VICTORIAN COLLEGE OF THE ARTS SECONDARY SCHOOL

2024 VCE ACADEMIC CURRICULUM HANDBOOK

Victoria's premier school for the training and education of talented young Dancers, Musicians, Theatre and Visual Artists.

Victorian College of the Arts SECONDARY SCHOOL

VICTORIA State Government | Department of Education

VCE ACADEMIC CURRICULUM 2024

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VCASS student images
Photography by Dylan Breninger

VCE

In Years 11 & 12, students complete the VCE academic curriculum. The VCE units available for selection are comprehensive and designed to complement students' specialist training while supporting career pathways.

TThe Academic Program incorporates processes that significantly raise the standards and learning outcomes of students. The curriculum from Years 7 to 12 is structured by the Victorian Curriculum and the Victorian Certificate of Education (VCE).

In Year 11 and 12, students have access to a comprehensive range of studies within the VCE, thus providing them with as broad a range of tertiary course options as possible. VCE results in the academic areas are remarkable and show that VCASS students are consistently able to achieve outstanding results.

LEARNING COMMUNITIES

The VCE Learning Community is about developing individual pathways. For most students at VCASS, this means preparing for post-compulsory education or training in an Arts related career. At this level students have a growing interest in the world outside the school, what the future holds and the pathways they intend to pursue.

HOW IS VCE STRUCTURED?

The Victorian Certificate of Education (VCE) is generally taught in Year 11 and 12; however, some students at VCASS commence their VCE studies in Year 10. All VCE studies are organised into units, (each subject typically consists of four semester units). A unit comprises a set number of Learning Outcomes, (usually two or three). Units 3 & 4 of a subject must be studied in sequential order, whereas Units 1 & 2 can be mixed and matched. Students are not required to complete all the units of a subject as part of the VCE course, meaning they are able to change subject choice between Years 11 and Year 12. On completing a unit, a student receives either an S (Satisfactory) or N (Non- satisfactory) result. If a student does not intend to receive an ATAR score, an S result is all that is required to graduate with the VCE.

HOW TO OBTAIN THE VCE?

To achieve your VCE you must successfully complete 16 units including:

- three units from the English group, two of which must be a Unit 3 and 4 sequence.
- at least three additional Unit 3 and 4 sequences.

Students usually study from 20 to 24 units (five or six studies) in Years 11 and 12.

WHAT IS A STUDY SCORE?

If you obtain at least two graded assessments and achieve an S for both Units 3 and 4 in a study in the same year, you will receive a study score. A study score is a number between 0 and 50 that indicates your ranking in terms of all students doing that study in that year.

WHAT IS AN ATAR?

Tertiary institutions look at the Australian Tertiary Admission Rank (ATAR) and the combinations of VCE studies students have completed before offering places. The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) on the basis of study scores and is presented as a ranking between 0.00 and 99.95. If you want to obtain an ATAR, you need to have at least four study scores, one of which must be from the English group.

The maximum number of VCE Unit 3 & 4 study sequences that can be included in a university entrance score (ATAR) is six. The final ATAR is made up of the students' score in English or Literature, their best three and 10% of the next two, to produce the tertiary rank.

Because the ATAR is a rank (not a percentage or mark) and it is measured in increments of 0.05, the highest ATAR you can achieve is 99.95.

You can find out more information about the ATAR, subject combinations and course choices through VTAC.

ABS & GYMNASTICS VICTORIA

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

Students in ABS (Level 6 & 7) work towards the ABS Diploma of Dance/Advanced Diploma of Dance. ABS Level 6 & 7 students are required to complete studies in Drama, English, Health and Human Development and Psychology as part of the ABS Diploma of Dance/Advanced Diploma of Dance course.

BRING YOUR OWN DEVICE (BYOD) PROGRAM

The Victorian College of the Arts Secondary School believes that 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 convertible device. 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).

STUDENT SUPPORT PROCESS

All students at VCASS have the right to feel safe and secure in their school environment.
At times students may need support in regard to learning or wellbeing.

There are a number of avenues of assistance as outlined below.

1. If students have any academic concerns, the first person to speak to is the classroom teacher. This can be done by speaking to them directly, or sending an email outlining where support is needed. All teachers' emails are available through Compass.

2. If matters with the classroom teacher cannot be discussed or students have an issue of concern which does not involve a particular class or subject, the Year Level Coordinator can assist. They are there to assist students, and can suggest avenues of ongoing support and guidance.

3. Depending on the issue, the Year Level Coordinator might refer students to the Head of Senior School to relay the issue and plan a way forward.

4. The way forward may involve offering students the opportunity to speak to the School Counsellor. Students are able to do this without going to a teacher or a Year Level Coordinator. The School Counsellor will then let the Head of Senior School know that support is being provided.

VCE CURRICULUM

Students at VCASS enrol in and receive a unique education and training package. They complete a full load encompassing the specialist and academic programs. In general terms, VCASS policy regarding subject load ensures students get the most out of their VCE studies.

LOAD POLICY

FULL LOAD STATUS

Year 11

Four (4) VCE Unit 1 & 2 Academic studies + Specialism studies

OR

Three (3) VCE Unit 1 & 2 Academic studies with one (1) VCE Unit 3-4 Academic study sequence + Specialism studies

Year 12

Students will complete between four and five Unit 3 and 4 sequences across their Academic and Specialist programs.

EXEMPTIONS TO FULL LOAD STATUS

In cases where students or families wish to apply for alternative loads:

- They must enrol in an existing VCASS subjects first and achieve full load status
- They then write to the Assistant Principal to ask for an exemption from this, providing clear evidence
- Detailed explanatory notes and medical certificates must be provided

EXAMPLE FULL LOAD STATUS

WHAT YEAR 12 LOOKS LIKE FOR...

Theatre Arts & Visual Arts Students:

- 2 x Unit 3 & 4 studies in Specialist Areas
- 3 x Unit 3 & 4 studies including an English

Music & Dance Students:

- 1 x Unit 3 & 4 study in Specialist Areas
- 4 x Unit 3 & 4 studies including English

AUSTRALIAN BALLET SCHOOL ACADEMIC LOAD

VCE for ABS students can be quite complicated. Every student comes from a different background, and students join the course at different ages and stages in their schooling. The most important thing to realise is that the ABS Advanced Diploma in Dance includes the satisfactory completion of VCE, but not a scored VCE that would enable the student to get an ATAR score for university entry. To get the ATAR score, extra study in a later year is necessary. For information regarding Level 6 and beyond please refer to the section of the handbook on the Australian Ballet School website.

WHAT YEAR 12 LOOKS LIKE FOR...

Level 7 ABS Students Diploma of Dance

- Units 3 & 4 English
- Units 3 & 4 Dance
- Units 3 & 4 Health and Human Development
- Unit 4 Drama
- Unit 2 Psychology

VCE STUDIES

Most VCE studies are made up of four semester units. VCE units are numbered 1, 2, 3 or 4. Units 1 and 2 are benchmarked to a Year 11 standard, however some students at VCASS commence their VCE Unit 1 and 2 studies in Year 10. Units 3 and 4 are benchmarked to a Year 12 standard. VCASS offers a comprehensive range of VCE units across the all curriculum areas:

VCE UNITS 1 & 2

Units 1 and 2 may be undertaken separately or as a sequence. At VCASS, it is recommended that students undertake one study across the two semesters. However, some Unit 1 and 2 studies can be mixed and matched. This means that students are able to change study choice between semesters.

Unit 1 & 2 Subjects Offered:

ART MAKING AND EXHIBITING
BIOLOGY
CHEMISTRY
DRAMA
ENGLISH
FRENCH
HEALTH & HUMAN DEVELOPMENT
HISTORY
LITERATURE
GENERAL MATHEMATICS
MATHEMATICAL METHODS
MEDIA
PHILOSOPHY
PSYCHOLOGY

VCE UNITS 3 & 4

Units 3 and 4 of all studies must be undertaken as a sequence.
Unit 3 is offered in Semester 1 and Unit 4 is offered in Semester 2.

Unit 3 & 4 Subjects Offered:

ART MAKING AND EXHIBITING
BIOLOGY
CHEMISTRY
DRAMA
ENGLISH
FRENCH
HEALTH & HUMAN DEVELOPMENT
HISTORY (Revolutions)
LITERATURE
GENERAL MATHEMATICS
MATHEMATICAL METHODS
MEDIA
PHILOSOPHY
PSYCHOLOGY

VCE EXAMPLE TIMETABLE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8.30	Specialist Time	Academic	Specialist Time	Academic	Specialist Time
Period 2 9.15	Specialist Time	Academic	Specialist Time	Academic	Specialist Time
Recess 10.00					
Period 3 10.20	Specialist Time	Academic	Specialist Time	Academic	Specialist Time
Period 4 11.05	Specialist Time	Academic	Specialist Time	Academic	Specialist Time
Period 5 11.50	*Lunch*	Academic	*Lunch*	Academic	*Lunch*
Period 6 12.35	Academic	*Lunch*	Academic	*Lunch*	Academic
Period 7 1.20	Academic	Specialist Time	Academic	Specialist Time	Academic
Period 8 2.05	Academic	Specialist Time	Academic	Specialist Time	Academic
Period 9 2.50	Academic	Specialist Time	Academic		
Period 10	Specialist Rehearsal Time Seminar / Gallery Studies				
Period 11					

NOTE

The example above is intended as a general depiction of a VCE VCASS student timetable. Every VCE student at VCASS will have a unique timetable based on the combination of specialist program, instrument, ensembles, academic subject selection and study periods.

Depending on a student's subject load, specialism, and year level, students may have a number of study periods. Instrumental lessons are scheduled within regular school hours.

PERFORMING ARTS

VCE DRAMA

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance making. The study of drama enables students' individual and collective identities to be explored, expressed and validated. Students develop an ability to empathize through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different cultures, genders, sexualities and abilities. VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds. The study of drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. Students develop an appreciation of drama as an art form through their work as solo and ensemble performers, and engagement with professional contemporary drama practice. They develop skills of communication, criticism, aesthetic understanding and aesthetic control. VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

UNIT 1: INTRODUCING PERFORMANCE STYLES

On completion of this Unit, students will:

- devise and document solo and/or ensemble drama works based on experiences and/or stories
- perform devised drama works to an audience
- analyse the development, and the performance to an audience, of their devised work
- analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners

UNIT 2: AUSTRALIAN IDENTITY

On completion of this Unit, students will:

- devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice
- present a devised performance that reflects aspects of Australian identity and contemporary drama practice
- analyse the development, and performance to an audience, of their devised work
- analyse and evaluate a performance of a drama work by Australian practitioners

UNIT 3: DEVISED ENSEMBLE PERFORMANCE

On completion of this Unit, students will:

- develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived
- analyse the use of processes, techniques and skills to create and present a devised ensemble performance
- analyse and evaluate a professional drama performance

UNIT 4: DEVISED SOLO PERFORMANCE

On completion of this Unit, students will:

- develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived
- analyse the use of processes, techniques and skills to create and present a devised ensemble performance
- analyse and evaluate a professional drama performance

For further information on this subject: [VCAA VCE Drama information]

VISUAL ARTS

VCE MEDIA

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

UNIT 1: MEDIA FORMS, REPRESENTATION AND AUSTRALIAN STORIES

On completion of this Unit, students will:

- explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences
- use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms
- 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

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

On completion of this Unit, students will:

- analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms
- apply the media production process to create, develop and construct narratives
- discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions

UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION

On completion of this Unit, students will:

- analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present-day audiences
- research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production
- develop and document a media production design in a selected media form for a specified audience

UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

On completion of this Unit, students will:

- produce, refine and resolve a media product designed in Unit 3
- discuss issues of agency and control in the relationship between the media and its audience

For further information on this subject: VCAA VCE Media information

VISUAL ARTS

VCE ART: MAKING AND EXHIBITING

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making.

A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions, are key aspects of the study.

UNIT 1: EXPLORE, EXPAND AND INVESTIGATE

On completion of this Unit, students should 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
- make and present at least one finished artwork and document their art making in a Visual Arts journal
- research Australian artists and present information about them in a format appropriate for a proposed exhibition.

UNIT 2: UNDERSTAND, DEVELOP AND RESOLVE

On completion of this Unit, students should be able to:

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

UNIT 3: COLLECT, EXTEND AND CONNECT

On completion of this Unit, students should be able to:

- collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making
- make artworks in specific art forms, prepare and present a critique, and reflect on feedback
- research and plan an exhibition of the artworks of three artists.

UNIT 4: CONSOLIDATE, PRESENT AND CONSERVE

On completion of this Unit, students should 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
- plan and display at least one finished artwork in a specific art form, and present a critique
- understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

For further information on this subject: **VCAA VCE Art Making and Exhibiting information**

ENGLISH

VCE ENGLISH

The English language is central to the way in which students understand critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. Students are involved in reading, viewing, listening, writing, creating, comparing, researching, and problem solving, reflecting and talking about a range of text types from the simple to the complex.

UNIT 1

On completion of this Unit, students will:

- Make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.
- 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.

UNIT 2

On completion of this Unit, students will:

- Explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.
- 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.

UNIT 3

On completion of this Unit, students will:

- Analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.
- Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; explain tier decisions made through writing processes.

UNIT 4

On completion of this Unit, students will:

- 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
- Analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

For further information on this subject: VCAA VCE English information

VCE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Students are eligible for EAL status if both of the following conditions are satisfied:

- The student has been resident in Australia for a period of not more than seven calendar years immediately prior to 1st January of the year in which the study is taken at Units 3 & 4
- English has been the student's major language of instruction for a total period of not more than seven years prior to the commencement of the year in which the study is taken at Units 3 and 4

Students are also eligible for EAL status if they have not undertaken English over their entire education and do not have English as their first language. Students wishing to take this must apply to the Principal and provide supporting documentation relating to their application. EAL students at VCASS can expect to be placed in a class with mainstream English learners. The work provided to EAL students in lessons will be EAL specific and extra tuition will be provided outside of class, as needed.

For further information on this subject: VCAA VCE English information

ENGLISH

VCE LITERATURE

The Year 11 Literature curriculum invites students to delve into the intricate layers of meaning embedded within texts, exploring the connections between different literary works, their contexts, and the reader's personal experiences. Through this course, students are encouraged to engage in deep, critical, and extensive reading, appreciating the aesthetic qualities of texts, while honing their skills in both creative and analytical writing.

The prerequisite for this study is a B+ average in Year 10 English.

UNIT 1

Unit 1 provides students with an opportunity to closely analyse the forms, features, and language employed in various texts. Additionally, they delve into a selected movement or genre, identifying and examining distinctive attributes, patterns, and shared elements that position each text within its specific grouping.

On completion of this Unit, students will:

- Be able to respond to a range of texts through close analysis.
- Be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

UNIT 2

In Unit 2, students embark on a captivating journey, "Voices of Country," as they engage with Aboriginal and Torres Strait Islander texts. They explore the profound interconnections between place, culture, and identity. Moreover, they meticulously study textual details, examining how specific passages contribute to their comprehensive understanding of the entire text.

On completion of this Unit, students will:

- Be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.
- Be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

UNIT 3

For students considering undertaking Literature Units 3 & 4, it is strongly recommended to have completed Units 1 & 2. This will provide a solid foundation for engaging profoundly and critically with a wide range of literature, including poetry, multimodal texts (e.g., film), contemporary texts, Australian texts, as well as texts from past eras and other cultures.

The Year 12 VCE Literature course explores the intricate meaning derived from texts, the interplay between different texts, the contextual factors that shape the production and interpretation of texts, and the personal experiences and perspectives that readers bring to the texts. Through close analysis, students delve into the workings of language, literary elements, and techniques within a text. The course emphasises recognizing a text's complexity and significance and how its meaning is embodied in its literary form.

Form and Transformation revolves around investigating how the form of a text influences its meaning and how authors construct their texts. Students explore the ways in which texts can be adapted and transformed and how such adaptations impact their meaning. Additionally, they examine how the perspectives of those adapting the texts can inform or shape these adaptations. Drawing upon their understanding of adaptations and transformations, students creatively respond to the texts they study.

On completion of this Unit, students will:

- Be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.
- Be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

UNIT 4

Interpretation of Texts focuses on developing critical and analytical responses to texts. Students analyse context surrounding their responses, as well as the ideas explored within the texts, the language style employed, and the various points of view presented. They also explore literary criticism that informs texts' reading and writing. The culmination of this unit is the development of an informed and sustained interpretation supported by meticulous textual analysis.

Assessment in VCE Literature includes tasks such as adapting a text into a different form, devising a creative response to a text, interpreting a text using two different literary perspectives, and presenting an interpretation supported by close textual analysis.

On completion of this Unit, students will:

- Be able to respond creatively to a text and comment critically on both the original text and the creative response.
- Be able to analyse literary forms, features and language to present a coherent view of a whole text.

For further information on this subject: VCAA VCE Literature information

LANGUAGES

VCE FRENCH

VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study, students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

VCE French is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

UNIT 1

On completion of this Unit, students will:

- exchange meaning in a spoken interaction in French.
- interpret information from two texts on the same subtopic presented in French, and respond in writing in French and in English.
- present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose.

UNIT 2

On completion of this Unit, students will:

- respond in writing in French to spoken, written or visual texts presented in French
- analyse and use information from written, spoken or visual texts to produce an extended written response in French.
- explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

UNIT 3

On completion of this Unit, students will:

- participate in a spoken exchange in French to resolve a personal issue
- interpret information from texts and write responses in French.
- express ideas in a personal, informative or imaginative piece of writing in French

UNIT 4

On completion of this Unit, students will:

- share information, ideas and opinions in a spoken exchange in French
- analyse information from written, spoken and viewed texts for use in a written response in French
- present information, concepts and ideas in evaluative or persuasive writing on an issue in French

For further information on this subject: VCAA VCE French information

HEALTH AND PE

VCE HEALTH & HUMAN DEVELOPMENT

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

On completion of this Unit, students will:

- explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth
- apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information
- interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

On completion of this Unit, students will:

- explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept
- describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

On completion of this Unit, students will:

- 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
- explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

On completion of this Unit, students will:

- analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing
- analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs

For further information on this subject: VCAA VCE Health & Human Development information

HUMANITIES

VCE HISTORY

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light. Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.
The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of historical sources that are used as evidence. Furthermore, judgments about historical significance made by historians are central to the discipline. Historians do not always agree about the meaning of the past; historical interpretations are often subject to academic and popular debate. Therefore, history is contested, and students develop an ability to work within this contested space to form their own opinions and to defend them using evidence. The study of VCE History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

UNIT 1 (MODERN HISTORY): Change and Conflict

On completion of this Unit, students will:

- be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two
- be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes

UNIT 2 (MODERN HISTORY): The changing world order

On completion of this Unit, students will:

- be able to explain the causes of the Cold War and analyse its consequences on nations and people
- be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred

UNIT 3 (REVOLUTIONS): THE RUSSIAN REVOLUTION (1896-26 October 1917)

On completion of this Unit, students will:

- analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements
- analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society

UNIT 4 (REVOLUTIONS): THE CHINESE REVOLUTION (1912-1 October 1949)

On completion of this Unit, students will:

- analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements
- analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society

For further information on this subject: VCAA VCE History information

VCE PHILOSOPHY

Philosophy is broadly concerned with questions of ethics, epistemology and metaphysics. Philosophy is the founding discipline of logic and continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophers grapple with the problems that lie at the foundation of issues of public debate such as artificial intelligence, justification for a charter of human rights and freedom of speech. Philosophers are concerned with thinking rigorously and rationally about ideas, and exploring their meaning, context, coherence and implications. The nature of the questions studied, together with the techniques of reasoning and argument used to study them, can in turn help to create new ideas and insights.

University Courses
Bachelor of Arts
Bachelor of Politics
Bachelor of Political Science
Bachelor of Law

Career Pathways
Writer, Academic
Political scientist
Lawyer, Paralegal, Legal specialist
Human resources
Teacher, Professor
Counsellor, Mediator
Local government officer

UNIT 1: EXISTENCE, KNOWLEDGE AND REASONING

On completion of this Unit, students will:

- analyse metaphysical problems, evaluate viewpoints and arguments arising from these, and identify philosophical problems in relevant contemporary debates
- analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical problems in relevant contemporary debates
- apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology

UNIT 2: QUESTIONS OF VALUE

On completion of this Unit, students will:

- analyse problems in ethics and moral theory and related contemporary debates, evaluate viewpoints and arguments in response to these problems, and discuss the interplay between philosophical thinking and contemporary ethical and moral debates
- analyse selected problems in value theory, evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates
- apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in value theory

UNIT 3: MIND, BODIES AND PERSONS

On completion of this Unit, students will:

- examine concepts relating to the mind and body, analyse, compare and evaluate viewpoints and arguments concerning the relationship between the mind and body found in the set texts, and discuss contemporary debates
- analyse, compare and evaluate viewpoints and arguments on personal identity in the set texts and discuss related contemporary debates

UNIT 4: THE GOOD LIFE

On completion of this Unit, students will:

- discuss concepts related to the good life, and analyse, compare and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life
- discuss contemporary debates related to technological development and the good life, and examine the interplay between technological development and conceptions of the good life

For further information on this subject: VCAA VCE Philosophy information

MATHEMATICS

VCE GENERAL MATHEMATICS

The prerequisite for this study is a C+ average in Year 10 Mathematics – Pre-General or Pre-Methods.

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

University Courses
Bachelor of Agricultural Science
Bachelor of Computer Science
Bachelor of Health Sciences
Bachelor of Nursing
Bachelor of Food Technology & Nutrition

Career Pathways
Software Engineering, Architecture
Building and construction
Sport and outdoor recreation
Teaching, Health professionals

UNITS 1 & 2

On completion of this Unit, students will:

- define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures
- on completion of each unit the student should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts
- select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

UNITS 3 & 4

Units 3 and 4 General Mathematics focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.
Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2.

The prerequisite for this study is a C+ average in Unit 1 & 2 General Mathematics.

UNIT 3

Unit 3 comprises *Data analysis and Recursion and financial modelling*

On completion of this Unit, students will:

- define and explain key concepts and apply related mathematical techniques and models as specified in Area of Study 1 in routine contexts
- select and apply the mathematical concepts, models and techniques as specified in Area of Study 1 in a range of contexts of increasing complexity
- select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

UNIT 4

Unit 4 comprises *Matrices and Networks and decision mathematics.*

On completion of this Unit, students will:

- define and explain key concepts and apply related mathematical techniques and models as specified in Area of Study 2 in routine contexts
- select and apply the mathematical concepts, models and techniques as specified in Area of Study 2 in a range of contexts of increasing complexity
- select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

For further information on this subject: VCAA VCE General Mathematics information

VCE MATHEMATICAL METHODS

VCE Mathematical Methods is the study of function and pattern in number, logic, structure and space. It provides a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, inventing, proving, applying and problem-solving.

The prerequisite for this study is a B+ average in Year 10 Mathematics – Pre-Methods.

University Courses	**Career Pathways**
Bachelor of Engineering	Engineer, Architect
Bachelor of Medicine	Medical Practitioner, Scientist
Bachelor of Science	Actuary, Professor, Teacher

UNITS 1 & 2

On completion of these Units, students will:

- 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

- apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics
- use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem- solving, modelling or investigative techniques or approaches

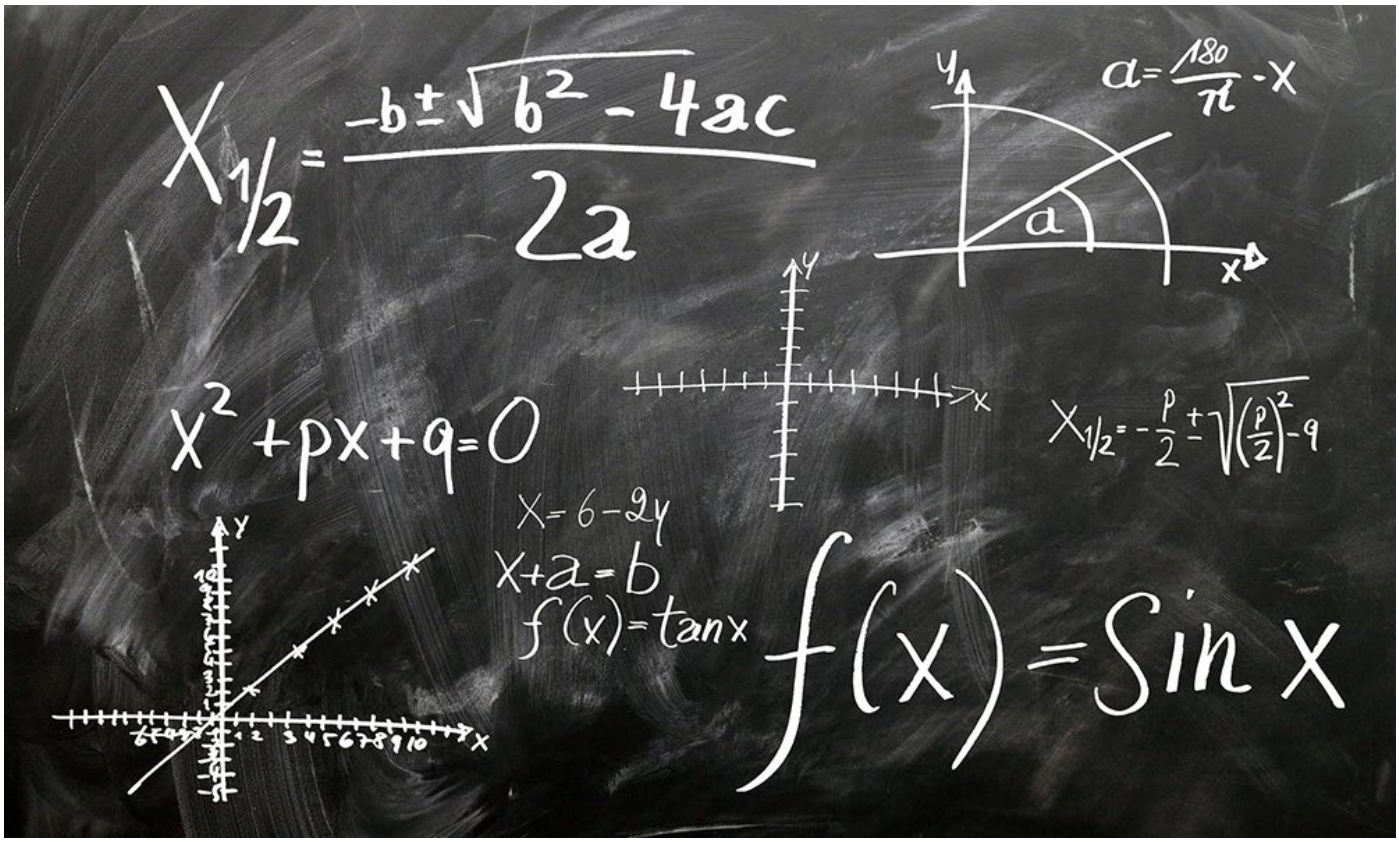
UNITS 3 & 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

On completion of these Units, students will:

- 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
- apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics
- select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

For further information on this subject: [VCAA VCE Mathematical Methods Information]



SCIENCE

VCE BIOLOGY

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety and ethical guidelines associated with biological investigations is integral to the study of VCE Biology.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in biology has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary biological challenges.

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS

On completion of this Unit, students will:

- explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation
- explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated
- 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

UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

On completion of this Unit, students will:

- explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance
- analyse advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies.
- explore the biological importance of genetic diversity and the structural, physiological and behavioural adaptations that enable species to survive in an ecosystem.
- explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

On completion of this Unit, students will:

- analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA
- 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

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

On completion of this Unit, students will:

- 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
- 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
- design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster

For further information on this subject: VCAA VCE Biology information

VCE CHEMISTRY

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

On completion of this Unit, students will:

- 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.
- 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.
- 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.

UNIT 2: HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

On completion of this unit the students should 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.
- 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.
- draw evidence-based conclusions 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.

UNIT 3: HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

On completion of this Unit, students will:

- 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.
- 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.

UNIT 4: HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

On completion of this Unit, students will:

- 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.
- 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.
- 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.

For further information on this subject: [VCAA VCE Chemistry information]

VCE PSYCHOLOGY

Psychology is a broad discipline that incorporates both the scientific study of human behavior through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a bio psychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behavior by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences.

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

On completion of this Unit, students will:

- describe how understanding of brain structure and function have changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning
- identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development
- investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques

UNIT 2: HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

On completion of this Unit, students will:

- compare the sensations and perceptions of vision and taste, and analyse factors that may lead to an occurrence of perceptual distortions
- identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently
- design and undertake a practical investigation related to external influences on behavior, and draw conclusions based on evidence from collected data

UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

On completion of this Unit, students will:

- 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 can affect psychobiological functioning.
- apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

UNIT 4: HOW IS WELLBEING SUPPORTED AND MAINTAINED?

On completion of this Unit, students will:

- analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
- discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.
- 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.

For further information on this subject: VCAA VCE Psychology information

ABS ACADEMIC PROGRAM

The partnership between The Australian Ballet School ABS and VCASS allows students to commence the full time ABS vocational training program whilst maintaining a broad-based, comprehensive academic education. At VCASS, students from ABS Levels 4 to 7 enrol in an academic program that complements and supports the intensive specialist ballet training.

ABS Level 5
YEAR 10 & VCE ACADEMIC STUDIES

In Level 5 students study for the Diploma of Dance, combining dance training with allied dance subjects. Students in Level 5 are enrolled at VCASS in Year 10, 11 or 12. The academic year is dependent on the student's age and previous study. Students choose their course of study from the curriculum offerings outlined in the VCASS Year 10 Academic and VCE Academic programs.

ABS Level 6 & 7
DIPLOMA OF DANCE & ADVANCED DIPLOMA OF DANCE

Level 6 & 7 students are enrolled in the Diploma of Dance & Advanced Diploma of Dance respectively. This course incorporates selected VCE studies as well as other allied academic and dance studies. The academic component of the course allows students to complete their secondary education whilst committing the required hours to their dance training.

Students study VCE Units in English, Drama, Health and Human Development, Psychology and Dance. The majority of students in Level 6 undertake academic studies in VCE Units 1 & 2, while students in Level 7 undertake academic studies in VCE Units 3 & 4. Students who have previously completed Health and Human Development, Drama or English at VCE/HSC Year 11 or 12 levels may be given credit.

VCE STUDY SCORES

The Australian Tertiary Admission Rank (ATAR) is the overall ranking based on the student's study scores. Universities and some TAFE institutes select students for undergraduate courses using ATAR scores.

The high demands of the ABS Diploma of Dance & Advanced Diploma of Dance do not allow students to undertake a VCE course in a way that generates an ATAR.

ABS Level 6 VCE Units

VCE enrolment is managed by VCASS and follows the rules and regulations as set by the Victorian Curriculum and Assessment Authority (VCAA). As part of the Diploma of Dance, students in Level 6 study:

Semester 1

- VCE Dance Unit 1
- VCE Drama Unit 3
- VCE English Unit 1
- VCE Health and Human Development
- VCE Psychology Unit 1

Semester 2

- VCE Dance Unit 2
- VCE Drama Unit 3
- VCE English Unit 2
- VCE Health and Human Development
- VCE Psychology Unit 1

ABS Level 7 VCE Units

VCE enrolment is managed by VCASS and follows the rules and regulations as set by the Victorian Curriculum and Assessment Authority (VCAA). As part of the Advanced Diploma of Dance, students in Level 7 study:

Semester 1

- VCE Dance Unit 3
- VCE Drama Unit 4
- VCE English Unit 3
- VCE Health and Human Development
- VCE Psychology Unit 2

Semester 2

- VCE Dance Unit 4
- VCE Drama Unit 4
- VCE English Unit 4
- VCE Health and Human Development
- VCE Psychology Unit 2

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 gymnastics students have demands that ensure they are generally more tired and get home later than other students their age in other schools.

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.

Recommendations

The recommended guidelines for time to be spent on academic studies, inclusive of classroom music and dance homework, five nights per week in each learning area in addition to their music performance, study or practice. In VCE, students should be spending 120 minutes each week in each subject enrolled, including dance and music.