

VCASS

VCASS JUNIOR ACADEMIC CURRICULUM HANDBOOK



Victoria's Premier School for the Training and Education of
Talented Young Dancers, Musicians, Theatre and Visual Artists

2020

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VCASS

JUNIOR ACADEMIC CURRICULUM



The Academic Program puts into practice processes that significantly raise the standards and learning outcomes of students. There is a strong focus on literacy and numeracy across all curriculum areas.

LEARNING COMMUNITIES

At VCASS we adopt a 'community of learners' model or framework. Applying this model means that at VCASS every student has the opportunity to feel involved in our school, through learning and enrichment activities. In the academic curriculum students, teachers and support staff share common visions, values and objectives. These shared goals inform teaching, learning and assessment on a daily basis. Within each community, students and teachers work in teams that facilitate exploration of ideas and questioning of beliefs and practices.

CURRICULUM FOCUS YEAR 7, 8 & 9

The **Year 7 program** sets out to ensure a positive transition from Primary School. All students study a common academic curriculum, covering all the Learning Areas in the Victorian Curriculum. Although students work with different teachers in different rooms, they remain as one group for all their academic studies. A strong emphasis is on developing inquiry based learning skills, competencies, and thinking processes that will enable students to achieve success as they progress through the middle years.

The focus in the **Year 8 program** is the development of lifelong learners. With students at this year level, there is an urgent need to build upon the confidence and the knowledge required to deal with the uncertainties and complex conundrums that they will all face as adults. In all subjects undertaken at this level, students are encouraged to take on a positive attitude towards lifelong learning. Teachers 'model' the culture of being lifelong learners by adopting a collaborative approach to learning.



The **Year 9 Academic Program** coincides with an important stage of adolescence when students grapple with the need to determine who they are and how to engage with the world. At this year level, students learn to reconcile the pressures of physical change and peer influence with a more complex school experience and the ability to cope with diversity. They experience learning in community settings as well as the classroom. A project-based curriculum is the basis for learning within all the Learning Areas and Capabilities of the Victorian Curriculum (Level 9). The curriculum at Year 9 focuses around a student-centered approach to education. Students are presented with a challenge and the learning occurs through the process of responding to this challenge. This is a vital catalyst for building students' independence as they progress towards their senior years of study.

APPROACH

The curriculum in Years 7, 8 and 9 is about building breadth and depth and incorporates the Learning Areas and Capabilities outlined in the Victorian Curriculum. Subjects run over the entire year with the exception of Art and Drama, which run for one semester each. Students complete assessment tasks that are linked to the Achievement Standards. Standards are set to a challenging level ensuring students are stretched to learn. Enrichment is based on performance in varying assessment tasks and in consideration of the overall curriculum workload.

ABS & GYMNASTICS VICTORIA

The partnership between The Australian Ballet School (ABS) and Gymnastics Victoria allows students to commence a full-time training program whilst maintaining a broad-based comprehensive academic education. At VCASS, students in ABS (*Level 4*) and Gymnastics Victoria enrol in the mainstream VCASS Academic Program that complements and supports their intensive specialist training.

Level 4 is the first year of ABS full-time training. It is offered alongside the VCASS academic program for years 7, 8 and 9. Students in Level 4 are expected to achieve well in their academic studies as well as consolidate and expand their technical and artistic dance skills. Depending on age and previous academic studies, the majority of Level 4 students are enrolled in the Year 8 or Year 9 academic program. Students follow the same course of study as their VCASS peers.

BRING YOUR OWN DEVICE (BYOD) PROGRAM

The Victorian College of the Arts Secondary School believes that to Bring Your Own Computer (BYOD) is an appropriate way for students to use technology at school in a world where a personal device can effectively meet a number of educational needs and can be self-managed. BYOD devices can be, but are not limited to a laptop or notebook, netbook or iPad. These devices are placed on the school Wi-Fi network at the discretion of the Principal. Conditions of use are identical to those in place for school owned devices. The student and their parent/guardian must sign an Acceptable Use Agreement (BYOD) upon enrolment at the school.



EXTRA-CURRICULAR EXCURSIONS

Excursions are an important component of the learning process in that they provide for enhancement and extension of the curriculum. They provide an opportunity for practical applications of the students' studies, which often cannot be accomplished in the classroom.

JUNIOR CAMP

Camps provide an opportunity for students to be challenged, personally and physically, while being away from home for an extended period.

At VCASS, we have one camp each year, offering students in Years 7, 8 and 9 the opportunity to be immersed in an environment that will allow them to show leadership skills and get to know their peers and teachers in a different setting.

Junior Camp is usually held in first term. In the past, students have travelled to scenic locations such as Marysville and Mount Evelyn. In 2020 the school is excited to take students in years 7, 8 and 9 to Lord Somers Camp on the Mornington Peninsula for a three-day camp program. With a history dating back to 1929, Lord Somers Camp has a proven track record of providing outstanding programs that foster leadership in young people and a space for growth.

VCASS Camps are fun and very hands-on with a focus on learning, participation and performance. Students can expect to be challenged physically and intellectually and be put in situations that challenge their comfort zones (with the key phrase 'challenge by choice' underpinning all activities).

Given that VCASS welcomes a number of new students each year from across Victoria, interstate and overseas, camp provides a great opportunity for students across year levels and disciplines to interact and get to know each other. Downtime is scheduled into the program to allow students the chance to unwind and socialize with the view to improving community and fostering bonds and friendships.

While the 2020 camp program is still being put together, students can expect activities such as surfing, stand-up paddle boarding, bush walking, craft activities, orienteering, initiative courses as well as our traditional red faces night, which is always spectacular at the VCASS Junior Camp.



YEAR 7 STUDIES

VICTORIAN CURRICULUM LEARNING AREAS AND CAPABILITIES

	Periods per week	The Arts	English AC	Health & Physical Education	Humanities – Civics & Citizenship	Humanities- Economics & Geography	Humanities - History AC	Languages	Mathematics AC	Science AC	Technologies	Critical & Creative thinking Ethical	Intercultural	Personal & Social
7 ART (SEMESTER 1 OR 2)	3	✓										✓		
7 DRAMA (SEMESTER 1 OR 2)	3	✓												✓
7 ENGLISH	4		✓								✓	✓	✓	✓
7 FRENCH	3							✓					✓	
7 HEALTH	1			✓										
7 HUMANITIES	3				✓	✓	✓	✓					✓	
7 MATHEMATICS	4								✓		✓	✓		
7 SCIENCE	3									✓		✓		✓
VCASS DANCE PROGRAM		✓												
VCASS MUSIC PROGRAM		✓												

YEAR 8 STUDIES

VICTORIAN CURRICULUM LEARNING AREAS AND CAPABILITIES

	Periods per week	The Arts	English AC	Health & Physical Education	Humanities – Civics & Citizenship	Humanities- Economics & Geography	Humanities - History AC	Languages	Mathematics AC	Science AC	Technologies	Critical & Creative thinking Ethical	Intercultural	Personal & Social
8 ART (SEMESTER 1 OR 2)	3	✓										✓		
8 DRAMA (SEMESTER 1 OR 2)	3	✓												✓
8 ENGLISH	4		✓								✓	✓	✓	✓
8 FRENCH	3							✓					✓	
8 HEALTH	1			✓										✓
8 HUMANITIES	3				✓	✓	✓	✓					✓	
8 MATHEMATICS	4									✓	✓	✓		
8 SCIENCE	3									✓		✓		✓
VCASS DANCE PROGRAM		✓												
VCASS MUSIC PROGRAM		✓												



YEAR 9 STUDIES

VICTORIAN CURRICULUM LEARNING AREAS AND CAPABILITIES

Subjects (Semester 1 & 2)	Periods per week	The Arts	English	AC Education	Health & Physical Civics & Citizenship	Humanities - Economics &	Humanities - Geography	Humanities - AC	Humanities - History	Languages	Mathematics AC	Science AC	Critical & Thinking	Creative Ethical	Intercultural	Personal & Social
		9 ART (SEMESTER 1 OR 2)	2	✓											✓	
9 DRAMA (SEMESTER 1 OR 2)	2	✓														✓
9 ENGLISH	3		✓									✓	✓	✓	✓	✓
9 FRENCH	3									✓					✓	
9 JAPANESE	3									✓					✓	
9 HUMANITIES	2				✓	✓	✓	✓	✓					✓		
9 KERRUPON PROGRAM	5	✓		✓	✓								✓	✓		✓
9 MATHEMATICS	4											✓	✓			
9 SCIENCE	3										✓					
<i>VCASS DANCE PROGRAM</i>		✓														
<i>VCASS MUSIC PROGRAM</i>		✓														



ART

The Art program in Years 7 to 9 provides students with a strong grounding in basic technical skills in a variety of media, and explores a broad range of art forms including two-dimensional, three-dimensional and four-dimensional artworks. Students undertake Art for one semester each year, progressively developing knowledge and skill in the production and analysis of artworks. Students will draw inspiration from a range of sources including their own experiences, direct observation, and the work of other artists, in order to generate and express their ideas and feelings. The proximity of VCASS to art institutions such as ACCA and NGV is maximized throughout the Art program to ensure that students develop and extend their awareness of arts practices and the arts industry.

7 ART

In this introductory course, students gain experience in the generation of ideas for artworks by drawing inspiration from a number of sources, while exploring the themes of Story, Trash and Treasure, Memory, and Participation. Opportunities for creative thinking and problem solving are provided to provoke students to think broadly when exploring media and techniques that may include graphite drawing, ceramics, and digital collage. Students become familiar with the use of Art language and conventions including the art elements and principles, and develop the ability to employ them while discussing, analyzing and interpreting a diverse range of artists and artworks from historical and contemporary periods.

ASSESSMENT TASKS

Visual diary
Finished artworks

8 ART

In Year 8 Art, students continue to develop skill in their application of different media through a diversity of art forms and techniques, while engaging with conceptual concerns pertinent to their personal and wider worlds. Students further their practical understanding of art elements and principles, and are exposed to mix-media techniques while producing artworks that may include collages, etchings, and paintings. A strong focus on experimentation during the creative process ensures that students build confidence in the studio and begin to take risks in their art making. Students investigate and discuss artworks from a range of cultural and historical contexts, to develop broad insights into art practices.

ASSESSMENT TASKS

Visual diary
Finished artworks

9 ART

At Year 9 level, students in Art begin to identify and hone their personal style when creating artworks that respond to the themes of Language, The Absurd, Illusion and Boundaries. Students engage more thoroughly in processes of conceptualization and planning, to enhance their ability to effectively express their intentions through artworks. Students analyse and evaluate their artworks on the basis of their selection and application of materials, techniques, and presentation of ideas. Students add depth to their growing artistic experience, producing artworks that may include perspective drawings, watercolor paintings, collages and performance art. Students analyse and interpret key artworks of the media studied, developing their theoretical and practical comprehension of artistic movements and styles.

ASSESSMENT TASKS

Visual diary
Finished artworks



DRAMA

Drama aims to develop self-confidence through improvisation and group ensemble tasks with emphasis on theatre skills, focus and self-discipline. Students will explore expressive skills such as voice, gesture and movement; dramatic elements including mood, tension and climax; theatre conventions such as mask and improvisation, multi-media approaches to acting, character to narrator, stylized movement and prop transformation for naturalistic and non-naturalistic performance styles in order to communicate meaning to an audience. Drama will enable students to experience the satisfaction of interacting with other group members in dramatic situations. Students foster an appreciation of drama as one of the performing arts by exploring and responding to their own and others' performances. The subject runs for one semester each year, alternating with students' study of Art.

7 DRAMA

Students are introduced to various theatre techniques such as dramatic story telling through improvisation and script work, suspension of disbelief, the body as animate and inanimate object, and the application of simple stagecraft such as props and costume. The two main performance-based units' students will focus on are creating and presenting a radio play and realistic acting for the camera. Personal skills and qualities such as concentration, commitment, sensitivity, leadership, self-motivation, listening and imagination are developed through a variety of workshop exercises.

ASSESSMENT TASKS

Workshop & class activities
Ensemble performance work/ scripting
Written analysis & evaluation

8 DRAMA

In the study, students will focus on enhanced expressive skills and sustained improvisations. Students will begin to explore dramatic elements and develop group-devised scripts for performance. Areas of exploration are improvisation, building tension, workshops exploring basic performance styles and solo performances. Scripted tasks are also a main feature. Students study play scripts to learn ways of organizing their own ideas before writing their own plays. The two main performance tasks students will focus on are creating an original fight sequence around which they will construct a narrative and an ensemble performance of the play 'Runner,' a Year 8 English text. Personal qualities such as self-confidence, concentration, listening, self-discipline and imagination are extended through a variety of drama activities and improvisational group work. Individually and in groups, students experiment with different theatre conventions and performance styles to convey meaning.

ASSESSMENT TASKS

Workshop & class activities
Ensemble performance work
Written analysis & evaluation



9 DRAMA

The focus of Drama at Year 9 is on creating characters and developing play-building techniques. Students use expressive skills to create characters, learn to manipulate drama for different purposes and audiences, and, experiment with different dramatic elements, contexts, and theatrical conventions. Students will focus on two performance units including Basel Masks and the theatre style of Commedia Dell Arte. Students will learn essential skills and techniques including mask and improvisation mask ritual, mask and prop transformation, comic timing that will lead towards short performance outcomes. At the end of the study, students perform their play building to a chosen audience.

ASSESSMENT TASKS

Workshop & rehearsal activities

Duologue performance Ensemble performance

Written analysis & evaluation



ENGLISH

English encourages students to appreciate, enjoy and use language while developing a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. Effective participation in Australian society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes. This study aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations.

7 ENGLISH

To emphasise the importance of treating language development as an integrated process, the study promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking. It supports a focus on learning situations in which students take increasing responsibility for their language development. This course focuses on expanding the range and complexity of the texts students speak, listen to, read, view and write. There is particular emphasis on responding to fiction and persuasive texts with more critical awareness, and on developing basic research and reporting skills.

ASSESSMENT TASKS

SEMESTER 1

Persuasive poetry presentation
Creative writing task

SEMESTER 2

Text response essay
Comparative text task

8 ENGLISH

The focus of English in Year 8 is on expanding the range and complexity of the texts students speak, listen to, read, view and write. Students examine the common characteristics of texts and are able to discuss the organisational structures and features of different genres. Students write a variety of fictional and factual texts in a variety of modes, displaying competence in the selection of ideas and information and the use of language to express these ideas clearly and effectively.

ASSESSMENT TASKS

SEMESTER 1

Text response essay
Mystery short story

SEMESTER 2

Comparative essay for 'Australian voices' unit
Text response oral presentation



9 ENGLISH

In Year 9 students study novels, film, short stories and contemporary news articles in a focused and supportive learning environment. Students are involved in reading, viewing, listening, writing, creating, comparing, researching, problem solving, reflecting and talking about a range of text types from the simple to the complex. Students are challenged, their thinking skills extended and their analytical skills honed.

ASSESSMENT TASKS

SEMESTER 1

Text analysis essay
Persuasive writing task

SEMESTER 2

Comparative text response essay
Science fiction creative writing task



HEALTH

Health provides students with an opportunity to examine and increase their basic knowledge of healthy living – mind and body - and for each student to take personal responsibility for their health and wellbeing. Studying Health provides a forum in which the reality of a teenager's life and issues of importance to them can be highlighted and given value in their own right. Students are encouraged to take responsibility for their own actions and to understand the effect their actions have on themselves and those around them. The subject runs for the whole year. In Year 9 the study of Health is included in the Kerrupon Program.

7 HEALTH

The importance of a healthy lifestyle is presented with a focus on how to create healthy habits in life. There are opportunities to develop good listening skills and the course emphasizes the importance of empathy, respectful behaviour and compassion. Issues such as travel safety, organisation, resilience, positive relationships and digital safety are covered using videos, discussions and activities.

8 HEALTH

By the end of Year 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others' health, safety and wellbeing. They also examine how connecting to the environment can enhance health and wellbeing.

In Semester 2, students investigate the concepts of inclusion and diversity. Students challenge attitudes and barriers in relation to mental health and explore how to reduce stigma. Students investigate a broad variety of personal stories in relation to Mental Illness, developing an understanding of diverse experience. Students look at social inclusion within sport and relate this to broader contexts that affect the present and future.



HUMANITIES

Humanities develop key ideas that enable students to understand human societies and environments. By examining the way in which people and cultures in the past and the present have shaped the world students live in now, they will gain an understanding of the type of world that may face in the future.

7 HUMANITIES

In Semester 1, students are introduced to key ideas and terms used in the study of History. Students examine the aims and skills involved in the study of archaeology and ancient history from c. 60,000 BC (BCE) – c.650 AD (CE). They explore aspects of ancient societies including beliefs, arts, architecture, trade and political power in places such as Egypt, Greece, Rome, China and Australia.

In Semester 2, students study Geography, Civics and Citizenship, and Economics and Business. The accessibility of resources, particularly of water, and the impact that people have on their environment are examined. Students link ideas about democracy and citizenship with changes affecting the global community.

ASSESSMENT TASKS

SEMESTER 1

Analytical exercise

SEMESTER 2

Research project

8 HUMANITIES

In Year 8 Humanities Semester 1, students examine the modern period from c. 650 AD (CE) – 1750. Students explore the historical development of feudal kingdoms and investigate the aspects of life, including diseases such as the plague, in feudal villages and castles in Europe and Asia. The investigation of Medieval History helps students to understand changes that led to the modern era. The content provides opportunities to develop historical knowledge, understanding and skills through the use of key concepts, including evidence, continuity, change, cause and effect, perspectives, empathy, significance and contestability.

In Semester 2, students move on to study Geography, Civics and Citizenship and Economics. In Civics and Citizenship, they study Democracy and the Australian Constitution. In Economics, students explore the consumer, the worker and the producer. In Geography, water in the world, place and livability, landforms and landscapes and changing nations are examined.

ASSESSMENT TASKS

SEMESTER 1

Medieval Source Analysis

SEMESTER 2

Landforms Mountain Landscapes



9 HUMANITIES

In Year 9 Humanities Semester 1, students study History, focusing on the making of the modern world from 1750 to 1918. This can include a study of the Industrial Revolution, Aboriginal history, exploration, early colonial settlements, the Gold Rush, Federation and World War I. Students consider the relevance of an understanding of these topics to the past, present and future. They also investigate why people have different points of view. The modern period is one of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914-1918), the 'war to end all wars'.

In Semester 2, students study Geography, Civics and Citizenship and Economics. In Geography, Year Nine students study biomes and food security. Students examine the biomes of the world, their alteration and significance as a source of food and fibre. They then go on to study the environmental challenges and constraints on expanding food production to meet future need.

In Economics, they study fundamental ideas about the functioning of markets and the implications of these ideas for our society. The accessibility of resources and the impact that people have on their environment are also examined.

In Civics and Citizenship, students learn about Australia's system of government, its political system, and its voting system. Students consider the processes through which government policy is shaped and analyse the ways in which citizens' political choices are influenced by the media. The values and practices that enable a democratic society to be sustained are also investigated.

ASSESSMENT TASKS

SEMESTER 1

The Industrial Revolution Analytical exercise
World War I Research Project

SEMESTER 2

Food Security Research Project
Economics/Civics Analytical Exercise



KERRUPON PROGRAM

YEAR 9 - SEMESTER 1 & 2

Kerrupon means 'community' in the language of the Boonwurrung people, the original custodians of the land our campus stands on. The program was developed partly in response to feedback from alumni who suggested that the experience of studying at VCASS could leave students with a better understanding of the communities they might one day be performing for. Kerrupon students undertake a range of activities on and off the school site. These include working with disabled children at Port Phillip Specialist School and elderly residents of CaSPA Care Retirement Home as well as a number of project-based creative, cultural and environmental activities. The program also includes health knowledge and promotion.

The Suitcase Series and Impact Project give students opportunities to develop teamwork and leadership skills. The aim of the Kerrupon Program is to expand our students' experience of the world outside of the school campus and to increase their connection with the community in ways they have not been able to do before. An important objective is to integrate student learning across the traditional academic disciplines. Students reflect on their experiences in writing, through visual media and in-class discussions and presentations.

ASSESSMENT TASKS

SEMESTER 1

Kerrupon Exhibition

'Philosothon' on *Animal Rights*

'Community Involvement' Personal Statement

SEMESTER 2

Suitcase or Impact Project



LANGUAGES

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world. Students acquire communication skills in French. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

7 FRENCH

In Semester 1, students learn oral communication skills and also learn to read and write the French they can say. They are given further practice in reading for meaning. Topics covered include numbers, time, greetings, introductions, the alphabet and the classroom. In Semester 2, students build on the speaking, reading and writing skills developed in Semester 1 topics covered include school, the calendar, self, family, animals and pets, food, and festivals and celebrations.

ASSESSMENT TASKS

SEMESTER 1

Berthe Mouchette Poetry Recitation
Workbook
Cultural assignment
Test

SEMESTER 2

Workbook
Cultural assignment
Test

8 FRENCH

Throughout the year, students are given many opportunities for watching and speaking French. To create an immersive environment, students use technology and the internet to access French videos and websites. They continue developing their oral and written communication skills through a variety of classroom activities. Topics covered in Semester 1 include classroom instructions, school subjects, the home, daily routine, describing people, and expressing opinions. In Semester 2, topics covered include clothing and making purchases, giving and understanding directions, identifying places in a French town, and holidays.

ASSESSMENT TASKS

SEMESTER 1

Unit and vocabulary tests
Berthe Mouchette Poetry Recitation
Written tasks

SEMESTER 2

Unit and vocabulary tests
Written tasks
Cultural assignment
Oral Presentation



9 FRENCH

Completion of Year 8 French is the prerequisite for this course.

In Year 9 French, students are required to read, write and speak more French than previously, and grammatical points are studied in a more formal way. The topics for Semester 1 are: making introductions, friends & family, the house and household tasks, daily routine and time, France & its regions. New language structures include regular, irregular and reflexive verbs in the present tense, adverbs, negative expressions and the imperative. Students also research and present information on a region of France. The topics for Semester 2 are: holidays, the French Revolution, entertainment, leisure, shops and shopping. New language structures include the near future, the perfect tense, simple direct object pronouns, simple interrogatives, the partitive article and quantities. Students also take part in a play on the Revolution, and study Paris and its monuments. Homework is an important component of Year 9 French.

ASSESSMENT TASKS

SEMESTER 1

Berthe Mouchette Poetry Recitation
Grammar and vocabulary test
Role-play
Reading & listening comprehensions
Letter writing

SEMESTER 2

Presentation - une région de France
Lunch menu for VCASS café
Brochure - Paris, ville lumière
Verb test - the perfect tense
Reading & listening comprehensions
Speaking test



JAPANESE

YEAR 9

Japanese is concerned with enabling students to communicate in written and spoken Japanese at a basic level. Students expand their knowledge of Japan - its culture and history - and gain an understanding of the similarities and differences between Australian and Japanese cultures.

In Semester 1, students write romaji, hiragana and kanji in both print and calligraphic styles. Students undertake various speaking, listening and writing activities to learn how to exchange greetings, introductions, daily routines, identify classroom objects, actions/verbs, likes/dislikes, and counting. They will further their knowledge of contemporary Japan, and through research gain a better understanding of Japanese geography, customs and traditions. The class will watch a classic Japanese film such as 'Astroboy'.

In Semester 2, students will continue their study of romaji, hiragana and kanji. They will learn about Japanese mythology, legends and current literature. Students will undertake various speaking, listening and writing activities to learn how to exchange information around family, pets, daily routine, telling the time and basic descriptions. The class will watch a classic anime film such as 'Spirited Away'.

ASSESSMENT TASKS

SEMESTER 1

Testing of knowledge of Kanji and Romaji
Research and presentation of things Japanese
Open Book Tests
Painting (acrylic/watercolor) with a Japanese theme

SEMESTER 2

Testing of knowledge of Kanji, Romaji and Hiragana
Research and presentation of a Japanese artist
Open book tests
Oral presentation to class on a Japanese theme



MATHEMATICS

Mathematics equips students with uniquely powerful ways to describe, analyse and change the world. Students who are functional in mathematics are able to think independently in applied and abstract ways, and can reason, solve problems and assess risk.

7 MATHEMATICS

At this level, there is great emphasis on 'Using and applying mathematics to solve problems'. Students undertake numerous problem solving exercises, investigations, puzzles and games. They learn to work in a systematic and logical way, appreciating the power and beauty of mathematics along the way. They are introduced to technology through computer simulations and the use of spreadsheets.

ASSESSMENT TASKS

SEMESTER 1

Assignments
Topic tests

SEMESTER 2

Assignments
Topic tests

8 MATHEMATICS

Mathematics in Year 8 allows students to explore numbers in detail; manipulating positive and negative numbers and learning the basic skills of algebra. Students will also explore length, perimeter, area and volume. Throughout the Year 8 Mathematics course, students will undertake problem-solving exercises, investigations, and learn how mathematics is applicable in real life. In Semester two, students cover four large topics. Students will discover how percentages, fractions and decimals relate, as well as studying statistics, probability, and linear graphing and equations. Throughout all four of these topics, students will continue to develop mathematical skills and understanding, and will apply this knowledge to real life scenarios in their world.

ASSESSMENT TASKS

SEMESTER 1

Assignments
Topic tests

SEMESTER 2

Assignments
Topic tests



9 MATHEMATICS

Year 9 Mathematics is concerned with the development of mathematical skills and understandings, which are applicable to daily living and help students to make sense of their world. The course places emphasis on consolidating mathematical skills and mastering application of higher order thinking strategies when using mathematics to solve a range of problems. These skills are required to provide a sound foundation for subsequent mathematics studies. In addition, students will gain a more complex understanding of how to use technology, such as Excel spreadsheets, to enhance the explanation and understanding of mathematical tasks.

ASSESSMENT TASKS

SEMESTER 1

Assignments

Topic tests

SEMESTER 2

Assignments

Topic tests



SCIENCE

Science develops students' abilities to ask questions and find answers about the natural and physical world. It gives students an opportunity to expand their knowledge of science to include abstract concepts, theories, principles and models drawn from biological, chemical, earth, environmental, physical and space sciences.

7 SCIENCE

In Semester 1, students will study safety in the Science laboratory; recognizing and using scientific equipment; control measures in practical work; how to write scientific reports; contact and non-contact forces; magnets; friction; electrostatic forces; water forces; gravity and weight.

In Semester two, students will study: classification of organisms; the plant and animal kingdoms; vertebrates and invertebrates and the Binomial System of Nomenclature; simple machines like levers, gears, wheels, pulleys and inclined planes; what is a mixture, colloid and suspension?; separation techniques like distillation, chromatography and filtration; the chemistry of solutions; what is an ecosystem?; biotic and abiotic factors; food chains and food webs; decomposers; introduced species and the extinction of plants and animals.

ASSESSMENT TASKS

SEMESTER 1

Science is... topic test
Forces in Action topic test
Research Assignment - famous scientist
Practical work

SEMESTER 2

Classification topic test
Research Assignment- Mammals
A World of Machines topic test
Separating Mixtures topic test
Research Assignment - ecosystems
Practical Work

8 SCIENCE

During Semester 1, students will study the topics of; atomic theory including the periodic table, elements, mixtures and compounds; cells; transferring and transforming energy.

During Semester 2, students will study the topics of: the states of matter; human and plant reproduction and chemical reactions.

ASSESSMENT TASKS

SEMESTER 1

Elements, Compounds and Mixtures topic test
Elements assignment
Cells topic tests
Energy Transformations topic test

SEMESTER 2

States of Matter topic test
Reproduction topic test
Reproduction Report
Reproduction Storybook
Chemical Reactions topic test



9 SCIENCE

In Semester 1, students study the following topics: Control and Coordination and the Atom, Isotopes and Radioactivity.

In Semester 2, students will study the following topics: Chemical Reactions, Ecosystems and Dynamic Earth.

ASSESSMENT TASKS

SEMESTER 1

Chapter tests
Research assignments

SEMESTER 2

Chapter tests
Research assignment
Practical investigation



FREQUENCY OF REPORTS

Throughout each semester, students will receive one mid-semester progress report and one end of semester report. All reports are made available on Compass and can be downloaded as a PDF.

HOMEWORK

The ability to develop regular practice in specialist areas balanced with focused homework and home study is a valuable aspect of the learning process at the Victorian College of the Arts Secondary School. Music students are expected to undertake at least two hours of music performance study or practice each day. It is recognized that dance and gymnastic students have demands that ensure they are generally more tired and get home later than other students their age in otherschools.

GUIDELINES

- Homework is set by the teachers to reinforce, supplement and extend classroom teaching into the home environment.
- Set homework should provide an opportunity for students to achieve goals, extend learning and develop self-discipline.
- Where possible, homework should give students opportunities to develop as individuals by encouraging the use of their preferred learning styles and varied methods of presentation.
- Teachers should ensure that homework requirements are carefully planned and corrected as soon as possible. Students should be given training in the specific skills required to effectively complete homework.
- Homework tasks should be set in such a way that students and parents recognize their relevance to work done in class, understand what is expected and can tell when the tasks are completed.
- Homework for all students should develop from class work that has been very clearly and carefully explained.
- Homework demands on time should be relatively predictable and evenly spaced.
- Homework requirements should allow time for social interaction with family and friends.
- Homework should encourage teachers, parents and students to establish links between school and home.



HOMEWORK RECOMMENDATIONS

The recommended guidelines for time to be spent on academic, inclusive of classroom music and dance homework, five nights per week in each learning area in addition to their music performance, study or practice

YEAR 7

- 30 minutes each week in each of English, Mathematics, Humanities, Science and French
- 30 minutes each fortnight in Drama and Art

YEAR 8

- 45 minutes each week in each of English, Mathematics, Humanities, Science and French
- 45 minutes each fortnight in Drama and Art

YEAR 9

- 60 minutes each week in each of English, Mathematics, Humanities, Science and French or Japanese
- 60 minutes each fortnight in Drama and Art



YEAR 7 - 9 OVERDUE WORK PROCESS

1. Students are required to submit work by the date set by the teacher.
2. Students with a legitimate reason for not being able to submit the work by the due date must apply for an official extension by email where they articulate the reason for the request. This email must be sent from the student's VCASS email account. The request must be made prior to the due date.
3. The length of the extension is decided by the individual teacher but will be no longer than one week from the original due date.
4. When students are granted an extension all work must be completed outside of the student's regular school timetable, and in class they will be expected to move onto the next unit of work.

FOR STUDENTS WHO DO NOT FOLLOW THE ABOVE PROCEDURE THE FOLLOWING WILL APPLY:

1. If the overdue assessment task is still not completed the year level coordinator will be informed and the student will be directed to attend a predetermined catch up session/s.
2. If the overdue work is not completed and submitted by the extension date to the teacher, the teacher will email the child's guardian/s and inform them that their child must complete the overdue work by a new non-negotiable date. This email will be cc'd to the relevant Year Level Coordinator.
3. If the overdue work is still not completed, then the relevant Year Level Coordinator will call home and record a chronicle entry of the conversation.
4. If the student does not submit the overdue assessment task after steps 3 through to 8, at this point the Head of Student Services will be informed and depending on the situation the child's guardian/s may be requested to attend a formal interview at the school to discuss their child's progress. The classroom teacher/s and relevant Year Level Coordinator may be asked to attend meetings.



TIMETABLES

WHAT A TIMETABLE MAY LOOK LIKE FOR A YEAR 7 OR 8 STUDENT AT VCASS

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8.30	English	Specialist Time	Humanities	Specialist Time	
Period 2 9.15	French	Specialist Time	Humanities	Specialist Time	Humanities
Recess 10.00					
Period 3 10.15	Drama	Specialist Time	Maths	Specialist Time	Maths
Period 4 11.00	Drama	Specialist Time	Science	Specialist Time	English
Period 5 11.45	Maths	<i>Lunch</i>	French	<i>Lunch</i>	Science
Period 6 12.30	<i>Lunch</i>	French	<i>Lunch</i>	Maths	<i>Lunch</i>
Period 7 1.15	Specialist Time	Science	Specialist Time	English	Specialist Time
Recess 2.00				Health	Specialist Time
Period 8 2.15	Specialist Time	English	Specialist Time		
Period 9 3.00	Specialist Time	Drama	Specialist Time		

On Mondays, Tuesday & Wednesdays, Period 9 finishes at 3.45.

On Thursdays & Fridays there is no afternoon recess. Classes conclude at 2.45. Please note that Dance and Music students take part in after school rehearsals throughout the week.



WHAT A TIMETABLE MAY LOOK LIKE FOR A YEAR 9 STUDENT AT VCASS

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8.30	Science	Specialist Time	Maths	Specialist Time	Kerrupon Program
Period 2 9.15	Humanities	Specialist Time	Science	Specialist Time	Kerrupon Program
Recess 10.00					
Period 3 10.15	Art	Specialist Time	Science	Specialist Time	Kerrupon Program
Period 4 11.00	Art	Specialist Time	English	Specialist Time	Kerrupon Program
Period 5 11.45	French	<i>Lunch</i>	French	<i>Lunch</i>	Kerrupon Program
Period 6 12.30	<i>Lunch</i>	Humanities	<i>Lunch</i>	French	<i>Lunch</i>
Period 7 1.15	Specialist Time	Maths	Specialist Time	English	Specialist Time
Recess 2.00				Maths	Specialist Time
Period 8 2.15	Specialist Time	Maths	Specialist Time		
Period 9 3.00	Specialist Time	English	Specialist Time		

On Mondays, Tuesday & Wednesdays, Period 9 finishes at 3.45.

On Thursdays & Fridays there is no afternoon recess. Classes conclude at 2.45. Please note that Dance and Music students take part in after school rehearsals throughout the week.

