, leaving you with three more elective choices.

What if I am doing a VET subject offsite on a Wednesday?

You will miss 1 period of each of your subjects that run on the Wednesday every week. As this is an extra subject, this does not count as any of your elective choices.

How do I do Aboriginal Languages of Victoria?

Students can choose to accelerate ALV at VCE (or choose it next year in Year 11).

Does VCE Literature count as my compulsory English units, at Year 10 or at VCE?

No. At Bright P-12 College, all students must complete Year 10 English and VCE English Units 1-4, so if a student chooses to study VCE Literature this would be in addition to VCE English.