

VICTORIAN COLLEGE OF THE ARTS SECONDARY SCHOOL 2024 YEAR 10 ACADEMIC CURRICULUM HANDBOOK



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



YEAR 10 ACADEMIC CURRICULUM 2024

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YEAR 10 ACADEMIC CURRICULUM

The Academic Program puts into practice processes that significantly raise the standards and learning outcomes of students. The curriculum is structured by the Victorian Curriculum and the Victorian Certificate of Education (VCE).

In Year 10, students have access to a 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.

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.

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).

From Year 10 and beyond, a laptop device is recommended to complete ongoing schoolwork.



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 5 to 7 enrol in an academic program that complements and supports the intensive specialist ballet training.

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 Student Services, or the Assistant Head of Student Services, 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 Student Services know that support is being provided.



CURRICULUM FOCUS

The Year 10 curriculum sets out to enable students to experience new areas of study before Year 11 & 12, specialise in areas of interests and follow up on career pathway opportunities. It is the foundation year for the VCE years.

APPROACH

The curriculum at Year 10 is centered on semester units that allow students the opportunity to personalize their academic studies as well as support their intended pathways. The approach taken enables students to select from a range of semester units based on the Victorian Curriculum. Year 10 students also have the opportunity to accelerate their studies and access a diverse range of VCE Units.

This ensures that students are stretched to learn.

- All students undertake core units in each semester that cover the Victorian Curriculum standards in English, Mathematics, Humanities and Science
- Students complete additional elective units that provide the foundation for VCE studies in Languages
- Students have the opportunity to study VCE units at Year 10

VCE

At VCASS many students opt to commence their VCE studies in Year 10. The VCE provides a pathway to further study at University and TAFE. The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum, assessment and reporting of the VCE. Study designs for each subject are published by the VCAA and consist of four semester units. The study designs specify the learning Outcomes and Assessment Tasks for each unit. A learning Outcome is what the student must know or be able to do by the time the unit of work has been completed. Each learning outcome is carefully designed to encapsulate the important knowledge, skills and values integral to the study. Satisfactory completion of each VCE study is based on a student's ability to demonstrate successful completion of all learning Outcomes specified for each study.

COURSE SELECTION

In Year 10 students will have to make some decisions about what subjects they want to study. It's important to carefully think about these choices, as future pathways may be affected if students do not select units at Year 10 that will prepare them for studies in Years 11 and 12. In order to assist students to select a Year 10 Course that will best prepare them for VCE, individual course selection interviews will take place in Term 3. The standard full-time academic load for Year 10 students is 20 periods per week. Over the entire year, students will need to complete eight semester units.

ENGLISH & MATHEMATICS

All Year 10 students study core units from the English and Mathematics learning areas.

ENGLISH

For English, students are required to undertake:-

- 10 ENGLISH - Semester 1
- 10 ENGLISH - Semester 2

MATHEMATICS

In Semester 1, students are required to undertake:

- 10 MATHEMATICS - Semester 1

In Semester 2, students, will begin preparing for VCE Mathematics options in VCE Mathematics Methods and General Mathematics.

- 10 MATHEMATICS - Semester 2

HUMANITIES

For Humanities, students are required to undertake:

- 10 HUMANITIES

SCIENCE

Year 10 students are required to study a minimum of 1 semester of Science.

- 10 SCIENCE

LANGUAGES

VCASS offers French in both semesters. Students who are planning to continue with French into VCE are advised to undertake the Year 10 French program.

VCE UNITS

Students have the option of completing a VCE Unit 1 and 2 sequence in the Academic Program while in Year 10. Students who complete a VCE Unit 1 & 2 study in Year 10 are then able to complete a VCE Unit 3 & 4 study in Year 11. Before course approval is granted, suitability for acceleration will be discussed at Subject Selection interviews and, if necessary, with the Curriculum Leader and/or Head of Senior School.

Year 10 students wishing to apply to study a VCE subject must demonstrate that they:

- Have achieved good academic results at Year 9 in all Semester One subjects
- Are well organised and motivated to succeed
- Display strength and interest in the proposed study

VCE ELECTIVES

- Unit 1 & 2 Art Making And Exhibiting
- Unit 1 & 2 Drama
- Unit 1 & 2 Health And Human Development
- Unit 1 & 2 Media
- Unit 1 & 2 Psychology

YEAR 10 UNIT DESCRIPTIONS

ENGLISH

10 ENGLISH

SEMESTER 1 & 2

Students will be involved in reading, viewing, listening, writing, creating, comparing, researching, and problem solving, reflecting and talking about a range of text types. Students will study Shakespeare's A Midsummer Night's Dream and explore the art of persuasive language by examining Media Texts and Media Issues.

ASSESSMENT TASKS

Semester 1

Text Response
Persuasive Language Analysis
Semester 1 Examination

Semester 2

Reading and Creating Texts - Creative Response.
Reading and Comparing Texts
Semester 2 Examination

VCE PATHWAYS

English
Literature
Media

HUMANITIES

10 HUMANITIES

A Journey through Rights, Freedoms and Ethics

How do we make decisions about the big issues that face us now and will affect us in the years to come? In this subject we explore some of the big issues of the twentieth century including WWII and the Jewish holocaust, the atomic bomb and the development of the Australian indigenous rights movement. Our inquiry is focussed through the lens of human rights. Students will explore, debate and construct arguments around pressing issues including the development of AI, climate change and more.

ASSESSMENT TASKS

World War II Source Analysis
Immigration and White Australia Policy Source Analysis
Social Movements Research Report

VCE PATHWAYS

Media
Modern History
Philosophy
Literature

LANGUAGES

10 FRENCH

This unit is intended for those students wishing to pursue their French studies to VCE level. Students engage with a variety of written and spoken texts, ranging from poetry, songs, films, interviews, websites, stories, plays and articles. Students will explore and engage in activities associated with their own world and personal identity, including friendships and relationships, daily activities, film, television and pastimes. Grammar will include consolidation of past tenses, an introduction to the Future tense, the use of personal pronouns, relative pronouns, adverbs and negative expressions. Students will also undertake a film study.

The prerequisite for this subject is Year 9 French (or previous studies in French).

ASSESSMENT TASKS

SEMESTER 1

Grammar Test - 'Contrôle' (Unité 7)
Project - 'Bilan de Santé' (Unité 8)
Presentation - 'Les changements à travers les générations' (Unité 9)

SEMESTER 2

Dialogue - 'Incendie à VCASS' (Unité 10)
Report - 'Rapport Environnemental' (Unité 11)
Assessment - 'Mes futurs projets' (Unité 12)
Examination

MATHEMATICS

10 MATHEMATICS

SEMESTER ONE

Mathematics is a compulsory core unit for all Year 10 students in Semester One and is aimed at preparing students by providing a broad background from which to progress on to VCE Mathematics and/or develop skills in order to keep future career options open. The unit aims to give students the skills to be confident, creative users and communicators of Numeracy, able to investigate, represent and interpret situations both at school and in their lives outside of school. A sound knowledge of Mathematics is the cornerstone for decision-making and an essential requirement for many careers.

Students develop their knowledge and skills in:

- Basic Algebra
- Linear Graphs
- Trigonometry

The unit has a strong emphasis on problem solving and using technology such as CAS calculators and computers. Learning activities will require students to work on set skill practice tasks and complete short problem solving tests.

ASSESSMENT TASKS

Topic Tests

Assignments/Investigations

Technology Free Examination

Technology Open Examination

SEMESTER TWO

Year 10 Mathematics – Semester Two is an introductory course for General Mathematics and Mathematical Methods at the VCE level. The course emphasises applying mathematical analyses to practical situations, with a focus on interpreting mathematical results in/within real-world contexts. The course covers trigonometry, financial arithmetic, univariate and bivariate data. Exploring the preparatory Mathematical Methods content students will develop key skills and knowledge in:

- The real number system - including surds, indices and logarithms
- Advanced algebra and trigonometry
- Linear, quadratic, hyperbolic and exponential graphs

ASSESSMENT TASKS

Topic Tests

Technology Open Examination

Assignments/Investigations

Technology Free Examination

Technology Open Examination

SCIENCE

10 SCIENCE

In Year 10 Science the focus is on explaining phenomena involving science and its applications, particularly genetics, chemistry and physics. Topics covered in Year 10 core science include DNA structure and heredity; evolution and the theory of natural selection; the periodic table; rates of reaction and the types of chemical reactions; and Newton's laws of motion and energy transformation. Students will develop their science inquiry skills through planning and conducting experiments, analysing data and models, and communicating findings effectively.

This unit is offered in Semester One and Semester Two.

ASSESSMENT TASKS

Research Assignment - Genetic Disorder
 Practical Investigation
 Semester Examination

VCE PATHWAYS

Biology
 Chemistry
 Health and Human Development
 Physics
 Psychology

10 WELLBEING

THEMES

Comparison
 Respectful Relationships
 Consent
 Study Habits
 Body Kindness



VCE STUDIES

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

VCE 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

For further information on this subject: [VCAA VCE Media information](#)

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 will:

- 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 will:

- 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.

For further information on this subject: [VCAA VCE Art Making and Exhibiting Information](#)

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

For further information on this subject: [VCAA VCE Health & Human Development information](#)

VCE SCIENCE

VCE PSYCHOLOGY

Psychology is a broad discipline that incorporates both the scientific study of human behaviour 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 behaviour 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 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

For further information on this subject: [VCAA VCE Psychology information](#)

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.

YEAR 10

90 minutes each week in English, Mathematics, Humanities, Science, Foreign Languages and Classroom Music. 90 minutes each fortnight in each other subject.

VCE

Any VCE subject will generally require 100-180 minutes each week in each subject enrolled in, including Dance and Music.

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