FOREST HILL COLLEGE

2027

Curriculum Guide

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Principal's Welcome

As Principal of Forest Hill College, I am very proud to lead a community of lifelong learners, in both staff and students. Our goal is to create a learning environment that ensures every student is able to achieve their fullest potential.

Every student in year 7 receives an additional 50% Maths and English in their timetable, to ensure they are able to extend their knowledge, skills and understanding in preparation for their journey towards VCE.

In addition, every student in Years 8-10 receives 30 minutes of one to one or small group tuition, during which their knowledge is extended and consolidated. Using a clear data-based approach to skills acquisition, students are able to identify areas for improvement and work with their small group tutor to achieve any learning gaps that have been identified. This ensures our high achieving students do not encounter a skills gap that could derail future learning.

Our teaching staff provide an exceptional teaching and learning environment. They hold regular data conversations with students to ensure learning is considered and appropriate to the individual. We have an impressive Instructional Model that allows teachers to teach consistently across teams and subject areas, and a documented high quality curriculum. As an addition we run several extension & enrichment programs, such as Maths Competition coaching, a Writers Mentorship workshop and VCE masterclasses to support learning and maintain focus on academic outcomes.

With a purposefully designed and engaging curriculum, you can be sure your child is receiving the best education in our neighbourhood.

Nicky Buckingham
Principal

School Vision

To provide an exceptional teaching and learning environment that inspires confident and socially responsible students to pursue excellence.

This vision is underpinned by our core values of Respect, Integrity, Success and Excellence, supporting our commitment to ensuring every student thrives academically, socially, and personally.

School Values

School values are the guiding principles and shared beliefs that define a school's culture, mission, and expected conduct, influencing how everyone works together to achieve educational goals.

A Forest Hill College our values reflect our dedication to learning and growing. Our goals are for each student to demonstrate academic excellence and to achieve the success they so richly deserve. We expect our community members to have integrity and to behave respectfully in all interactions and for our whole school to contribute to our ongoing agenda of academic excellence improvement.

Curriculum Structure

Years 7 – 9 (Victorian Curriculum)

Students undertake a broad program across the following learning areas

- English
- Mathematics
- Science
- Humanities
- Health and Physical Education
- Enrichment – English & Mathematics
- *Technologies
- Arts
- *Languages (Indonesian)

*Elective subjects are studied across a single semester.

Year 10 (Victorian Curriculum)

Students undertake a combination of core and elective subjects, with opportunities to accelerate into VCE studies, via selected entry.

Core Subjects

- English/English As An Additional Language
- Mathematics (General or Mathematical Methods pathway)
- Science
- Humanities
- *Health Education
- *Physical Education
- *Additional electives: Art, LOTE,Technologies

*Elective subjects

Years 11-12 (VCE and VCE VM)

Students undertake either

- Victorian Certificate of Education (VCE)
- VCE Vocational Major (VM)

Programs are developed through course counselling to ensure appropriate and viable pathways that best support our student's aspirations for post-secondary education. All courses meet the requirements to work towards the achievement and successful completion of the Victorian Certificate of Education (VCE). The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

Each student has a schedule consisting of 25 periods. Core subjects run 4 periods per week. Electives are semester-based. Students also engage in 1 period per week of pastoral care in their Connect class.

Year 7	Year 8	Year 9
English *6ppw 360 minutes*	English *4ppw 240 mins*	English *4ppw 240 mins*
Mathematics *6ppw 360 minutes*	Mathematics *4ppw 240 mins*	Mathematics *4ppw 240 mins*
Science *2ppw 120 mins*	Science *4ppw 240 mins*	Science *4ppw 240 mins*
Humanities *2ppw 120 mins*	Humanities *4ppw 240 mins*	Humanities *4ppw 240 mins*
Heath & Physical Education *4ppw 240 mins*	Heath & Physical Education *4ppw 240 mins*	Heath & Physical Education *4ppw 240 mins*
LOTE/The ARTs* *4ppw 240 mins*	DesignTechnology (incl Foods)/Digital Technologies* *4ppw 240 mins*	Design/Digital Technologies/ The ARTs(incl Music) * *4ppw 240 mins*
Connect *1ppw 60 mins*		

**Semester based*

Year 10	Year 11 & 12 VCE
English/EAL *4ppw 240 mins*	English/EAL *4ppw 240 mins*
General Mathematics or Mathematical Methods *4ppw 240 mins*	*A range of subjects are offered via course counselling to ensure a viable VCE program, tailored to each student* *20ppw 1200 mins*
Science *4ppw 240 mins*	OR
Humanities *4ppw 240 mins*	VCE Vocational Major *Literacy, Numeracy, Personal Development Skills, Work related skills* *&* *Vocational Educational Training Certificate II*
Compulsory Elective *Health Education or Physical Education (1 semester)* *4ppw 240 mins*	
Elective x3 from a range of curriculum areas *And /or* Early access VCE Unit 1 & 2	
Connect *1ppw 60 mins*	

Year 7 Curriculum

Our Year 7 curriculum aims to facilitate a smooth transition into Secondary Education for all students. Students will engage in vibrant hands-on learning designed to inspire and challenge. Students in Year 7 receive an additional 120 minutes of Mathematics and English tuition per week to activate prior knowledge, consolidate deep learning and allow time and space in the curriculum for extension of understanding.

Structure Of The Curriculum

Each student has a schedule which consists of 25 periods.

*Core subjects run 4 periods per week within a timetable.

Electives are semester based.

Students also engage in 1 period per week of a Connect class.

Year 7
*English
*Mathematics
*Science
*Humanities
*Heath & Physical Education
Enrichment Program
Electives – LOTE/The Arts
Connect

English

Semester 1

In Semester 1, Year 7 students commence the year with a sequence of essential skills lessons designed to strengthen cohort literacy. This includes effective notetaking, reading comprehension strategies and speed writing. The unit also focusses on improving narrative and persuasive writing, culminating in a hurdle task assessing both styles of writing, as well as language conventions. Students then develop their analytical paragraph writing skills through the study of the film *Wall-E*, producing a structured analytical response CAT. Finally, students undertake a persuasive oral unit that develops and extends their understanding of persuasive language, arguments and rhetoric. As part of this unit, students prepare and deliver an individual oral presentation on the topic *'My Passion'*, gaining an understanding of how to develop arguments supported by evidence and how to use various persuasive techniques to persuade an audience.

Semester 2

In Semester 2, students further develop and refine their analytical writing skills whilst studying the text *Harry Potter and the Philosopher's Stone*. This involves learning how to form a detailed analytical response to a text using appropriate paragraph structure, clear topic sentences, and carefully selected textual evidence to support their ideas. Students explore key themes, characters, and settings within the novel, building their ability to interpret and analyse literary texts. Students complete an analytical text response essay in response to the novel, demonstrating their understanding of the text and their ability to construct a sustained written argument using evidence from the novel. Finally, students explore a range of poetry, creating a portfolio of poems including Haiku, narrative and slam poetry. Through the study of different poetic forms, students investigate the purpose, structure, language features and creative techniques used by poets to engage audiences. They experiment with these techniques in their own writing, developing both their creativity and confidence as writers. In the final CAT, students present their poems to the class and analyse selected poems they have studied throughout the unit, demonstrating their understanding of poetic devices and themes.

STAFF CONTACT: English Learning Area Leader

Mathematics

Semester 1

Students develop their understanding of whole numbers, real numbers, measurement and probability. They represent and work with numbers in a variety of forms, including prime factorisation, exponents, fractions, decimals, percentages and ratios, applying efficient mental and written strategies to solve problems. Students use mathematical modelling to investigate practical situations in financial, spatial and everyday contexts, making informed choices about appropriate representations and checking the reasonableness of solutions. They solve measurement problems involving area, volume and circles, and explore probability by identifying possible outcomes, assigning probabilities, conducting experiments and using simulations to compare predicted and observed results.

Semester 2

Students build their knowledge of geometry, algorithms, algebra, linear relationships, angles and statistics. They classify shapes according to their properties, represent objects in different ways and use coordinates to describe transformations. Students investigate angle relationships and geometric reasoning, while developing algorithms to sort and classify shapes. They use algebraic expressions and formulas to represent relationships, solve linear equations and analyse patterns through tables of values. In statistics, students plan and conduct investigations, represent and interpret data, analyse distributions and select appropriate measures of central tendency to draw conclusions from data.

STAFF CONTACT: Mathematics Learning Area Leader

Science

Semester 1

In Semester 1, students start off by exploring the equipment and safety around the laboratory and participate in activities to achieve their Bunsen burner license. Students develop knowledge in Chemistry and Biology. They explore the particle model, the properties of pure substances and mixtures, and work in groups to design procedures to separate mixtures. Students also examine the interactions between living and non-living components within ecosystems and learn about how the diversity of life on Earth is ordered and organised.

Semester 2

In Semester 2, students develop knowledge in Physics and Earth and Space science. Year 7 students investigate how different forces act on objects through the design and construction of a parachute system to safely land an egg, while incorporating components of simple machines to improve efficiency and functionality. In Earth and Space sciences, students also study the phenomena revolving the Earth, Moon and Sun and understand the importance of renewable resources and sustainability.

Students continue to demonstrate their skills and learning through practical experiments and demos, involving Bunsen burners and dissections, scientific report writing, topic tests, researching and presenting information and model building.

STAFF CONTACT: Science Learning Area Leader

Humanities

Semester 1

In Semester 1, Year 7 students begin their Humanities studies with History with an exploration into ancient societies. They investigate events, beliefs, individuals and places that shaped these societies as they expanded and evolved, and analyse the historical significance of their legacy. Following this, students move into the study of Civics and Citizenship. They explore the makeup and importance of Australia's diverse society and explain the characteristics and types of law in Australia. They also learn the principles and features of Australia's government and legal systems.

Semester 2

In Semester 2, students begin their study of Geography by evaluating place and liveability. By exploring what makes a place liveable, and discussing the features of their own communities, students consider the ways that liveability is measured and how it can be changed by people. This study continues with an exploration of water in the world, where students learn about the value of water as a renewable resource and how it can be sustained into the future. Finally, students revisit History with studies into the significance of Aboriginal and Torres Strait Islander Peoples' histories and cultures from Deep Time to the modern era.

Students demonstrate their skills and learning through historical source analysis and historical writing, participation in mock trials and other collaborative activities, and through the analysis of case studies, during which they interpret data and make justified recommendations regarding strategies and their predicted impacts.

STAFF CONTACT: Humanities Learning Area Leader

Health & Physical Education

Semester 1

In Health Education, Year 7 students explore positive identity, valuing diversity and respectful relationships. They learn to analyse and reflect on the influence of values and beliefs on the development of identities, investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities. Student also examine the roles of respect, empathy, power and coercion in developing respectful relationships.

In Physical Education students participate in catching, throwing, fielding, game sense and cultural game activities. They have the opportunity to refine and transfer movement skills in a variety of movement situations, including indoor and outdoor settings. They learn to, propose, test and evaluate movement strategies and skills that would be most effective in different movement situations, and together with analysing modifications to equipment, students learn rules and scoring systems that support fair play and inclusive participation.

Semester 2

In Heath Education, students explore managing risks, health, wellbeing and safety. They are able to refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR), as well as plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing.

Additionally, in Physical Education students participate in invasion games, and recreational activities. They have the opportunity to design and demonstrate how movement strategies can be manipulated to improve movement outcomes, together with designing and demonstrating how movement strategies can be manipulated to improve movement outcomes.

STAFF CONTACT: HPE Learning Area Leader

Year 7 Electives

Language - Indonesian

Students gain a brief introduction to the written and spoken forms of the Indonesian language during this subject. They explore how Indonesian uses the same alphabet as English, while recognising some differences in pronunciation. Students are introduced to basic word order and simple sentence construction, while beginning to build vocabulary related to people, places and things in their immediate world and within Indonesian culture.

STAFF CONTACT: Languages teacher

Art

In this unit students will analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and experience. Students learned and explore the importance of colour, tone and the use of the art elements and principles. Students investigate how visual artists across diverse cultures, eras, and contexts communicate complex ideas and perspectives. By selecting and manipulating visual conventions, students explore and develop their own concepts. Through painting and drawing, they design and create original artworks that represent ideas, perspective and meaning.

STAFF CONTACT: Arts & Technology Learning Area Leader

Year 8 Curriculum

The Year 8 curriculum is designed to strengthen and extend students' foundational knowledge while supporting their transition into more structured and purposeful learning. Utilising the Victorian Curriculum across core disciplines including English, Mathematics, Science, Humanities, and the Arts, there is a focus on building fluency, accuracy, and confidence within each subject area.

In alignment with the Victorian Teaching and Learning Model (VTLM 2.0), the program prioritises explicit teaching, clear learning intentions, and success criteria to guide student learning. Lessons are intentionally sequenced to support the gradual development of knowledge and skills, with regular opportunities for practice, feedback, and consolidation. Formative assessment plays a key role in monitoring progress and informing targeted teaching.

Structure Of The Curriculum

Each student has a schedule which consists of 25 periods.

*Core subjects run 4 periods per week within a timetable.

Electives are semester based.

Students also engage in 1 period per week of a Connect class.

YEAR 8
*English
*Mathematics
*Science
*Humanities
*Heath & Physical Education
Food Studies/Music
Connect

English

Semester 1

In Semester 1, students learn a range of reading strategies to improve comprehension, vocabulary, and reading proficiency. They apply these strategies to a variety of texts to deepen their understanding and interpretation skills. Students then study the Studio Ghibli film *Howl's Moving Castle*, which provides a platform for developing creative responses to texts.

Students also explore how traditional, social, and independent media influence audiences to form opinions on cultural and political issues. They examine persuasive techniques used in media to shape public perception and construct their own podcast, using persuasive arguments in response to a social media issue.

Semester 2

In Semester 2, students begin by reading *The Sky So Heavy*, a novel that explores the survival experiences of Australian teenagers in a post-apocalyptic setting. They examine key themes such as friendship, family, and love in times of crisis, and analyse the development of characters and themes throughout the text, completing an analytical essay response.

Students then undertake a grammar unit focusing on punctuation, spelling, and comprehension skills. Students are exposed to a variety of short stories and grammar activities. This learning culminates in a final assessment task, where students demonstrate their knowledge of important grammar skills by editing texts and inferring meaning from texts.

STAFF CONTACT: English Learning Area Leader

Mathematics

Semester 1

Students develop their understanding of number by working confidently with integers, rational numbers, exponents and irrational numbers. They apply these concepts to solve practical problems involving ratios, rates and percentages, and use mathematical reasoning to investigate financial and real-world contexts. Students also develop measurement skills by solving problems involving perimeter, area, volume and circles, and apply Pythagoras' theorem to calculate unknown lengths in a range of contexts. In probability, they calculate and interpret the likelihood of simple and compound events using tables, diagrams, experiments and simulations.

Semester 2

Students strengthen their algebraic thinking by simplifying, expanding and factorising expressions, solving linear equations and inequalities, and representing linear and non-linear relationships graphically. In geometry, they investigate congruence, similarity, quadrilaterals and three-dimensional space, applying geometric reasoning to solve problems. Students conduct statistical investigations, analyse data distributions and evaluate the effects of sampling when interpreting data. They also use mathematical modelling and digital technologies to develop and test algorithms, explore patterns and relationships, and solve complex real-world problems.

STAFF CONTACT: Mathematics Learning Area Leader

Science

Semester 1

Students develop their understanding of Biological and Chemical Sciences in line with the Victorian Curriculum. Students' scientific inquiry skills are developed through planning investigations, collecting and analysing data, evaluating evidence, and communicating scientific ideas. In Biology, students learn about microscopes, cells, organs and different body systems including the digestive, circulatory, respiratory and excretory systems. In Chemistry, they explore physical and chemical changes and the difference between elements and compounds.

Semester 2

Students develop their knowledge of Physics and Earth Sciences. They study different types of energy and how they can be transformed. Students explore sound as a wave and light as part of the electromagnetic spectrum. They learn about different types of rocks as well as the structure of the earth. Students are given the opportunity to demonstrate skills and knowledge through experiments and investigations.

STAFF CONTACT: Science Learning Area Leader

Humanities

Semester 1

In Semester 1, students start exploring the Business and Economics units of Humanities by looking into businesses and work environments, the allocation of resources, and supply and demand. They also explore business from the consumer's perspective, discussing consumer rights and how to set smart financial goals. Following this, students revisit History to learn about Europe and the Mediterranean world from 600-1750CE. They use primary and secondary sources to better understand the significant social, cultural, economic, environmental and political continuity and change that shaped wider Europe, as well as the different perspectives of individuals living in this time. Finally, students return to Geography to study the processes and patterns of urbanisation, and the strategies and responses Australia uses to manage and improve the liveability and environmental sustainability of its cities.

Semester 2

In Semester 2, students continue Geography with an exploration into the landforms and landscapes that exist around the world. They analyse the ways that human activities change landforms and landscapes and consider strategies for managing and maintaining them. Students then continue Civics and Citizenship by investigating what it means to be an informed, active Australian citizen. They study Australian law: its history, types, and how it is made. Finally, students return to History by studying the Asia and Pacific region from 600-1750CE. They investigate the significant events, developments or turning points within Asia during this period, as well as the significant social, cultural, economic, environmental and political continuities and changes of the time.

Students demonstrate their skills and learning through historical source analysis and historical writing. They undertake financial assessment and budgeting to achieve savings goals, and through the analysis of case studies make justified recommendations regarding environmental strategies and their predicted impacts.

STAFF CONTACT: Humanities Learning Area Leader

Semester 1

In Health Education, students explore diversity, equity, relationships and emotion. They are able to examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes, as well as analyse factors that influence emotional responses and devise strategies to self-manage emotions.

Additionally, in Physical Education students participate in striking, fitness and movement activities. They have the opportunity to demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomes, participate in physical activities designed to improve fitness to investigate the impact of regular participation on health and wellbeing, together with designing and justifying a physical activity plan that incorporates strategies to increase physical activity levels to achieve health and wellbeing outcomes.

Semester 2

In Health Education, students explore changes in adolescence, consent, and promoting health, wellbeing and safety. They are able to analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes, explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline), as well as investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.

Additionally, in Physical Education students participate in athletics and dance movements, followed by a SEPEP (Sport Education in Physical Education Program) unit. They have the opportunity to adapt and perform movement sequences in a variety of contexts, demonstrating how the movement elements of time, effort, space, people and objects can enhance performance, and practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities.

STAFF CONTACT: HPE Learning Area Leader

Year 8 Electives

Food Studies

In Year 8 Foods, students analyse how characteristics and properties of food determine preparation and presentation techniques when creating solutions for healthy eating. They practice techniques through production activities, effectively and safely using a broad range of foods, tools and equipment to produce design solutions. Students explain how food preparation techniques impact on the sensory properties (flavour, appearance, texture, and aroma) of food through sensory evaluation of their produced products. Lastly, they research the use of different technologies and sustainable food production practices using cost efficient and sustainable production techniques.

STAFF CONTACT: Arts & Technology Learning Area Leader

Music

In Year 8 Music, students study music theory, history, and analysis. They explore the elements of music and the processes of sound production across various instruments through listening, practical exercises, and research. Students produce written analysis on songs of their choice as well as songs from around the world. They also work together as a class to learn basic rhythms and tunes on a selection of musical instruments. Through practical exercises and research, students develop an understanding of music theory.

STAFF CONTACT: Arts & Technology Learning Area Leader

Year 9 Curriculum

The Year 9 curriculum is designed to provide a rigorous and comprehensive program that supports the intellectual, social, and personal development of students at a critical stage of their education. Building upon prior learning, the curriculum encompasses core disciplines including English, Mathematics, Science, Humanities, and the Arts, with a focus on deepening conceptual understanding and disciplinary knowledge.

Aligned with the principles of the Victorian Teaching and Learning Model (VTLM 2.0), the program emphasises a structured and evidence-informed approach to teaching and learning. This includes clear learning intentions and success criteria, explicit teaching, and ongoing formative assessment to monitor student progress and inform responsive teaching. Lessons are carefully sequenced to support knowledge acquisition, consolidation, and transfer, enabling students to build increasingly sophisticated understandings over time.

Structure Of The Curriculum

Each student has a schedule which consists of 25 periods.

*Core subjects run 4 periods per week within a timetable.

Electives are semester based.

Students also engage in 1 period per week of a Connect class.

YEAR 9
*English
*Mathematics
*Science
*Humanities
*Heath & Physical Education
Electives including: • Media • Art • Visual Communications & Design • Music
Connect

English

Semester 1

In Semester 1, students examine the conventions of creative and persuasive writing. In the creative writing component, students produce a piece that incorporates metaphorical language, symbolism, and genre conventions. In the persuasive writing component, students use a range of research sources to construct a well-developed and evidence-based argument.

In their study of Shakespeare's *Romeo and Juliet*, students analyse Shakespearean language features and dramatic conventions. They also explore key themes including love, family, loyalty, and revenge. Students complete an analytical essay in response to the play.

Semester 2

In Semester 2, students complete an oral presentation unit designed within an inquiry-based learning model. They engage with the overarching question, 'What is it to be Australian?', and reflect on this throughout the unit. Students begin by investigating their ancestry and sharing their findings with peers. Students complete an oral presentation at the end of the unit.

In the final unit, students examine Tim Burton's film *Edward Scissorhands* and analyse film techniques, themes and directorial intention through close scene analysis. The summative assessment is an analytical text response essay focusing on key thematic ideas within the film.

STAFF CONTACT: English Learning Area Leader

Mathematics

Semester 1

Students develop their understanding of number by working with rational and irrational numbers and applying exponent laws with positive integers and the zero exponent. They expand binomial products, factorise monic quadratic expressions, and solve monic quadratic equations with integer roots using the null factor law. Students investigate linear and quadratic relationships by sketching graphs, finding gradients and midpoints, and exploring the effects of varying parameters on functions using digital tools. They apply mathematical modelling to solve problems involving change, including simple interest in financial contexts, and use linear and quadratic functions to represent and analyse real-world situations. Students also compare and analyse data sets using summary statistics and graphical representations, investigate the effects of outliers, and evaluate how sampling techniques and data representation can influence conclusions.

Semester 2

Students apply formulas to solve measurement problems involving the surface area and volume of right prisms, cylinders and composite shapes, and determine percentage errors in measurements. They use ratio, similarity, scale, direct and indirect proportion to solve practical problems and communicate their findings using mathematical models. Students express small and large numbers in scientific notation and apply Pythagoras' theorem and trigonometric ratios to solve problems involving right-angled triangles. They explore probability by determining and representing the outcomes of two-step chance experiments, assigning probabilities to outcomes, and designing and conducting experiments or simulations involving combined events using digital tools.

STAFF CONTACT: Mathematics Learning Area Leader

Science

Semester 1

In Semester 1, students develop their knowledge of Chemical and Physical Sciences from the Victorian Curriculum Strands. Initially, they study atoms, radiation and reactions. A student designed experimental investigation involving chemistry is undertaken. Then energy systems, generating electricity and energy transfer are studied. Students are given the opportunity to demonstrate skills and knowledge through experiments and investigations.

Semester 2

In Semester 2, students develop their knowledge of Earth and Biological Sciences from the Victorian Curriculum Strands. Initially, they study reproduction, homeostasis and disease. Then they investigate the Earth's systems and the Carbon Cycle. Students are given the opportunity to demonstrate skills and knowledge through experiments and investigations.

Students demonstrate their understanding through experiments, investigations, and practical activities. Additionally, students investigate atomic structure modelling, predict chemical reactions, apply stoichiometric calculations, and explore the reactivity of metals.

STAFF CONTACT: Science Learning Area Leader

Humanities

Semester 1

In Semester 1, students briefly explore the Industrial Revolution in Europe and how the changes that occurred at this time influenced the colonisation of Australia. Through exploring different events of Australia's history, students come to understand how Australia expanded and changed from colonisation through to Federation. Following this, students study Business and Economics and Civics and Citizenship by learning about the laws that govern Australians and their businesses, and how entrepreneurs can innovate within these frameworks to successfully attract customers. Finally, students return to Geography to focus on biomes and food security. They explore how places around the world differ in their climate, flora and fauna, and examine the ways that food security can be achieved or threatened globally, alongside the strategies that are being used to sustainably feed projected future global populations.

Semester 2

In Semester 2, students continue Geography with an exploration into geographic interconnection. They learn about the ways in which globalisation has connected people and institutions and the ways in which these connections can have positive or negative outcomes. Following this, students develop an understanding of the causes and consequences of World War I and World War II. They explore the complex factors contributing to each conflict, including alliances, nationalism, militarism, and imperialism. They investigate key events such as significant battles and treaties, and examine the impact of these wars on Australia, different nations and populations, including both soldiers and civilians.

Students demonstrate their skills and learning through historical source analysis and the construction of sustained historical interpretations and arguments. They analyse business decisions and marketing tactics, and through the analysis of case studies and geographic data, make justified recommendations regarding strategies and their predicted impacts.

STAFF CONTACT: Humanities Learning Area Leader

Health & Physical Education

Semester 1

In Health Education, students explore identity, influence and building respectful relationships. They are able to evaluate factors that shape identities and evaluate how individuals influence the identities of others, refine, evaluate and adapt strategies for managing changes and transitions, and understand emotional responses in different situations to refine strategies for managing emotions to positively impact health and wellbeing.

Moreover, students are able to investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships, recognise evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships as well as propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities.

Additionally, in Physical Education students participate in game sense, action and fitness activities. They have the opportunity to create and refine movement strategies to achieve successful outcomes across a range of challenging movement situations, together with evaluating physical activities designed to enhance health, fitness and wellbeing.

Semester 2

In Health Education, students explore consent, communication safety, first aid and CPR. They are able to examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships, as well as plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others' health, safety or wellbeing may be negatively impacted at home, school and in the community.

Additionally, in Physical Education students participate in a SEPEP (Sport Education in Physical Education Program) unit, followed by recreational activities. They have the opportunity to demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groups, devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills, together with participating in physical activities that promote health, safety and social outcomes in outdoor environments and aquatic settings to design and evaluate participation strategies for themselves and others.

STAFF CONTACT: HPE Learning Area Leader

Year 9 Electives

Art

In this unit, students explore how artists use visual conventions, techniques, and materials to communicate ideas, perspectives and meaning. They analyse and evaluate artworks from diverse cultures, times and places, considering how historical, cultural and social contexts influence artistic practice. Students develop their own ideas through experimentation with drawing and painting techniques, refining their skills and applying visual conventions to create artworks. They document and reflect on their creative process, making informed decisions about materials, techniques and presentation to strengthen their artistic intentions. Students also curate, present and evaluate their own work and the work of others, using appropriate visual arts terminology to discuss how artworks communicate meaning for different audiences.

STAFF CONTACT: Arts & Technology Learning Area Leader

Media

In this unit, students explore how media products are constructed to communicate ideas, influence audiences and represent people, places and events. They analyse a range of media forms, including film, television, photography and digital media, using media terminology to examine narrative, genre, representation and technical and symbolic codes. Students investigate how media creators use production processes and technologies to engage specific audiences, and consider the social, cultural and ethical responsibilities of media production.

Students apply the media production process to plan, create and refine their own media works for a chosen purpose and audience. They develop skills in storyboarding, scripting, filming, editing and photography while experimenting with digital technologies and creative techniques. Throughout the unit, students reflect on their own work and evaluate the effectiveness of their media products and those of others, demonstrating an understanding of how media choices shape meaning and audience response.

STAFF CONTACT: Arts & Technology Learning Area Leader

Music

In this unit, students develop their understanding of music through the study of music theory, analysis and performance. They explore how the elements of music—including rhythm, pitch, melody, harmony, texture, timbre, dynamics and structure—are used to communicate ideas, express meaning and create stylistic features. Students analyse a range of musical works from diverse genres, cultures and historical contexts, using appropriate music terminology to discuss how composers and performers make expressive and technical choices. Students build their practical musicianship by developing technical skills, rehearsal strategies and performance techniques on their chosen instrument or voice. They apply their theoretical knowledge through performance and creative music-making, refining their work in response to feedback and reflection. Throughout the unit, students evaluate their own performances and those of others, considering how musical choices engage audiences. The unit concludes with a polished class performance that demonstrates technical control, expressive intent and stylistic understanding.

STAFF CONTACT: Arts & Technology Learning Area Leader

Visual Communications & Design

In this unit, students explore the three main areas of Visual Communication Design being Communication Design, Industrial Design and Architecture. Students develop their practical design skills by generating images and developing them through freehand and instrumental drawing. Students demonstrate a range of technical skills and design rendering techniques throughout all three sections of Visual Communication Design. Students develop an awareness on how the design process facilitates exploration and experimentation and how information and ideas are communicated visually. Through hands-on exploration, students gain insight into how the design process encourages experimentation and supports the visual communication of ideas and information. A folio is kept to record processes and techniques, experimentation, development of ideas, and reflection on their personal progress.

STAFF CONTACT: Arts & Technology Learning Area Leader

Year 10 Curriculum

The Year 10 curriculum is designed to provide a rigorous and purposeful program that prepares students for the academic demands of the senior years. Building on prior learning, students engage in a broad and increasingly specialised curriculum across core disciplines, with opportunities to explore areas of interest and begin shaping their individual learning pathways.

A key feature of the Year 10 program is the opportunity for selected students to undertake Early Access to VCE studies. This enables high-achieving and motivated students to engage with the academic rigour of the Victorian Certificate of Education, supporting a smooth transition into senior secondary pathways and allowing for greater flexibility in future subject selections.

Structure Of The Curriculum

At Year 10, each student has a schedule which consists of 25 periods.

*Core subjects run 4 periods per week within a timetable.

Electives are semester based.

Students also engage in 1 period per week of a Connect class.

YEAR 10
*English
*Mathematics
*Science
*Humanities
Health Education or Physical Education (1 Semester)
Electives including Arts, Media, Music, Visual Communications, Food Studies, Systems Engineering
Connect

Eligibility to complete an early start VCE subject as a Year 10 student

As part of the course counselling process, selected Year 10 students may be offered the opportunity to undertake a Victorian Certificate of Education (VCE) subject alongside their Year 10 program. This opportunity is designed for students who have consistently demonstrated strong academic performance, effective learning behaviours, and readiness for the increased demands of VCE study.

Eligibility for consideration is based on the following criteria:

1. Effective Learning Behaviours average of 3.0 or above.
2. Attendance of 90% or higher
3. A Common Assessment Task (CAT) average of 80% or above across all core learning areas*

**Core learning areas include English, Mathematics, Science, Humanities, and Health and Physical Education.*

While students may express interest in undertaking any VCE subject offered by the College, enrolment is subject to course suitability, demonstrated readiness for accelerated study, and the availability of places within the selected subject. Meeting the eligibility criteria does not guarantee placement in a VCE subject.

English

Semester 1

In Semester 1, students are encouraged to reimagine their future through a critical lens. The Future Worlds Crafting Texts unit enables students to explore a range of classic and contemporary dystopian mentor texts. Students develop an understanding of the dystopian genre and stylistic features of authors, culminating in the production of a folio that includes various pieces of writing, with the purpose of persuading, reflecting or expressing.

In the second unit, students study Greta Gerwig's film *Lady Bird* and analyse film techniques and directorial intention through close scene analysis. The summative assessment is an analytical text response essay focusing on key thematic ideas within the film.

Semester 2

In Semester 2, students begin by exploring and analysing persuasive texts within the context of contemporary issues, including the ways argument and language can be used to position an audience. They write an argument analysis essay and develop an oral presentation which expresses their point of view in response to an issue.

Students also complete an analytical text response on the novel *Catching Teller Crow*, exploring themes of grief, survival, and justice. Throughout this unit, students examine representations of the Stolen Generations through alternating narrative perspectives in both poetry and prose. The unit culminates with students completing an analytical text response essay.

STAFF CONTACT: English Learning Area Leader

General Mathematics

Semester 1

Students develop their understanding of geometry by applying deductive reasoning, geometric theorems and proofs to solve spatial problems, and by interpreting networks used to represent practical situations and describe connectedness. They strengthen their algebraic skills by manipulating algebraic fractions, expanding and factorising expressions, and solving linear equations and inequalities. Students solve measurement problems involving surface area and volume of composite objects, apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles, and identify the impact of measurement errors on the accuracy of results. They also compare and analyse univariate data sets using summary statistics and graphical displays, describing distributions in terms of centre, spread, shape and outliers.

Semester 2

Students apply conditional probability to solve problems involving compound events and design simulations using digital tools to investigate probability concepts. They solve pairs of simultaneous linear equations and explore the points of intersection of related graphs. Students work with quadratic and exponential functions, representing them numerically, graphically and algebraically, and use them to model and solve practical problems. They apply mathematical modelling to investigate growth and decay, including financial contexts, and solve related equations using algebraic, graphical and numerical methods. Students interpret and use logarithmic scales to represent very small or very large quantities and rates of change in applied contexts. They also plan and conduct statistical investigations involving bivariate data, represent relationships using tables and scatterplots, analyse possible associations, and evaluate conclusions by considering potential sources of bias.

STAFF CONTACT: Mathematics Learning Area Leader

Mathematical Methods

Semester 1

Students extend their understanding of number by working with indices, surds and logarithmic scales, recognising the effects of approximations in repeated calculations and interpreting very small and very large quantities in applied contexts. They strengthen their algebraic skills by manipulating algebraic fractions, substituting into formulas, finding unknown values, and solving linear equations and inequalities. Students solve measurement problems involving surface area and volume of composite objects, investigate direct and inverse proportion and scaling, and evaluate the impact of measurement errors on the accuracy of results. In geometry, they apply deductive reasoning, geometric theorems and proofs to solve spatial problems, interpret networks and connectedness, and use Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles. Students also compare and analyse univariate data sets using summary statistics and graphical displays, describing distributions in terms of centre, spread, shape and outliers.

Semester 2

Students develop their understanding of quadratic relationships by expanding and factorising quadratic expressions, solving quadratic equations, and representing quadratic functions algebraically, graphically and numerically. They solve pairs of simultaneous linear equations and use mathematical modelling to investigate growth and decay in financial and other applied contexts, applying linear, quadratic and exponential functions as appropriate. Students apply conditional probability to solve problems involving compound events and design simulations using digital tools to explore probability concepts. They also plan and conduct statistical investigations involving bivariate data, represent relationships using tables and scatterplots, analyse associations between variables, and evaluate conclusions by considering potential sources of bias.

STAFF CONTACT: Mathematics Learning Area Leader

Science

Semester 1

In Space Science, students explore the origin and evolution of the universe. In Chemistry, they investigate the structure of the periodic table and use it to predict the properties of elements and the outcomes of chemical reactions. In Earth Science, students examine the impact of human activities on Earth's global systems, with a particular focus on the causes and consequences of biodiversity loss.

Semester 2

In Biology, students use models and diagrams to explain the relationships between DNA, genes and chromosomes and investigate patterns of inheritance. Students also explore evolution, examining how natural selection accounts for the diversity of life and evaluating the scientific evidence for human evolution. In Physics, students investigate the motion of objects by exploring the interaction of forces and applying the laws of physics to describe and predict motion.

Throughout the year, students develop their scientific knowledge and skills through practical investigations, experiments and scientific report writing. They also strengthen their scientific inquiry skills by planning investigations, analysing data, evaluating evidence and communicating scientific findings.

STAFF CONTACT: Science Learning Area Leader

Humanities

Semester 1

In Semester 1, students learn financial literacy by exploring smart investing and their consumer rights and protections. They continue their Civics and Citizenship studies with thorough analysis of Australia’s democratic society and the ways in which our laws and institutions maintain this democracy in the face of potential threats. The topic of rights is continued into the following History unit, during which students learn about Aboriginal and Torres Strait Islander rights and freedom movements that occurred (and continue to occur) in Australian society. Finally, students look into environmental change, and the ways in which human-induced environmental change can negatively impact sustainability.

Semester 2

In Semester 2, students return to History with an exploration of Asia from 1750-present. They explore how regions in Asia changed or remained the same over time, and the significant events, ideas, individuals and movements that promoted or hindered these changes. Following this, students look into geographic wellbeing by exploring the reasons for and implications of spatial differences in human wellbeing, both in Australia and on a global scale. Finally, students return to History one last time to explore the ways in which the world globalised and changed following World War II. Through exploring developments in politics, rights, technology and popular culture, students evaluate the changes that occurred and legacies of major global influences.

Students demonstrate their skills and learning through historical source analysis and the construction of sustained historical interpretations and arguments. They compare and contrast Australia's democratic institutions to those of another Pacific nation, and use case studies and other primary and secondary data to examine Australia's food security and wellbeing, making recommendations for improvement that are based on thorough research and analysis.

STAFF CONTACT: Humanities Learning Area Leader

Health Education

In Health Education, students explore community health, wellbeing, safety and nutrition. They are able to critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions, as well as plan, justify and critique strategies to enhance their own, others' and community's health, safety, relationships and wellbeing.

Additionally, students will discover the nutrients in food and how food provides energy to complete all daily tasks. They will also research dietary needs and changes depending on exercise amounts to maximise sports performance. Students will also learn about food models and what influences Australians to eat in certain ways to assess how our food choices promote health and prevent diseases.

STAFF CONTACT: HPE Learning Area Leader

Physical Education

In Physical Education, students explore movement skills and body systems. They are able to analyse, apply and adapt their own and others' movement skills in a range of challenging movement situations to enhance performance in indoor and outdoor settings, apply movement concepts in new or challenging movement situations and analyse the impact they have on movement outcomes and evaluate their own and others' movement compositions and provide and apply feedback to enhance performance, including the impact of the movement elements of time, effort, space, people and objects.

Students are able to design, implement and evaluate personalised plans for improving or maintaining their own or others' physical activity levels to achieve health-related fitness, health and wellbeing outcomes and transfer and adapt skills and strategies from previous experiences to create successful outcomes in unfamiliar movement situations.

STAFF CONTACT: HPE Learning Area Leader

Year 10 Electives

Art

In this unit, students analyse and evaluate how and why visual conventions, processes and materials are manipulated in artworks. They evaluate how and why artists from across cultures, times, places and other contexts used visual conventions, processes and materials in their visual arts practice to communicate and challenge ideas, perspectives and meaning. Students use painting and drawing materials to explore visual arts processes and create artworks that represent ideas, perspective and meaning. They curate, critique and evaluate exhibitions of their own and others' artworks in different contexts for different audiences.

STAFF CONTACT: Arts & Technology Learning Area Leader

Media

In this unit, students develop an understanding of how media products are created, distributed and interpreted in an increasingly digital world. Students explore visual storytelling, photography, film, audio and digital media while developing practical production skills using industry-relevant technologies and processes. Through planning, creating and refining their own media projects, they learn to communicate ideas for specific audiences and purposes, applying creative thinking, collaboration and ethical decision-making. Students also analyse and evaluate contemporary and historical media texts, examining how media representations, technologies and institutions influence attitudes, values and perspectives. This subject builds confidence in creative problem-solving, communication and critical thinking, providing a strong foundation for further study in Media and related creative industries.

STAFF CONTACT: Arts & Technology Learning Area Leader

Visual Communication and Design

In this unit, students develop their ability to communicate ideas, information and messages through creative and purposeful visual solutions. Students build skills in drawing, design thinking and digital technologies as they apply the elements and principles of design to respond to authentic design briefs. Through research, idea generation, experimentation, refinement and presentation, they create visual communications that meet the needs of different audiences and purposes while using appropriate visual conventions and design terminology. Students also analyse and evaluate historical, contemporary and cultural examples of design, considering how visual communication influences the way people understand, interpret and interact with the world. This subject fosters creativity, critical thinking, collaboration and problem-solving skills, providing a strong foundation for further study in Visual Communication Design and a range of creative industries.

STAFF CONTACT: Arts & Technology Learning Area Leader

Food Studies

In this unit, students investigate the nutritional and social importance of food through implementation of the design process. By investigating the function of nutrients in the maintenance of health, students develop an understanding of the relationship between food and lifestyle diseases. They are introduced to The Australian Dietary Guidelines and The Australian Guide to Healthy Eating and produce meals reflecting these. Students investigate the impact of migration on the food choices and food availability in Australia. The environmental issues associated with food production and waste are highlighted as students are introduced to food citizenship. Finally, students develop an understanding of food science and investigate the role of ingredients in baking.

STAFF CONTACT: Arts & Technology Learning Area Leader

Music

In this unit, students analyse and evaluate ways the elements of music are used to engage audiences in music they compose, perform and experience. They investigate ways music from across cultures, times, places and other contexts communicates ideas, perspectives and meaning, including the practices of Aboriginal and Torres Strait Islander musicians. Students document/notate and/or record their music as they manipulate elements of music appropriate to the style when performing their own or others' music. They compose/arrange music that communicates ideas, perspectives and meaning. Finally, students demonstrate performance skills when performing music for an audience.

STAFF CONTACT: Arts & Technology Learning Area Leader

Systems Engineering

Systems Engineering is the study of Newtonian physics, engineering principles, and the engineering design process. This introductory mechatronics course provides students with the scientific, mathematical, and practical design skills required to solve real-world engineering challenges.

Throughout the course, students will design, manufacture, and evaluate a mechanical system by developing and constructing a Beyblade using hand tools, 3D printers, laser cutters, Adobe Illustrator, and Autodesk Fusion 360. Students will then progress to electronics and programming, where they will learn to design, build, and program a range of electrical systems using Arduino microcontrollers and the C++ programming language.

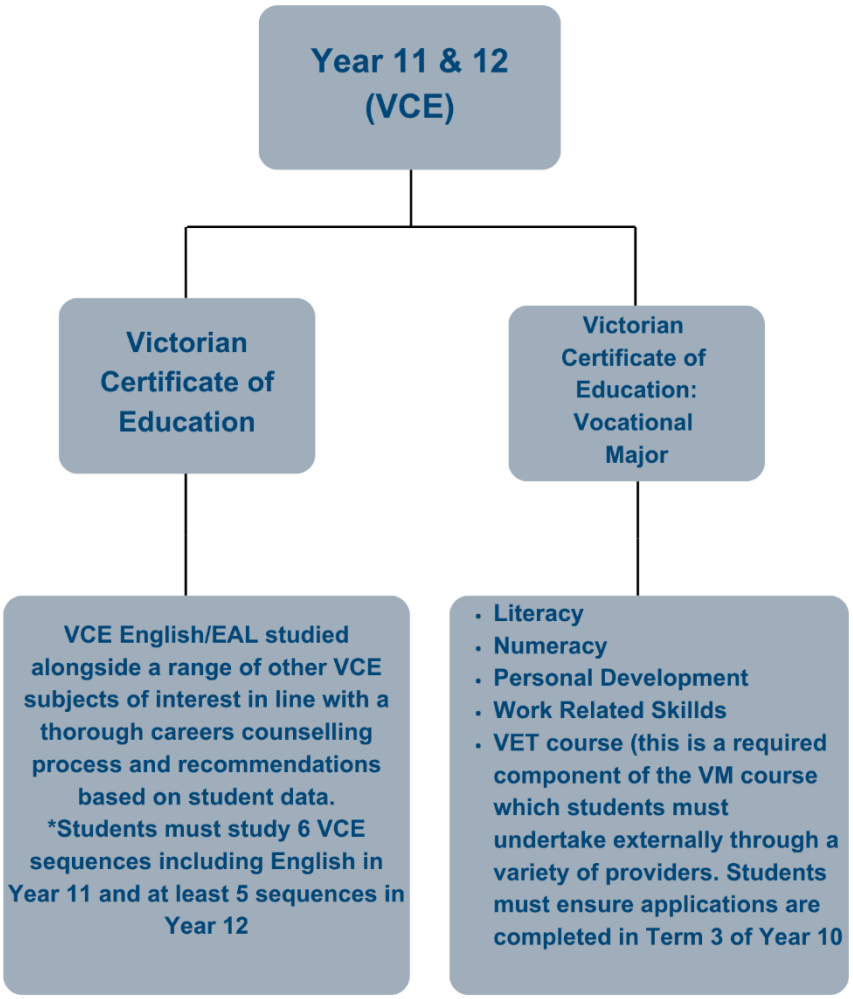
STAFF CONTACT: Arts & Technology Learning Area Leader

VCE Curriculum

The Victorian Certificate of Education (VCE) program offers a broad and diverse curriculum designed to support high levels of academic achievement and personalised student pathways. Students can select from an extensive range of subjects, enabling them to tailor their studies to align with their interests, strengths, and post-school aspirations.

High achievement is supported through small class sizes, which enable personalised attention and targeted feedback. This environment allows teachers to respond to individual learning needs, closely monitor progress, and provide timely intervention and extension opportunities.

Our VCE classes are led by experienced and highly skilled educators with strong subject expertise and a commitment to excellence in teaching and learning. Through expert instruction, structured support, and a focus on effective study practices, students are well-prepared to achieve their personal best and to pursue success in further education and future careers.



The commencement of the Victorian Certificate of Education (VCE) represents a significant and exciting stage in the educational journey of students at Forest Hill College. It provides students with the opportunity to engage deeply with complex ideas, develop critical thinking skills, and explore knowledge in increasingly sophisticated and independent ways.

Throughout their VCE studies, students not only build new understandings but also begin to define and refine their future pathways. Course selection is a critical component of this process, as it plays a key role in ensuring students maintain access to a broad range of post-school options, including tertiary study, training, and employment pathways. Forest Hill College recognises that informed decision-making is best supported through a strong partnership between students, families and carers, and the college.

An alternative pathway, the Victorian Certificate of Education – Vocational Major (VM) is available to students entering Year 11. The VCE VM prepares students to transition successfully into apprenticeships, traineeships, further education and training, university (via non-ATAR courses) and employment. Please see pages 50 for further information.

All subjects within the VCE are delivered in accordance with the study designs published on the VCAA website. Further information about the VCE can be accessed via the link below. For details regarding VCE rules and procedures, please refer to the Forest Hill College VCE Handbook, available on our website.
https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-curriculum

VCE Subjects Offered Include:

- English & English as an Additional Language
- Mathematics
  Specialist, Methods & General
- Science
  Biology, Chemistry, Physics, Psychology, Environmental Science
- Humanities
  Business Management, Legal Studies, Accounting, History
- Physical Education
  Physical Education, Health & Human Development, VET Sport & Recreation
- Technologies
  Coding, Systems Engineering, Food Studies
- The Arts
  Media, Visual Communication, Studio Arts

ATAR Scores

What is an ATAR?

The ATAR is a ranking of your Year 12 results, compared to all other final year students across Australia. The ATAR helps tertiary institutions – likes universities and TAFEs – compare the achievements of students, regardless of which subjects they've studied. While it's used by tertiary institutions for admission into some courses, in many cases it's not the only factor that's considered when you apply.

Who gets an ATAR?

To be eligible for an ATAR, you need to get study scores in at least four Units 3 and 4 VCE subjects, including at least one English subject.

Example 1

This is a student studying VCE across a traditional two-year period. Students are required to be enrolled in a minimum of 6 subjects in Year 11. Each subject consists of 4 x 1-hour sessions per week.

Year 11						
Semester 1	English Unit 1	General Mathematics Unit 1	Psychology Unit 1	Legal Studies Unit 1	Biology Unit 1	Business Management Unit 1
Semester 2	English Unit 2	General Mathematics Unit 2	Psychology Unit 2	Legal Studies Unit 2	Biology Unit 2	Business Management Unit 2

Year 12						
Semester 1	English Unit 3	General Mathematics Unit 3	Psychology Unit 3	Legal Studies Unit 3	Biology Unit 3	Business Management Unit 3
Semester 2	English Unit 4	General Mathematics Unit 4	Psychology Unit 4	Legal Studies Unit 4	Biology Unit 3	Business Management Unit 4

ATAR Score for university entry

Example 2

This student has been eligible to complete an early start VCE subject in Year 10. This can enable the student to select another Unit 3 & 4 or HES subject in Year 12 to improve their potential ATAR outcome. Higher Education studies (HES) are offered by higher education institutions and are designed for independent, high-achieving and interested VCE students.

Year 10	**Early Start VCE**
Semester 1	Biology Unit 1
Semester 2	Biology Unit 2

Year 11						
Semester 1	Early Start VCE Biology Unit 3	English Unit 1	General Mathematics Unit 1	Psychology Unit 1	Legal Studies Unit 1	Physics Unit 1
Semester 2	Biology Unit 4	English Unit 2	General Mathematics Unit 2	Psychology Unit 2	Legal Studies Unit 2	Physics Unit 2

Year 12						
Semester 1	HES / Unit 3 Subject	English Unit 3	General Mathematics Unit 3	Psychology Unit 3	Legal Studies Unit 3	Physics Unit 3
Semester 2	HES / Unit 4 Subject	English Unit 4	General Mathematics Unit 4	Psychology Unit 4	Legal Studies Unit 4	Physics Unit 4

ATAR
Score for university entry

VCE Subjects

Accounting

Unit 1

DESCRIPTION

In this area of study, students investigate the reasons for establishing a business as well as possible alternatives to operating a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance, and ethical considerations. They develop an understanding of the role and importance of accounting in operating a business, and consider how accounting is used to provide information for making operational and investment decisions.

OUTCOMES

1. Students will be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business..
2. Students will be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

ASSESSMENT TASKS

1. Structured questions using manual methods and ICT - The role of accounting
2. Structured questions using manual methods and ICT - Recording financial data and reporting accounting

Unit 2

DESCRIPTION

In this area of study, students investigate use of both the First-In, First-Out (FIFO) and Identified Cost inventory cost assignment methods to record and report the movement of inventory through the business. Using both methods, students discuss the effects of relevant financial and non-financial factors, including ethical considerations, on decisions made in relation to inventory.

OUTCOMES

1. Students will be able to record and report for inventory and discuss the effects of relevant financial and non-financial factors, and ethical considerations, on the results of business decisions.
2. Students will be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effects of relevant decisions, including the influence of ethical considerations, on the performance of the business.
3. Students will be able to record and report for non-current assets and depreciation.

ASSESSMENT TASKS

1. Structured questions using manual methods and ICT - Reporting and Managing Inventory
2. Structured questions using manual methods and ICT - Accounting for and managing accounts receivable and accounts payable
3. Structured questions using manual methods and ICT - Accounting for and managing non-current assets

Unit 3	Unit 4
DESCRIPTION Students study financial accounting for a sole proprietor trading business, using the double-entry system, accrual basis of accounting, and perpetual inventory recording. They develop skills in recording, reporting, and interpreting financial information, analyse business performance using financial indicators, and recommend strategies to improve outcomes. Throughout the unit, students apply the Conceptual Framework and consider the financial, social, environmental, and ethical implications of business decisions. **OUTCOMES** 1. Students will be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of accounting reports and the accounting system, including ethical considerations. 2. Students will be able to record transactions and prepare, interpret and analyse accounting reports for a trading business. **ASSESSMENT TASKS** 1. Structured questions - Recording and Analysing Financial Data 2. Structured questions – Inventory 3. Structured questions - Reporting for profit and cash	**DESCRIPTION** Students build on their accounting knowledge by recording and reporting financial information for a sole proprietor trading business using the double-entry system, accrual accounting, and perpetual inventory methods through both manual and ICT-based processes. They extend their understanding by applying balance day adjustments, alternative depreciation methods, and budgeting to support decision-making, while analysing financial reports and graphs to evaluate business performance and recommend improvement strategies. Throughout the unit, students apply the Conceptual Framework, use financial indicators, and consider the financial, social, environmental, and ethical implications of business decisions. **OUTCOMES** 1. Students will be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system, and evaluate the effects of balance day adjustments and alternative methods of depreciation on accounting reports. 2. Students will be able to prepare budgeted accounting reports and variance reports for a trading business, using financial and other relevant information, and model, analyse and discuss the effects of alternative strategies on the performance of a business. **ASSESSMENT TASKS** 1. Structured questions - Extension of recording and reporting 2. Structured questions - Budgeting and decision-making 3. VCAA Examination - External

Unit 1

DESCRIPTION

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of an object-oriented programming (OOP) language to develop a working software solution.

OUTCOMES

1. Students will be able to interpret teacher-provided solution requirements and designs, analyse data and develop data visualisations to present findings.
2. Students will be able to interpret teacher-provided solution requirements to design and develop a software solution using an object-oriented programming language.

ASSESSMENT TASKS

1. A folio of exercises to demonstrate the learning of database, spreadsheet and data visualisation software tools.
2. A solution including the use of database, spreadsheet and data visualisation software tools in response to teacher-provided solution requirements and designs.
3. A personal portfolio to showcase the development of databases, spreadsheets and data visualisations.
4. A folio of exercises to demonstrate the learning of an object-oriented programming language.
5. A software solution that includes the designs, solution and a testing table in response to teacher-provided solution requirements.
6. The creation and maintenance of code repositories to track the progression of students' learning,

Unit 2

DESCRIPTION

In this unit students focus on developing an innovative solution to a problem, need or opportunity that they have identified, and develop an understanding of network environments, cyber security risks, threats to networks and strategies to reduce the risks to data and information.

OUTCOMES

1. Students will be able to, in collaboration with other students, identify a problem, need or opportunity to analyse, design, develop and evaluate an innovative solution.
2. Students will be able to respond to a teacher-provided case study to examine a cyber security incident or a network vulnerability, evaluate the threats to a network, and propose strategies to protect the security of data and information on the network.

ASSESSMENT TASKS

1. An innovative solution that includes an analysis, designs, the development of a proof of concept/prototype/product and an evaluation.
2. A presentation (oral, multimedia, visual) of an innovative solution.
3. A written report that documents the development of an innovative solution.
4. An annotated visual report that documents the development of an innovative solution.
5. A teacher-provided case study with structured questions that investigates a cyber security incident and how it could be prevented in the future.
6. A teacher-provided case study with structured questions that investigates a network, its vulnerabilities and how these could be mitigated.

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using platforms such as GitHub. 7. A software solution developed in response to a teacher-provided problem-solving challenge, presented as a hackathon.	

Unit 3	Unit 4
DESCRIPTION In Unit 3, students apply the problem-solving methodology to analyse data using software tools such as database, spreadsheet and data visualisation software to create data visualisations. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. **OUTCOMES** 1. Students will be able to interpret teacher-provided solution requirements and designs, extract data from large repositories, manipulate and cleanse data, conduct statistical analysis and develop data visualisations to display findings. 2. Students will be able to propose a research question, formulate a project plan, collect and prepare data, and generate design ideas and a preferred design for creating infographics and/or dynamic data visualisations. **ASSESSMENT TASKS** 1. Extract and reference data from large repositories into a database 2. Query data using databases and SQL 3. Use spreadsheet functions to manipulate data 4. Statistically analyse data in spreadsheets 5. Develop data visualisations.	**DESCRIPTION** In Unit 4, students focus on determining the findings of a research question by developing infographics and/or dynamic data visualisations based on large complex data sets, consider data breaches and investigate the security strategies used by an organisation to protect data and information from cyber security threats. **OUTCOMES** 1. Students will be able to develop and evaluate infographics and/or dynamic data visualisations that meet requirements and assess the effectiveness of the project plan. 2. Students will be able to respond to a teacher-provided case study to analyse the impact of a data breach on an organisation, identify and evaluate threats, evaluate current security strategies and make recommendations to improve security strategies. **ASSESSMENT TASKS** 1. A brief outlining the proposed solution and a project plan (Gantt chart) indicating tasks, times, milestones, dependencies and the critical path 2. Analytical tools that depict the interactions between systems, users, data and networks 3. An analysis that defines the requirements, constraints and scope of a solution in the form of a software requirements specification 4. A folio of design ideas and evaluation criteria 5. Detailed design specifications of

	the preferred design. 6. A software solution that meets the software requirements specification 7. Preparation and conduction of beta testing 8. an evaluation of the efficiency and effectiveness of the software solution 9. an assessment of the effectiveness of the project plan (Gantt chart) in monitoring project progress 10. structured questions 11. a report in written format 12. a report in multimedia format. 13. The case study scenario needs to enable: 14. an analysis of the breach 15. an evaluation of the threats 16. recommendations to improve security strategies. 17. VCAA Examination - External

Unit 1

DESCRIPTION

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time.

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

OUTCOMES

1. Students will be able to explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.
2. Students will be able to make and present at least one finished artwork and document their art making in a Visual Arts journal.
3. Students will be able to research Australian artists and present information about them in a format appropriate for a proposed exhibition.

ASSESSMENT TASKS

1. Visual Arts journal.
2. Finished artworks.
3. Research and planning for an exhibition.

Unit 2

DESCRIPTION

In this unit continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. They investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Students explore how exhibitions are planned and designed and how spaces are organised for exhibitions. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

OUTCOMES

1. Students will be able to select a range of artworks from an exhibition and other sources to design their own thematic exhibition.
2. Students will be able to explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.
3. Students will be able to progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

ASSESSMENT TASKS

1. Thematic exhibition.
2. Experimental artworks and documentation.
3. Finished artworks.

Unit 3	*Unit 4*
DESCRIPTION In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. Students use their Visual Arts journal to record their art making. From the ideas documented in their Visual Arts journal, they plan, develop, and present artworks. Students also visit a minimum of two exhibitions during the year of study. They research the exhibition of artworks in these exhibition spaces and the role of a curator. **OUTCOMES** 1. Students will be able to collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making. 2. Students will be able to make artworks in specific art forms, prepare and present a critique, and reflect on feedback. 3. Students will be able to research and plan an exhibition of the artworks of three artists. **ASSESSMENT TASKS** 1. Folio - Research, development. 2. Folio - Art presentation critique. 3. Research task - Plan an exhibition.	***DESCRIPTION*** In this unit students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students present a critique of their artworks and receive and reflect on feedback. They continue to engage with galleries, museums, and other exhibition spaces. Students review the methods used and considerations involved in the presentation, conservation and care of artworks. They document the investigation and review of artworks and exhibitions in their Visual Arts journal. ***OUTCOMES*** 1. Students will be able to refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making. 2. Students will be able to plan and display at least one finished artwork in a specific art form and present a critique. 3. Students will be able to understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks. ***ASSESSMENT TASKS*** 1. Folio – Consolidate, refine and resolve. 2. Presentation – Present, plan and critique. 3. Research – Conserve, present and care. 4. VCAA Examination – external.

Biology

Unit 1

DESCRIPTION

In this unit, students examine the cell as the structural and functional unit of life, from unicellular to multicellular organisms, including the requirements for sustaining cellular processes. They investigate cell growth, replacement, and death, and explore the role of stem cells in differentiation, specialisation, and cell renewal. Students also examine how systems function through cell specialisation in vascular plants and animals and consider how homeostatic mechanisms maintain an animal's internal environment.

OUTCOMES

1. Students will be able to explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
2. Students will be able to explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
3. Student Will be able to adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

ASSESSMENT TASKS

1. Data analysis of generated primary and collated secondary data
2. Case study analysis
3. Scientific poster.

Unit 2

DESCRIPTION

In this unit, students focus on cell reproduction and the transmission of biological information across generations. They investigate asexual and sexual reproductive strategies and evaluate the advantages and disadvantages of each. The role of stem cells in the differentiation, growth, repair, and replacement of human cells is examined, along with their potential applications in medical therapies. Students also investigate inheritance patterns, analyse pedigree charts, and predict the outcomes of genetic crosses.

OUTCOMES

1. Students will be able to explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
2. Students will be able to analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
3. Students will be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

ASSESSMENT TASKS

1. Problem-solving involving biological concepts and skills
2. Media analysis of two or more media sources
3. A response to an investigation into a bioethical issue relating to genetics or reproductive science or adaptations beneficial to survival

Unit 3	Unit 4
DESCRIPTION In this unit, students investigate the workings of the cell from multiple perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. They explore the manipulation of DNA through biotechnology. Students explore the pathways in metabolic reactions, specifically photosynthesis and cellular respiration and explore the possibilities of enhancing plant yields through the use of genetic technologies. **OUTCOMES** 1. Students will be able to analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA. 2. Students will be able to analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways. **ASSESSMENT TASKS** 1. Ethical evaluations of Biotechnology 2. Comparison and evaluation of biological concepts, methodologies and methods, and findings from three practical activities.	**DESCRIPTION** In this unit students consider the continual change and challenges to which life on Earth has been and continues to be subjected to. They study the human immune system and consider how it responds to everchanging and emerging diseases. **OUTCOMES** 1. Students will be able to analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease. 2. Students will be able to analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time. 3. Students will be able to design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, 1. and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster. **ASSESSMENT TASKS** 1. Analysis and evaluation of a selected biological case study 2. Analysis and evaluation of generated primary and/or collated secondary data 3. Scientific poster 2. 4. VCAA Examination - External

Unit 1

DESCRIPTION

In this area of study students investigate the concept of entrepreneurship. They consider how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas come from a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the considerations to be made before a business can be established as well as the importance of businesses to the national economy and social wellbeing.

OUTCOMES

1. Students will be able to describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.
2. Students will be able to describe the internal business environment and analyse how factors from within it may affect business planning.
3. Students will be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

ASSESSMENT TASKS

1. Short-answer Response – The Business Idea
2. Short-answer Response – Internal Business Environment and Planning
3. Short-answer Response – External Business Environment and Planning

Unit 2

DESCRIPTION

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

OUTCOMES

1. Students will be able to outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.
2. Students will be able to explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
3. Students will be able to discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

ASSESSMENT TASKS

1. Structured Questions – Legal Requirements and Financial Considerations
2. Short-Term Business Activity - Marketing a Business

	3. Structured Questions - Staffing a Business

Unit 3	Unit 4
DESCRIPTION In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years. **OUTCOMES** 1. Students will be able to analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture. 2. Students will be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees. 3. Students will be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations. **ASSESSMENT TASKS** 1. Structured Questions – Business Fundamentals 2. Structured Questions - Managing Employees 3. Structured Questions - Operations Management	**DESCRIPTION** Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory. **OUTCOMES** 1. Students will be able to explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future. 2. Students will be able to discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business. **ASSESSMENT TASKS** 1. Structured Questions – Reviewing Performance 2. Structured Questions – Implementing Change 3. VCAA Examination – External

Unit 1

DESCRIPTION

Students investigate intermolecular and intramolecular forces in covalent, ionic, and metallic substances, and are introduced to the principles of organic chemistry. They use potato-based plastic as a context to explore the transition from a linear economy to a circular economy. Students calculate mole quantities, apply systematic nomenclature to name organic compounds, and explain how polymers are designed for specific purposes. They also evaluate the environmental and human health impacts associated with the production and use of organic materials and polymers. In addition, students consider how scientific understanding is informed and enriched by Aboriginal and Torres Strait Islander knowledge of plant-based medicines and their applications.

OUTCOMES

1. Students will be able to explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.
2. Students will be able to calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.
3. Students will be able to investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

ASSESSMENT TASKS

1. Analysis and evaluation of secondary data – How does salt

Unit 2

DESCRIPTION

In the unit, students explain the properties of water in terms of structure and bonding investigate and analyse applications of acid-base and redox reactions. Students also focus on the analysis and quantification of chemical reactions involving acids, bases, salts and gases. They analysed the solubility of substances in water, explored the relationship between solubility and temperature using solubility curves, and learned to predict when a solute will dissolve or crystallise out of solution. They quantified amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry and calibration curves.

OUTCOMES

1. Students will be able to explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.
2. Students will be able to calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.
3. Students will be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

ASSESSMENT TASKS

1. Modelling - Neutralisation Reactions
2. Scientific Poster – Stoichiometry
3. Lab Report - Student Investigation

alter the physical properties of water 2. Problem solving - Predicting Chemical Reactions 3. Research task on how chemical principles can be applied to create a more sustainable future	

Unit 3	Unit 4
DESCRIPTION In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. **OUTCOMES** 1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society. 2. Experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society. **ASSESSMENT TASKS** 1. Comparing Fuels - Comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two practical activities 2. Electrochemistry - Analysis and evaluation of primary and/or secondary data, including identified assumptions or data limitations, and conclusions	**DESCRIPTION** In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. **OUTCOMES** 1. Analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society. 2. Apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified. 3. Design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

	ASSESSMENT TASKS 1. Making bio-diesel - Analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication 2. Analysis and Evaluation of Organic Compounds - Problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts 3. Scientific Poster - Scientific Investigation 4. VCAA Examination - External

Unit 1	Unit 2
DESCRIPTION In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways. **OUTCOMES** 1. On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text. 2. On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes. **ASSESSMENT TASKS** 1. Analytical response to the film *Into the Wild*	**DESCRIPTION** Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations **OUTCOMES** 1. On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. 2. On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation. **ASSESSMENT TASKS** *1.* Short story collection *Growing Up Asian in Australia* *2.* Argument Analysis

Unit 3	Unit 4
DESCRIPTION In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways. **OUTCOMES** 1. Analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. 2. Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and explain their decisions made through writing processes **ASSESSMENT TASKS** 1. An analytical response to text in written form 2. Written text constructed in consideration of audience, purpose and context. 3. Commentary reflecting on writing processes in relation to the written text.	**DESCRIPTION** In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. **OUTCOMES** 1. Analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning. 2. Analyse the use of argument and language in persuasive texts, including written text (print or digital) and text in another mode (visual, audio and/or audio visual); and develop and present a point of view text. **ASSESSMENT TASKS** 1. An analytical response to text in written form. 2. An analytical response to argument and language in one persuasive written text, which must include a different mode (visual or audio or audio visual). 3. A point of view oral presentation.

Unit 1

DESCRIPTION

Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects.

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

OUTCOMES

1. Students will be able to explain how Earth's atmosphere, hydrosphere, geosphere and biosphere interact as interconnected systems.
2. Students will be able to investigate environmental change using scientific evidence, data and models.
3. Students will be able to analyse human impacts on natural systems and evaluate approaches to managing environmental challenges.

ASSESSMENT TASKS

1. Report of a fieldwork activity
2. Structured questions

Unit 2

DESCRIPTION

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

OUTCOMES

1. Students will be able to explain the causes, impacts and management of pollution in terrestrial, freshwater, marine and atmospheric environments.
2. Students will be able to analyse environmental monitoring data to assess pollution and its environmental effects.
3. Students will be able to evaluate strategies used by governments, industries and communities to reduce pollution and restore environmental quality.

ASSESSMENT TASKS

3. Scientific investigation	1. Report of a fieldwork activity 2. Structured questions 3. Scientific investigation

Unit 3	Unit 4
DESCRIPTION In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere. **OUTCOMES** 1. Students will be able to explain the importance of biodiversity and ecosystem functioning. 2. Students will be able to analyse the impacts of human development on biodiversity and environmental sustainability. 3. Students will be able to evaluate management strategies that balance biodiversity conservation with human development using scientific evidence. **ASSESSMENT TASKS** 1. Report of a fieldwork activity 2. Structured questions	**DESCRIPTION** In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use. Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data, and make judgments about accuracy and validity of evidence. **OUTCOMES** 1. Students will be able to explain the scientific evidence for climate change and its impacts on environmental systems. 2. Students will be able to analyse the environmental impacts of different methods of energy production and consumption. 3. Students will be able to evaluate strategies for mitigating and adapting to climate change using scientific evidence. **ASSESSMENT TASKS** 1. Report of a fieldwork activity 2. Structured questions 3. Scientific investigation

	4. VCAA Examination - External

Unit 1

DESCRIPTION

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

OUTCOMES

1. Students will be able to analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.
2. describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.

ASSESSMENT TASKS

1. Oral Presentation
2. Reflection on Practical Tasks
3. Written Report
4. Reflection on Practical Tasks

Unit 2

DESCRIPTION

In this unit students investigated food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

OUTCOMES

1. Students will be able to analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces
2. use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

ASSESSMENT TASKS

1. Design Brief – School of Community need
2. Reflection on Practical Tasks
3. Case Study Analysis
4. Reflection on Design Solution for domestic or small scale setting

Unit 3	Unit 4
DESCRIPTION In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances. **OUTCOMES** 1. Students will be able to explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs. 2. Students will be able to Analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families. **ASSESSMENT TASKS** 1. Annotated Visual Task 2. Reflection on practical activities 3. Media Analysis 4. Reflection on practical activities	**DESCRIPTION** In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. **OUTCOMES** 1. Students will be able to analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines. 2. Students will be able to critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals. **ASSESSMENT TASKS** 1. Short written report (case study) 2. Reflection on practical activities 3. Research Report 4. VCAA Examination - External

Unit 1

DESCRIPTION

In Unit 1, students explore the dimensions of health and wellbeing and the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. Moreover, they investigate how health is measured, examined the factors influencing youth health.

Students analyse youth health data, identify key areas for improvement, and investigate a specific health issue affecting young people, as well as inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students also apply their nutrition knowledge to assess food choices and interpret nutrition information to support positive health outcomes.

OUTCOMES

1. Students will be able to 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.
2. Students will be able to interpret data to identify key areas for improving youth health and wellbeing, and analyse one youth health area in detail.
3. Students will be able to apply nutrition information, food selection models and initiatives to evaluate nutrition information.

ASSESSMENT TASKS

1. Structured Questions – Concepts of Health
2. Written Report: Research Task – Youth Health and Wellbeing
3. Case Study – Nutrition and Youth Health Outcomes

Unit 2

DESCRIPTION

In Unit 2, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

OUTCOMES

1. Students will be able to 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.
2. Students will be able to explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.

ASSESSMENT TASKS

1. Structured Questions – The Human Lifespan and Healthy and Respectful Relationships
2. Multimodal – Preparing for Parenthood and Early Childhood Development
3. Extended Response – Youth Health Literacy

Unit 3	Unit 4
DESCRIPTION In Unit 3, students review health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians. Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context. **OUTCOMES** 1. Students will be able to 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. 2. Students will be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies and initiatives. **ASSESSMENT TASKS** 1. Structured Questions – Concepts of Health and Wellbeing 2. Case Study – Promoting Health in Australia	**DESCRIPTION** In Unit 4, students explore global health and human development by analysing data and comparing health outcomes between countries. They investigate the factors contributing to health inequalities, including social, economic, and environmental determinants. Students study sustainability, globalisation, and contemporary trends such as climate change, technology, trade, and migration. They examine global efforts to improve health, focusing on the United Nations Sustainable Development Goals, the World Health Organization's priorities, and Australia's aid and non-government organisation programs. Students evaluate the effectiveness of global health initiatives and reflect on their capacity to contribute to improvements in global health and development. **OUTCOMES** 1. Students will be able to analyse similarities and differences in health status and human development globally and analyse the factors that contribute to these differences. 2. Students will be able to analyse the relationships between the SDGs and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs. **ASSESSMENT TASKS** 1. Structured Questions – Global Health 2. Extended Response – Health and Sustainable Development Goals 3. VCAA Examination – External

History – Empires and Revolutions

Unit 1

DESCRIPTION

This unit focuses on the rise and expansion of the British Empire. Students start in the Elizabethan Era of England and explore how the British Empire began its global expansion in America, the East Indies, and the West Indies. They then study how the British Empire's colonies expanded, and how challenge from other empires and Indigenous people led to conflict and consequence.

OUTCOMES

1. Students will be able to be able to explain the significant features of the British Empire and analyse its rise and expansion.
2. Students will be able to analyse the challenges and changes faced by the British Empire and evaluate the consequences of its imperial encounters in new territories and colonies, and on Indigenous peoples.

ASSESSMENT TASKS

1. Source Analysis - Rise of the British Empire
2. Extended Response - Encounters, Challenge and Change

Unit 2

DESCRIPTION

This unit focuses on the rise, expansion, and eventual failings of the first French empire. Students start at the beginning of Louis XIII's rule and look at how the French empire began its global expansion in Canada, the East Indies, and the West Indies. They then study how conflict with Indigenous peoples and other empires slowly led to the French empire's global decline.

OUTCOMES

1. Students will be able to be able to explain the significant features of the French Empire and analyse its rise and expansion.
2. Students will be able to analyse the challenges and changes faced by the French Empire and evaluate the consequences of its imperial encounters in new territories and colonies, and on Indigenous peoples.

ASSESSMENT TASKS

1. Historical Inquiry - Rise of the French Empire
2. Essay - Encounters, Challenge and Change

Unit 3

DESCRIPTION

In this unit, students examine the American Revolution, focusing on the important events, ideas, individuals and movements that contributed to the revolution starting. They then focus on the consequences of the revolution and the extent to which the goals of the revolutionaries were realised.

OUTCOMES

1. Students will be able to analyse the causes of the American Revolution, and evaluate the contribution of significant events, ideas, individuals and popular

Unit 4

DESCRIPTION

In this unit, students study the French Revolution, focusing on the important events, ideas, individuals and movements that contributed to the revolution starting. They then focus on the consequences of the revolution and the extent to which the goals of the revolutionaries were realised.

OUTCOMES

1. Students will be able to analyse the causes of the French Revolution, and evaluate the contribution of significant events, ideas, individuals and popular

movements. 2. Students will be able to analyse the consequences of the American Revolution and evaluate the extent of continuity and change in the post-revolutionary society. **ASSESSMENT TASKS** 1. Source Analysis with Extended Response - Causes of the American Revolution 2. Historical Inquiry - Consequences of the American Revolution	movements. 2. Students will be able to analyse the consequences of the French Revolution and evaluate the extent of continuity and change in the post-revolutionary society. **ASSESSMENT TASKS** 1. Source Analysis with Extended Response - Causes of the French Revolution 2. Essay - Consequences of the French Revolution 3. VCAA Examination - External

Unit 1

DESCRIPTION

In this unit, students develop an understanding of legal foundations, including the types and sources of law and the structure of the Victorian court hierarchy. They investigate key concepts of criminal law and apply these to both actual and hypothetical scenarios to determine whether an accused may be found guilty of a crime. Through this study, students develop an appreciation of how legal principles and information are used to form reasoned judgments and conclusions regarding criminal culpability.

OUTCOMES

1. Students will be able to describe the main sources and types of law, and evaluate the effectiveness of laws.
2. Students will be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
3. Students will be able to explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

ASSESSMENT TASKS

1. Structured Questions - Legal Foundations
2. Structured Questions - Proving Guilt
3. Structured Questions - Sanctions

Unit 2

DESCRIPTION

This unit focuses on civil law and its role in protecting individual rights. Students investigate how civil disputes arise when rights are infringed and how liability is determined. They explore different areas of civil law, methods of dispute resolution, and the role of legal institutions in providing remedies. Through the study of recent civil cases, students apply their understanding to both real and hypothetical scenarios. They also examine the protection of human rights in Australia, consider potential legal reforms, and investigate contemporary Australian human rights issue through case studies.

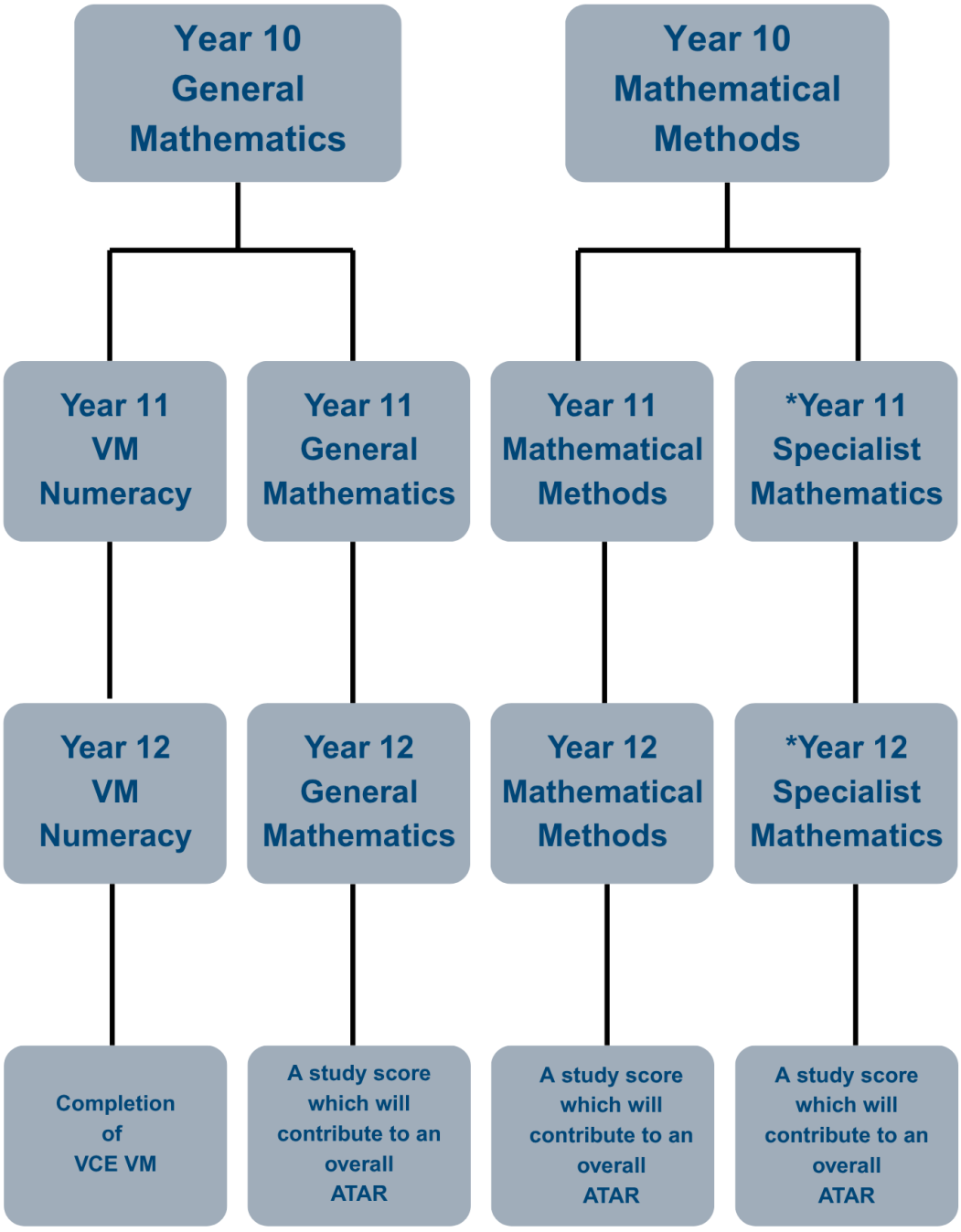
OUTCOMES

1. Students will be able to explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.
2. Students will be able to explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.
3. Students will be able to explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

ASSESSMENT TASKS

1. Structured Questions - Civil Liability
2. Structured Questions - Remedies
3. Structured Questions – Human Rights

Unit 3	Unit 4
DESCRIPTION This unit focuses on the Victorian justice system, examining both criminal and civil justice processes with an emphasis on fairness, equality, and access. Students study the structure and function of the court hierarchy, including the Magistrates', County, and Supreme Courts, as well as alternative dispute resolution methods. The unit explores the rights of the accused and victims, the roles of key legal personnel, and the effectiveness of sanctions and remedies. Through the analysis of real and hypothetical cases, students evaluate the extent to which the justice system upholds the principles of justice. **OUTCOMES** 1. Students will be able to explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case. 2. Students will be able to explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute. **ASSESSMENT TASKS** 1. Short Answer Response - The Victorian criminal justice system 2. Short Answer Response - The Victorian Civil Justice System	**DESCRIPTION** This unit focuses on Australia's legal system and the institutions involved in making and reforming laws. Students examine how the Australian Constitution outlines the law-making powers of the Commonwealth and state parliaments, and how it protects citizens by acting as a check on parliamentary power. They explore the role and significance of the High Court in interpreting the Constitution and analyse the relationship between parliament and the courts in the law-making process. The unit also considers how individuals, the media, and law reform bodies influence legal change, including past and potential constitutional reforms. Students apply legal reasoning to both real and hypothetical scenarios. **OUTCOMES** 1. Students will be able to discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making. 2. Students will be able to explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law. **ASSESSMENT TASKS** 1. Short Answer Response - The People and the Law-Makers 2. Short Answer Response - The People and Reform 3. VCAA Examination - External



Any student electing to complete Specialist Mathematics must study this subject alongside Mathematical Methods, as per VCAA requirements.

Recommended Mathematics Pathways

YEAR 10 (Victorian Curriculum 2.0)	YEAR 11	YEAR 12
Year 10 General Mathematics	VM Numeracy 1 & 2	VM Numeracy 3 & 4 *(No Study Score)*
Year 10 General Mathematics OR Mathematical Methods	General Mathematics 1 & 2	General Mathematics Units 3 & 4
Year 10 Mathematical Methods	Mathematical Methods Units 1 & 2	Mathematical Methods Units 3 & 4
Year 10 Mathematical Methods	General Mathematics Units 1 & 2 AND Mathematical Methods Units 1 & 2	General Mathematics Units 3 & 4 AND / OR Mathematical Methods Units 3 & 4
Year 10 Mathematical Methods	Mathematical Methods Units 1 & 2 AND Specialist Mathematics Units 1 & 2	Mathematical Methods Units 3 & 4
Year 10 Mathematical Methods	Mathematical Methods Units 1 & 2 AND Specialist Mathematics Units 1 & 2	Mathematical Methods Units 3 & 4 AND Specialist Mathematics Units 3 & 4
Year 10 Mathematical Methods	General Mathematics Units 1 & 2 AND Mathematical Methods Units 1 & 2 AND Specialist Mathematics Units 1 & 2	General Mathematics Units 3 & 4 AND Mathematical Methods Units 3 & 4 AND Specialist Mathematics Units 3 & 4 *ATAR Aggregate calculation: Maximum of two Maths included in primary four and 10% of third Maths result)*

General Mathematics

Unit 1

DESCRIPTION

The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

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

OUTCOMES

1. Students will be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
2. Students will be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Students will be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT TASKS

1. Investigating and comparing data distributions (Application Task)
2. Recursion and Financial Modelling (Application Task)
3. Matrices (Application Task)

Unit 2

DESCRIPTION

The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

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

OUTCOMES

1. Students will be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
2. Students will be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Students will be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT TASKS

1. Variation and transformation (Application task)
2. Graphs and networks (Application task)
3. Trigonometry (Application task)

Unit 3 **DESCRIPTION**	Unit 4 **DESCRIPTION**
Students investigate data distributions of one or more variables to analyse statistical models by using technology. These include data analysis, associations between two variables and time series. Students study recursion and financial modelling in a range of financial situations and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities. **OUTCOMES** 1. Students will be able to define key concepts and apply a range of mathematical procedures. 2. Students will be able to apply concepts and techniques to analyse nonroutine problems. 3. Students will be able to select and use technology to develop mathematical ideas. **ASSESSMENT TASKS** 1. Application Task 2. Modelling or problem-solving task.	This area of study will comprise the study of Matrices and Networks and decision mathematics. Students should have an understanding of both by-hand and technology approaches to solving problems. **OUTCOMES** 1. Students will be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures. 2. Students will be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics. 3. Students will be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches. **ASSESSMENT TASKS** 1. Modelling or problem-solving task 2. Modelling or problem-solving task 3. VCAA Examinations - External

Mathematical Methods

Unit 1

DESCRIPTION

Students study simple algebraic functions and their graphs, with a focus on functions, relations and graphs, algebra, number and structure, calculus, and data analysis, probability and statistics. Students develop skills in solving equations, graphing functions, and applying mathematical concepts in practical and theoretical contexts.

OUTCOMES

1. Students will be able to define and explain key concepts from the areas of study, and apply a range of related mathematical routines and procedures.
2. Students will be able to apply mathematical processes in non-routine contexts, including situations with open-ended aspects that require investigative, modelling, or problem-solving techniques and approaches, and analyse and discuss these applications of mathematics.
3. Students will be able to apply computational thinking and use numerical, graphical, symbolic, and statistical functionalities of technology to develop mathematical ideas, produce results, and carry out analysis in situations requiring investigative, modelling, or problem-solving techniques and approaches.

ASSESSMENT TASKS

1. Mathematical Investigation
2. Application Task
3. Analysis Task

Unit 2

DESCRIPTION

Students extend their study to include transcendental functions, introductory calculus, and probability. They apply mathematical techniques and technology to investigative, modelling, and problem-solving situations in both practical and theoretical contexts

OUTCOMES

1. Students will be able todefine and explain key concepts from the areas of study, and apply a range of related mathematical routines and procedures.
2. Students will be able to apply mathematical processes in non-routine contexts, including situations with open-ended aspects requiring investigative, modelling, or problem-solving techniques and approaches, and analyse and discuss these applications of mathematics.
3. Students will be able to apply computational thinking and use numerical, graphical, symbolic, and statistical functionalities of technology to develop mathematical ideas, produce results, and carry out analysis in situations requiring investigative, modelling, or problem-solving techniques and approaches.

ASSESSMENT TASKS

1. Mathematical Investigation
2. Application Task
3. Analysis Task

Unit 3	Unit 4
DESCRIPTION Students will explore functions of a single real variable through algebra, calculus, probability and statistics. Applications to a variety of practical and theoretical contexts will also be investigated, by hand and using approved technology. **OUTCOMES** 1. Students will be able to define key concepts and apply a range of mathematical procedures. 2. Students will be able to apply concepts and techniques to analyse non-routine problems. 3. Students will be able to select and use technology to develop mathematical ideas. **ASSESSMENT TASKS** 1. Application Task	**DESCRIPTION** Students will explore functions of a single real variable through algebra, calculus, probability and statistics. Applications to a variety of practical and theoretical contexts will also be investigated, by hand and using approved technology. **OUTCOMES** 1. Students will be able to define key concepts and apply a range of mathematical procedures. 2. Students will be able to apply concepts and techniques to analyse nonroutine problems. 3. Students will be able to select and use technology to develop mathematical ideas. **ASSESSMENT TASKS** 1. Modelling or problem-solving task - Integration 2. Modelling or problem-solving task - Probability and Statistics 3. VCAA Examinations - External

Specialist Mathematics

Unit 1	Unit 2
DESCRIPTION In Unit 1, students study proof and number, graph theory, logic and algorithms, sequences and series, combinatorics and matrices. They complete investigations and problem-solving tasks to demonstrate mathematical understanding and application. **OUTCOMES** 1. Students will be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures. 2. Students will be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics. 3. Students will be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches. **ASSESSMENT TASKS** 1. Application Task 2. Mathematical investigation	DESCRIPTION In Unit 2, students study a wide variety of topics. The areas of study are 'Data Analysis, Probability and Statistics', 'Space and Measurement', 'Algebra, Number and Structure' and 'AOS 4 Functions, Relations and Graphs'. They complete investigations and problem-solving tasks to demonstrate mathematical understanding and application. **OUTCOMES** 1. Students will be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures. 2. Students will be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics. 3. Students will be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches. **ASSESSMENT TASKS** 1. Test 2. Application task 3. Mathematical investigation

Unit 3 **DESCRIPTION**	Unit 4 **DESCRIPTION**
Students apply techniques, routines and processes involving complex algebra, vectors, calculus and inference, and their applications in a variety of practical and theoretical contexts with and without the use of technology.	Students apply techniques, routines and processes involving complex algebra, vectors, calculus and inference, and their applications in a variety of practical and theoretical contexts with and without the use of technology.
OUTCOMES 1. Students will be able to define key concepts and apply a range of mathematical procedures. 2. Students will be able to apply concepts and techniques to analyse nonroutine problems. 3. Students will be able to select and use technology to develop mathematical ideas.	**OUTCOMES** 1. Students will be able to define key concepts and apply a range of mathematical procedures. 2. Students will be able to apply concepts and techniques to analyse nonroutine problems. 3. Students will be able to select and use technology to develop mathematical ideas.
ASSESSMENT TASKS 1. Application Task	**ASSESSMENT TASKS** 1. Modelling or problem-solving task: Calculus 2. Modelling or problem-solving task: Probability and Statistics 3. VCAA Examinations - External

Media

Unit 1

DESCRIPTION

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 analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. 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 also 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.

OUTCOMES

1. Students will be able to explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.
2. Students will be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
3. Students will be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

ASSESSMENT TASKS

1. Analysis of representation in

Unit 2

DESCRIPTION

In this unit students further develop their understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and contemporary forms such as television, radio, print, photography, social media, games and interactive digital forms are explored.
Students analyse the influence of developments in media technologies on individuals and society. They examine the effect of media convergence and hybridisation on the design, production, and distribution of media narratives. Students discuss the evolution of audience engagement, consumption and reception of media narratives over time.

OUTCOMES

1. Students will be able to analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.
2. Students will be able to apply the media production process to create, develop and construct narratives.
3. Students will be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

ASSESSMENT TASKS

1. Media creators research task.
2. Narrative production task (film and photography)
3. Analysis of new media technology.
4. VCAA Examination - External

media products. 2. Media production (film and photography). 3. Analysis of Australian film and television.	

Unit 3	Unit 4
DESCRIPTION In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings. 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, and develop written and visual planning documents to support the production and post-production of a media product. **OUTCOMES** 1. Students will be able to analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced. 2. Students will be able to research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production. 3. Students will be able to develop and document a media pre-production plan demonstrating the student's concepts and	**DESCRIPTION** 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 presented by 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. **OUTCOMES** 1. Students will be able to produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3. 2. Students will be able to use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media. **ASSESSMENT TASKS** 1. Media production (film, photography, print, or audio) 2. Written analysis of media agency and control. 3. VCAA Examination - External

intentions in a selected media form for a specified audience. **ASSESSMENT TASKS** 1. Film analysis video essay 2. Media production experiments 3. Media production research and planning	

Psychology

Unit 1

DESCRIPTION

Students explore psychological development across the life span through the lens of emotional, cognitive and social development, including the consideration and evaluation of relevant models and theories. Students explore concepts of normality and neurotypicality and consider how typical or atypical psychological development in individuals may be culturally defined, classified and categorised. They consider how normal cognitive variations within society can be illustrated through consideration of neurodiversity and the role of mental health workers, psychologists, psychiatrists and organisations in supporting psychological development and the diagnosis and management of atypical behaviour.

Students also investigate the structure and functioning of the human brain and its role within the overall nervous system. They explore brain plasticity and examine the effects that brain damage can have on psychological functioning. Students explore how the understanding of brain structure and function has changed over time, considering the influence of different approaches and contributions to understanding the role of the brain. Students also consider the complex nature of psychological development, including cases where development does not proceed as expected. In addition, they examine how classical and contemporary studies have contributed to understanding the brain and its function.

OUTCOMES

1. Students will be able to discuss complexity of psychological development over the life span and evaluate ways of understanding and representing psychological development.
2. Students will be able to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change

Unit 2

DESCRIPTION

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

OUTCOMES

1. Students will be able to analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
2. Students will be able to explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
3. Students will be able to adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

ASSESSMENT TASKS

1. Data analysis of generated primary and/or collated

biopsychosocial functioning. 3. Students will be able to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology. **ASSESSMENT TASKS** 1. Analysis and evaluation of a case study 2. Media analysis of one or more contemporary media texts 3. Response to an investigation into contemporary psychological research	secondary data 2. Reflective annotations of a logbook of practical activities 3. Student-adapted or student-designed scientific investigation using a scientific poster.

Unit 3	**Unit 4**
DESCRIPTION In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is also explored, including Aboriginal and Torres Strait Islander peoples' use of songlines as a repository of memory. **OUTCOMES** 1. Students will be able to analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress	**DESCRIPTION** In this unit, students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students also consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing for Aboriginal and Torres Islander peoples and as a continuum, applying a biopsychosocial approach. Students also explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples and to people with a specific phobia. **OUTCOMES** 1. Students will be able to analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.

can affect psychobiological functioning. 2. Students will be able to apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process. **ASSESSMENT TASKS** 1. Analysis and evaluation of a case study 2. Reflective annotations of a logbook of practical activities	2. Students will be able to learn about mental wellbeing, using a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing. 3. Students will be able to design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster. **ASSESSMENT TASKS** 1. Data analysis of generated primary and/or collated secondary data 2. Media analysis of one or more contemporary media texts 3. Student-adapted or student-designed scientific investigation using a scientific poster. 1. 4. VCAA Examination – External

Unit 1

DESCRIPTION

In Unit 1, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities.

Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

OUTCOMES

1. Students will be able to participate in and analyse information from a variety of practical activities to explain how the muscular and skeletal systems function and interact to produce movement, and evaluate the use of performance enhancement substances and methods.
2. Students will be able to participate in and analyse information from a variety of practical activities to explain how the cardiovascular and respiratory systems function and interact, and evaluate the use of performance enhancement substances and methods.

ASSESSMENT TASKS

1. Written Report – Musculoskeletal System
2. Written Report – Cardiorespiratory System

Unit 2

DESCRIPTION

In Unit 2, students develop their understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity.

Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines. Additionally, students investigate a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance, on a local, national and global level.

OUTCOMES

1. Students will be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour and conduct an FMA to create, undertake and evaluate a personalised plan that promotes adherence to the relevant physical activity and sedentary behaviour guidelines.
2. Students will be able to explain a range of intrapersonal and interpersonal contemporary issues that influence access to, and inclusion, participation and performance in, physical activity and sport at the local, national and global levels.

	ASSESSMENT TASKS 1. Annotated Poster – Legal/Illegal Substances or Injuries 2. Data Analysis – Physical Activity Contributing to Healthy Lifestyles 3. Extended Response – Contemporary Issues in Sport

Unit 3	**Unit 4**
DESCRIPTION In Unit 3, students explore principles used to analyse human movement from a biophysical perspective. They 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. Students use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes. Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the three energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery. **OUTCOMES** 1. Students will be able to analyse primary data collected from participation in physical activity, sport and exercise to develop and refine movement skills from an individual and coaching perspective, by applying biomechanical and skill-acquisition principles. 2. Students will be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur; explain the factors causing fatigue; and recommend suitable recovery strategies.	**DESCRIPTION** In Unit 4, 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). Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training. **OUTCOMES** 1. Students will be able to undertake an activity analysis to justify the physiological requirements of an activity that informs an appropriate assessment of fitness. 2. Students will be able to participate in a variety of training methods; design and evaluate training programs; and explain performance improvements that occur due to chronic adaptations, depending on the type of training undertaken.

ASSESSMENT TASKS 1. Written Response – Movement Skills 2. A laboratory report - How does the body produce energy?	3. Students will be able to integrate theory and practice that enables them to analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance. **ASSESSMENT TASKS** 1. Written report - What are the foundations of an effective training program? 2. Case study 3. Extended-response question 1. 4. VCAA Examination – External

Unit 1

DESCRIPTION

In this unit, students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply the laws of thermodynamics when investigating energy transfer within and between systems. Students examine atomic structure and its relationship to nuclear energy. They also explore the principles governing the operation of electric circuits and how electrical energy is transferred and transformed.

OUTCOMES

1. Students will be able to model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
2. Students will be able to explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
3. Students will be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community

ASSESSMENT TASKS

1. Structured questions on Thermodynamics
2. Research task on radioisotopes
3. Analysis questions on electricity

Unit 2

DESCRIPTION

In this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

Students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research.

A student-adapted or student-designed scientific investigation is also undertaken. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

OUTCOMES

1. Students will be able to investigate, analyse, mathematically model and apply force, energy and motion.
2. Students will be able to investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option
3. Students will be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

ASSESSMENT TASKS

1. Structured questions on motion
2. Research task on a chosen topic for AOS 2
3. Student investigation

Unit 3	Unit 4
DESCRIPTION In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators. A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken. **OUTCOMES** 1. Students will be able to investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions. 2. Students will be able to analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites 3. Students will be able to analyse and evaluate an electricity generation and distribution system. **ASSESSMENT TASKS** 1. Annotations on motion practicals 2. Data analysis questions on the effects of fields 3. Questions on generation and transmission of electricity	**DESCRIPTION** In this unit, students explore the applications of field concepts include the transmission of electricity over long distances and the design and operation of particle accelerators. Students explore the interactions, effects, and applications of gravitational, electric, and magnetic fields. They apply Newton's laws to investigate motion in one and two dimensions and are introduced to Einstein's theories to explain the motion of objects travelling at very high speeds. Students then design and undertake investigations. **OUTCOMES** 1. Students will be able to analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light. 2. Students will be able to design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster. **ASSESSMENT TASKS** 1. Analysis questions on waves and light 2. Student investigation 3. VCAA Examination - External

Systems Engineering

Unit 1

DESCRIPTION

This unit focuses on electrical engineering fundamentals as the basis of understanding concepts, principles, and components that operate in electrical systems. The term 'electrical systems' includes systems that utilise all forms of electrical components. Students investigate the use of various electrical components and how to use them safely, students will undertake a practical project creating a wireless remote-controlled toy car. Using an ESP32 microcontroller and mobile phone, they will program the system using C++ and operate the device over Wi-Fi controlled via an HTML-based interface. This project encourages the development of circuit design and programming as methods of system control.

OUTCOMES

1. Students will be able to explain developments in electrotechnology, discuss influences on electrotechnological design, and investigate, define, generate and design an electrotechnological system that incorporates sustainable design concepts.
2. Students will be able to use the systems engineering process to discuss and apply basic electrotechnological and control engineering concepts, principles and components to produce a system that addresses a sustainability problem, and evaluate the system and their use of the systems engineering process.

ASSESSMENT TASKS

1. Design an electrotechnological device
2. Build an electrotechnological device

Unit 2

DESCRIPTION

This unit focuses on mechanical engineering fundamentals as the basis of understanding concepts, principles, and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. Students investigate simple to complex mechanical systems and analyse how energy is transferred and transformed through these systems.

In conjunction with theoretical knowledge, students will undertake a practical project: which may include the investigation of gear ratios, and the design of a chassis, wheel, and steering mechanism.

OUTCOMES

1. Students will be able to explain the evolution of mechanical systems, and discuss innovation and inclusive responses to mechanical engineering design.
2. Students will be able to explain and apply basic engineering principles and concepts and engage with the systems engineering process to use components to design and produce a mechanical system that addresses a problem related to inclusive design.

ASSESSMENT TASKS

1. Design a mechanical device
2. Build a mechanical device

Unit 3	Unit 4
DESCRIPTION In Unit 3, students deepen their understanding of the integration of mechanical and electrotechnological systems. Emphasis is placed on the analysis, design, and construction of systems that incorporate both hardware and software elements, including digital and analog control mechanisms, microcontrollers, sensors, actuators, and user interfaces. A major component of this unit is the design and planning of a personal project, where students identify a problem or opportunity and develop a system to address it. The project is of each student's own choosing, allowing for creative and individualised exploration of engineering principles. Students document their planning through annotated concept sketches, system block diagrams, materials testing, risk analysis, and project timelines. This unit supports students in applying critical systems thinking, engineering theory, and practical skills as they prepare to begin construction and testing of their systems. **OUTCOMES** 1. Students will be able to investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electrotechnological system that considers ethical design using the systems engineering process. 2. Students will be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and critique technologies used to harness, generate and store renewable and non-renewable energy. **ASSESSMENT TASKS** 1. Integrated and controlled system principles and design	**DESCRIPTION** Unit 4 focuses on the realisation, control, and evaluation of the student's personal project. Students construct, test, and refine their engineered systems, incorporating feedback and performance data to optimise functionality. They explore fault detection, safety, efficiency, and user interaction while applying iterative development processes. Using coding, circuit design, mechanical assembly, and diagnostics, students bring their designs to life, evaluating the effectiveness of their work against defined criteria. The final product demonstrates their ability to integrate mechanics, electronics, and programming into a cohesive, functional system. Throughout Units 3 and 4, students develop a high-level understanding of engineering principles through hands-on learning, analytical thinking, and personal innovation. The self-directed nature of the project fosters independence, problem-solving, and real-world engineering application, preparing students for future pathways in STEM and technical fields. **OUTCOMES** 1. Students will be able to evaluate and critique their production, test and diagnose processes and justify a mechanical and electrotechnological integrated and controlled system that considers ethical design using the systems engineering process, and manage, document and evaluate the system and the process, as well as their use of it. 2. Students will be able to evaluate a range of new and emerging systems engineering technologies and analyse and critique likely impacts of these selected technologies. **ASSESSMENT TASKS** 1. Producing and evaluating integrated and controlled systems 2. Research task on new and

2. Research task on clean energy technologies	emerging technologies 3. VCAA Examination - External

Unit 1

DESCRIPTION

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief. This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

OUTCOMES

1. Students will be able to use human-centred research methods to reframe a design problem and identify a communication need.
2. Students will be able to create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.
3. Students will be able to develop a sustainable object, considering design's influence and factors that influence design.

ASSESSMENT TASKS

1. Folio - Reframing Design Problems
2. Folio - Solving communication design problems
3. Folio - Designing interactive experiences

Unit 2

DESCRIPTION

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centered research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences.

OUTCOMES

1. Students will be able to present an environmental design solution that draws inspiration from its context and a chosen design style.
2. Students will be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.
3. Students will be able to apply the VCD design process to design an interface for a digital product, environment or service.

ASSESSMENT TASKS

1. Folio - Design, place and time
2. Annotated Report - Cultural ownership and design
3. Design's influence and influences on design

Unit 3	Unit 4
DESCRIPTION In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices. **OUTCOMES** 1. Students will be able compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration. 2. Students will be able to compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas 3. Students will be able to identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies. **ASSESSMENT TASKS** 1. Analysis and Folio – Professional design practice 2. Analysis – Design analysis 3. Folio - Design process: defining problems and developing ideas	**DESCRIPTION** In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. **OUTCOMES** 1. Students will be able to refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief. 2. Students will be able to refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief. **ASSESSMENT TASKS** 1. Folio -Design process: refining and resolving design concepts 2. Finals - Presenting design solutions 3. VCAA Examination - External

VCE Vocational Major

The VCE Vocational Major is a two year applied learning program within the VCE that equips students with practical skills, workplace experience and pathways to employment or further education without requiring an ATAR.

The VCE Vocational Major (VCE VM) is designed for students in Years 11 and 12 who prefer hands on, real-world learning over traditional exam based study. It focuses on developing literacy, numeracy, personal development and work-related skills, preparing students for apprenticeships, traineeships, TAFE, university via non ATAR pathways, or direct entry into the workforce.

Structure Of The Curriculum

Year 11 VM	Units 1 & 2 Literacy	Units 1 & 2 Numeracy	Units 1 & 2 Personal Development	Units 1 & 2 Work Related Skills	Units 1 & 2 of chosen VET course
Year 12 VM	Units 3 & 4 Literacy	Units 3 & 3 Numeracy	Units 3 & 4 Personal Development	Units 3 & 4 Work Related Skills	Units 3 & 4 of chosen VET course

Students must include **VET at Certificate II level or above** (180 nominal hours) and may also participate in **Structured Workplace Learning Recognition**, gaining practical experience in a workplace.

VCE VM subjects **do not receive a study score** and therefore do not contribute to an ATAR, making it ideal for students who do not require a tertiary ranking.

Please visit the link for more information on the VCE Vocational Major Program

https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/vce-study-designs/vce-vm-study-designs

Unit 1	Unit 2
DESCRIPTION This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives, including First Nations peoples' and multicultural perspectives, and should include film, TV, online videos, song, poetry, biographies and digital content, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture. **OUTCOMES** 1. Students will be able to demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses. 2. Students will be able to apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context. **ASSESSMENT TASKS** 1. Creating and Annotating Advertorials 2. Online Magazine - My Interests	**DESCRIPTION** In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. **OUTCOMES** 1. Students will be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations and written, oral and multimedia responses that reflect learning. 2. Students will be able to interpret the values and opinions of others and present in oral form points of view supported by evidence. **ASSESSMENT TASKS** 1. Oral Presentation & Transcript - Contemporary Issues 1. 2. Podcast - Responding to Opinion

Unit 3	Unit 4
DESCRIPTION In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community. **OUTCOMES** 1. Students will be able to demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents. 2. Students will be able to create organisational, informational and procedural texts that reflect a specific workplace or vocational experience. **ASSESSMENT TASKS** 1. Structured questions - Learning for Life: Law, Rental, Digital Footprint, Workplace, Gym, Negative Reviews 2. 2. Creating and responding to organisational, informational or procedural texts	**DESCRIPTION** In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure. **OUTCOMES** 1. Students will be able to illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group. 2. Students will be able to negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning. **ASSESSMENT TASKS** 1. Product, Community and Self Advocacy 2. Oral presentation

Unit 1	Unit 2
DESCRIPTION In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.	**DESCRIPTION** In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.
OUTCOMES 1. Students will be able to select, interpret and use the mathematical key knowledge and key skills from the four Areas of Study 1-4, embedded in familiar, routine and some less familiar contexts across the chosen range of numeracies. 2. Students will be able to select, interpret and use the four stages of the mathematical problem-solving cycle, using a range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies. 3. Students will be able to select and effectively and accurately use the appropriate mathematical tools and applications chosen from a developing mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.	**OUTCOMES** 1. 1.Students will be able to select, interpret and use the mathematical key knowledge and key skills from the four Areas of Study 5-8, embedded in familiar, routine and some less familiar contexts across the chosen range of numeracies. 2. Students will be able to select, interpret and use the four stages of the mathematical problem-solving cycle, using a range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in Areas of Study 5-8, and across the chosen range of numeracies. 3. Students will be able to select and effectively and accurately use the appropriate mathematical tools and applications chosen from a developing mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 5-8, and across the chosen range of numeracies.
There are four areas of study for Unit 1: • Area of Study 1: Number • Area of Study 2: Shape • Area of Study 3: Quantity and measures • Area of Study 4: Relationships.	There are four areas of study for Unit 2: • Area of Study 5: Dimension and direction • Area of Study 6: Data • Area of Study 7: Uncertainty • Area of Study 8: Systematics
ASSESSMENT TASKS 1. Project - BBQ - Civic Numeracy	**ASSESSMENT TASKS**

2. Application Task - Recreational Numeracy 3. Application Task - Vocational Numeracy	1. Application Task - Financial Numeracy 2. Application Task- Personal Numeracy 3. Infographic- Health Numeracy

Unit 3	Unit 4
DESCRIPTION In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies. **OUTCOMES** 1. Students will be able to extract, evaluate and apply the mathematical key knowledge and key skills from the four Areas of Study 1-4, embedded in a range of routine, non-routine, unfamiliar and some specialised contexts across the chosen range of numeracies. 2. Students will be able to select, evaluate and apply the four stages of the mathematical problem-solving cycle, using an expanding range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies. 3. Students will be able to flexibly, effectively and accurately use a range of appropriate tools and applications chosen from an extensive mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies. There are four areas of study in Unit 3: • Area of Study 1: Number • Area of Study 2: Shape • Area of Study 3: Quantity and	**DESCRIPTION** In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies. **OUTCOMES** 1. Students will be able to extract, evaluate and apply the mathematical key knowledge and key skills from the four Areas of Study 5-8, embedded in a range of routine, non-routine, unfamiliar and some specialised contexts across the chosen range of numeracies. 2. Students will be able to select, evaluate and apply the four stages of the mathematical problem-solving cycle, using an expanding range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 5-8, and across the chosen range of numeracies. 3. Students will be able to flexibly, effectively and accurately use a range of appropriate tools and applications chosen from an extensive mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 5-8, and across the chosen range of numeracies. There are four areas of study for Unit 4: • Area of Study 5: Dimension and direction

measures • Area of Study 4: Relationships. **ASSESSMENT TASKS** 1. Report - Financial Numeracy 2. Portfolio - Personal Numeracy 3. Poster - Recreational Numeracy	• Area of Study 6: Data • Area of Study 7: Uncertainty • Area of Study 8: Systematics **ASSESSMENT TASKS** 1. Investigation - Vocational Numeracy 2. Infographic - Civic Numeracy 3. Report - Health Numeracy

Unit 1	Unit 2
DESCRIPTION This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings. **OUTCOMES** 1. Students will be able to identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects. 2. Students will be able to forecast potential employment possibilities and evaluate several educational pathways that would support the acquisition of skills and knowledge required for a selected industry growth area. **ASSESSMENT TASKS** 1. Poster - Future Careers 2. Presentation - Presentation of Career and Education Goals	**DESCRIPTION** As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation. **OUTCOMES** 1. Students will be able to identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice. 2. Students will be able to demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups **ASSESSMENT TASKS** 1. Career Portfolio - Skills and Capabilities 2. Career Showcase - Transferable Skills

Unit 3	Unit 4
DESCRIPTION This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas: wellbeing, culture and the employee-employer relationship workplace relations, and communication and collaboration. Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces. **OUTCOMES** 1. Students will be able to analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace, and identify and explain strategies to contribute to a healthy workplace environment. 2. Students will be able to outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow. **ASSESSMENT TASKS** 1. Research Project and short answer questions – Workplace Wellbeing and Environment 2. Research and short answer - Work Place Relations	**DESCRIPTION** Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product. **OUTCOMES** 1. Students will be able to analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education. 2. Students will be able to present personal skills and attributes in the form of a physical and/or digital portfolio in a formal interview with a panel and evaluate evidence and artefacts for future enhancements. **ASSESSMENT TASKS** 1. Portfolio 2. Presentation 3. Research: Young workers' rights

3. Presentation/Questioning - Listening and questioning	

Unit 1

DESCRIPTION

This unit focuses on the development of 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 and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

OUTCOMES

1. Students will be able to explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity.
2. Students will be able to plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.
3. Students will be able to analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

ASSESSMENT TASKS

1. Practical Activity & Reflection Report - Personal identity and emotional intelligence
2. Research Task & Presentation- Community health and wellbeing
3. Presentation - Critical Evaluation of a Digital Health Promotion Program

Unit 2

DESCRIPTION

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

OUTCOMES

1. Students will be able to describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.
2. Students will be able to identify issues and challenges within the community, analyse different perspectives of diverse groups and apply learnt problem-solving strategies when working independently or collaboratively on a community-based activity.
3. Students will be able to discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

ASSESSMENT TASKS

1. Structured Questions - What is community?
2. Case Study - Community cohesion
3. Annotated Photographs - Community Engagement Initiative

Unit 3	Unit 4
DESCRIPTION This unit considers the role of 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. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team. **OUTCOMES** 1. Students will be able to apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills. 2. Students will be able to describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts, and demonstrate a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation. 3. Students will be able to describe the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver. **ASSESSMENT TASKS** 1. Case study - Social awareness and interpersonal skills 2. Project- Effective Leadership 1. 3. Amazing Race- Effective Teamwork	**DESCRIPTION** This unit focuses on student participation 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. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue. **OUTCOMES** 1. Students will be able to investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern. 2. Students will be able to use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue. 3. Students will be able to evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience. **ASSESSMENT TASKS** 1. Planning Booklet - Planning a

	Community Project 2. Implementing a Community Project 3. Evaluating a Community Project

Connect : Years 7 to 12

We are proud to implement our Connect Program for all students in Years 7 to12. This structured pastoral care program is designed to support student wellbeing, strengthen connectedness, and explicitly develop the capabilities as outlined in the Victorian Curriculum. Students participate in these sessions on a weekly basis, with timetabled lessons held each week.

Year 7

At the year 7 level the students focus on a smooth transition to their secondary education at Forest Hill College. Within the program students have the opportunity to unpack the Forest Hill College Effective Learning Behaviours, understand their VIA Character Strengths and develop a Growth Mindset. Students also participate in sessions that focus on building empathy and connectedness, alongside Optus Digital Workshops designed to develop effective online skills.

Year 8

At the year 8 level, students investigate the meaning of inclusion and diversity. They spend time considering the social needs of a diverse groups of Australians and how they, as an individual, may positively impact upon the outcomes for those groups identified. Students learn about positive global citizenship and their role in the community.

Year 9

In Year 9 students commence units of work outlined in the Respectful Relationship Curriculum. They consider, positive coping strategies, understanding positive emotions and thinking from a different person's perspective. They also learn how to build positive relationships with peers and how to manage conflict as it arises to promote a positive outcome. Students discuss affirmative consent within relationships. This includes understanding what is meant by affirmative consent, how to have respectful consent conversations and how to resist, report or seek help if experiencing or witnessing coercion or gender-based violence.

Year 10 & 11

Students engage in the two-year Resilience Project Education Program (RPEP). RPEP is a research-based program that focuses on three key pillars; Gratitude, Empathy and Mindfulness with Emotional literacy underpinning the program. The program culminates in students participating in the Resilient Youth Survey which provides a measure of student mental health.

Year 12

Year 12 students engage in a series of sessions focused on exam and career readiness. The program uses masterclasses, University presentations and career-based information sessions to ensure strong skills are in readiness for future pathways.

Homework Policy

At Forest Hill College all homework set by teachers will be:

- purposeful
- curriculum-aligned
- appropriate to students' skill level and age
- designed to help students develop as independent learners
- where appropriate, provide opportunities for parents/carers to participate in their child's learning
- monitored by the teacher

The types of homework that teachers at Forest Hill College will include are:

- completing consolidation exercises
- practising skills
- applying skills to new contexts
- reading ahead to prepare for upcoming classes
- accessing digital resources, such as videos, to prepare for upcoming classes
- reading English texts prior to class discussion
- reading for pleasure
- researching topics associated with set class work
- revising/preparing for assessment tasks

Guidelines

Time expected to be spent doing homework varies according to the year level a student is in. In general, it is expected that students should be involved in doing homework for the following times:

Year 7 to 10

Year Level	Hours per week
Year 7	4 hours per week
Year 8	6 hours per week
Year 9	8 hours per week
Year 10	10 hours per week

Year 11 and 12

As a student enters senior education, the rigour of VCE also increases. Homework is used to expand on class learning and to further develop knowledge and skills. For VCE students, including those in year 10 undertaking Early Access VCE, the school recommends the following for time that students contribute to homework, home study and revision:

Year 11 and 12: 2 hours per night **plus** 4-6 hours per weekend (2-3 hours per subject per week)

Shared Expectations and Responsibilities

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Responsibilities and expectations for leaders at Forest Hill College are to:

- advise teachers, students and parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy.

Responsibilities and expectations for **teachers at Forest Hill College** are to:

- set homework that is curriculum-aligned and appropriate to the student's skill level and age
- ensure homework tasks are purposeful – this means they are deliberately designed and planned to support student learning (so, they are not 'busy work' or where students 'finish off' work they did/could not complete in class)
- assess homework and provide timely and practical written feedback
- ensure the amount of homework set supports a student to engage with a range of recreational, family and cultural activities outside of school hours
- offer opportunities for families to engage in their children's learning.

Responsibilities and expectations for **students** are:

- being aware of the school's homework policy
- discussing homework expectations with their parents/carers
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment (for older students).

Responsibilities and expectations for **parents/carers** are:

- ensuring there is a balance between the time spent on homework and recreational, family and cultural activities
- talking to teachers about any concerns they have about the homework
- discussing homework with their child in their first language, if English is not the main language spoken at home,
- in dialogue, linking homework to:
- previous experiences the child and/or parent/carer may have had
- family culture(s), history(ies) and language(s)
- relevant services, clubs, associations and community.
- ensuring there is a quiet study area for their child to complete homework.

Support For Students and Parents/Carers

Forest Hill College understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents/carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents/carers to speak to their child's teacher.

E. fhc@fhc.vic.edu.au
T. 03 9814 9444
178/180 Mahoneys Road, Burwood East VIC 3151
CRICOS provider name and code: Department of Education 00861K