

# VCASS

## JUNIOR SCHOOL ACADEMIC CURRICULUM HANDBOOK



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

2018

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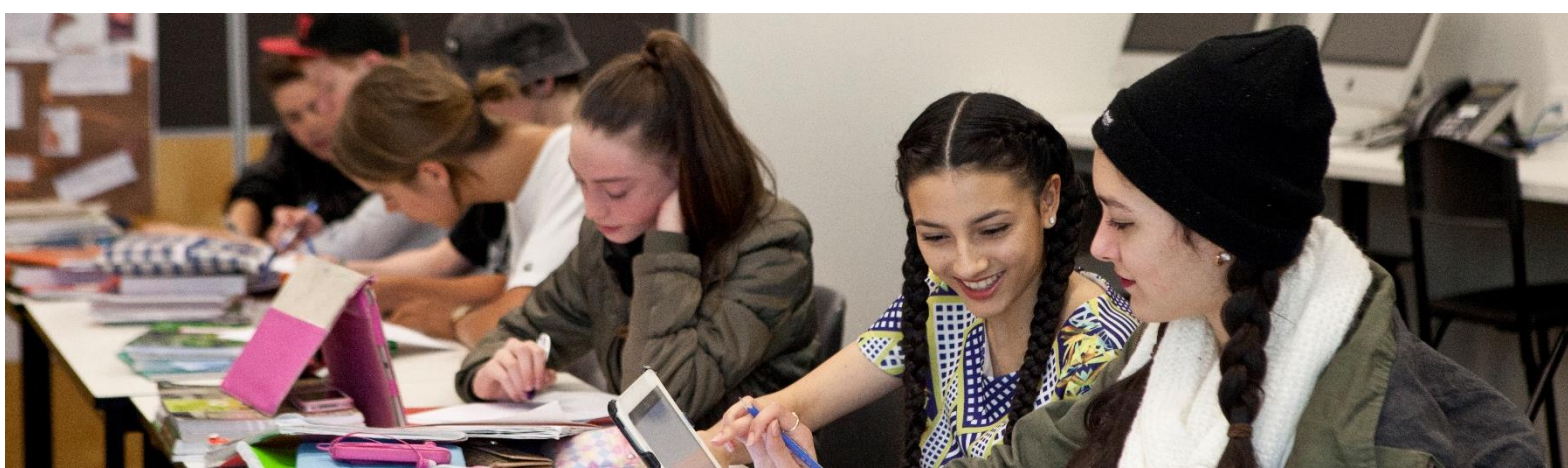
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# VCASS

## YEARS 7, 8 AND 9 CURRICULUM

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

## LEARNING COMMUNITIES

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

### Curriculum Focus Year 7, 8 & 9

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

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





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

## Approach

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

## ABS & Gymnastics Victoria

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

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

## iPad Program

The Victorian College of the Arts Secondary School has been running a successful iPad program since mid-2010, and the school is committed to the use of this mobile technology as a companion device across the curriculum. All year 7 students and new students from years 8 & 9 at VCASS are required to bring an iPad to school as a part of their essential booklist.



# EXTRA-CURRICULAR

## Excursions

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

## Junior Camp

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

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

Junior Camp is usually held in first term. In the past, students have travelled to scenic locations such as Marysville and Mount Evelyn. In 2018, the school is excited to take students in years 7, 8 and 9 to Lord Somers Camp (<https://www.lscph.org.au/about>) on the Mornington Peninsula for a three-day camp program. With a history dating back to 1929, Lord Somers Camp has a proven track record of providing outstanding programs that foster leadership in young people and a space for growth.

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

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

While the 2017 camp program is being put together, students can expect activities such as surfing, stand-up paddle boarding, bush walking, craft activities, orienteering, initiative courses as well as our traditional red faces night, which is always spectacular at the VCASS Junior Camp.



# Year 7 Studies

## Victorian Curriculum Learning Areas and Capabilities

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

# Year 8 Studies

## Victorian Curriculum Learning Areas and Capabilities

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



# Year 9 Studies

## Victorian Curriculum Learning Areas and Capabilities

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



# ART

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

## 7 ART

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

### ASSESSMENT TASKS

Visual diary  
Finished artworks

## 8 ART

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

### ASSESSMENT TASKS

Visual diary  
Finished artworks





## 7 ART

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

### ASSESSMENT TASKS

Visual diary

Finished artworks



# DRAMA

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

## 7 DRAMA

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

### ASSESSMENT TASKS

Workshop & class activities  
Ensemble performance work  
Written analysis & evaluation

## 8 DRAMA

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

### ASSESSMENT TASKS

Workshop & class activities  
Ensemble performance work  
Written analysis & evaluation



## 9 DRAMA

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

### ASSESSMENT TASKS

Workshop & rehearsal activities  
Duologue performance  
Ensemble performance  
Written analysis & evaluation



# ENGLISH

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

## 7 ENGLISH

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

### ASSESSMENT TASKS

#### Semester 1

Persuasive writing  
Poetry presentation  
Fractured Fairy Tale eBook

#### Semester 2

Creative writing task  
Text response essay  
Grammar oral presentation

## 8 ENGLISH

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

### ASSESSMENT TASKS

#### Semester 1

Text response essay  
Mystery short story

#### Semester 2

Comparative essay for  
'Australian voices' unit  
Micro-moments short story  
Grammar oral presentation



## 9 ENGLISH

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

### ASSESSMENT TASKS

#### Semester 1

Workbook entries  
Animal Farm context essay  
Film analysis

#### Semester 2

Workbook entries  
Horror Stories unit  
*Of Mice and Men* text response





# HEALTH

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

## 7 HEALTH

The importance of a healthy lifestyle is presented with a focus on how to create healthy habits in life. There are opportunities to develop good listening skills and the course emphasizes the importance of empathy, respectful behavior and compassion. Issues such as travel safety, bullying, cyberbullying, friendship are covered using films, discussions, reading, writing and role plays.

## 8 HEALTH

In Semester 1 students identify behaviours that positively influence and negatively impact on their health and wellbeing. They are challenged to take more responsibility for their own health and personal safety. Students do Mindfulness using the Smiling Minds App. They look at sugar and its effect on the body, food, good eating habits and reading food labels.

In Semester 2, students focus on how community attitudes and laws influence the sense of right and wrong. Students investigate topics related to body image and the media, the effects drugs such as tobacco; marijuana and alcohol have on the body and society, peer pressure and decision-making.



# HUMANITIES

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

## 7 HUMANITIES

Semester 1 focuses on History. Students are introduced to key ideas and terms used in the study of History. Students examine the aims and skills involved in archaeology and consider the value of archaeology in today's society. They explore aspects of daily life in the ancient period, approximately 60,000 BC (BCE) – c.650 AD (CE), such as beliefs, arts, and architecture, trade and political power. Students will study ancient civilizations such as China, Egypt, Greece, Rome and Australia.

In Semester 2, students move on to study Geography, Civics and Citizenship and Economics. In Civics and Citizenship, students consolidate their understanding of democracy and what it means to be a citizen. This includes issues of diversity and identity in Australian society. In Economics, students link ideas about citizenship with the development of globalisation and what it means to be part of a global economic community. The accessibility of resources and the impact that people have on their environment are also examined

### ASSESSMENT TASKS

#### Semester 1

Analytical exercise

#### Semester 2

Research project



## 8 HUMANITIES

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

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

### ASSESSMENT TASKS

#### Semester 1

Analytical exercise

#### Semester 2

Commentary

## 9 HUMANITIES

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

In Semester 2, students study Geography, Civics and Citizenship and Economics. In Economics, they study fundamental ideas about the functioning of markets and the implications of these ideas for our society. The accessibility of resources and the impact that people have on their environment are also examined.

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

### ASSESSMENT TASKS

#### Semester 1

Commentary

#### Semester 2

Research project



# KERRUPON PROGRAM (formerly the Integrated Program)

## YEAR 9 - SEMESTER 1 & 2

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

The Suitcase Series, in which students produce a piece of theatre focusing on an important issue, gives students an opportunity to develop teamwork and leadership skills.

The aim of the Kerrupon Program is to expand our students’ experience of the world outside of the school campus and to increase their connection with the community in ways they have not been able to do before. An important objective is to integrate student learning across the traditional academic disciplines.

Students reflect on their experiences in writing, through visual media and in class discussions and presentations.

### ASSESSMENT TASKS

#### Semester 1

Participation, presentation and written reflection

#### Semester 2

Suitcase Series contribution, performance and reflection



## LANGUAGES

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

### 7 FRENCH

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

#### ASSESSMENT TASKS

##### Semester 1

Workbook  
Cultural assignment  
Test

##### Semester 2

Workbook  
Cultural assignment  
Test

### 8 FRENCH

Throughout the year students will be given many opportunities for watching and speaking French through the use of technology and the internet. They will continue developing their oral and written communication skills. Topics covered in Semester 1 include the home, daily routine, likes and dislikes, giving and understanding directions and leisure activities. In Semester 2, topics covered include talking about activities in the past, the weather, shops and shopping, places in a town and giving and understanding more complex directions.

#### ASSESSMENT TASKS

##### Semester 1

Workbook  
Cultural assignment  
Test

##### Semester 2

Workbook  
Cultural assignment  
Test





## 9 FRENCH

*Completion of Year 8 French is the pre-requisite for this course.*

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

### ASSESSMENT TASKS

#### Semester 1

Grammar and vocabulary test  
Role play  
Reading & listening comprehensions  
Letter writing  
Presentation - une région de France

#### Semester 2

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



## JAPANESE – YEAR 9

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

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

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

### ASSESSMENT TASKS

#### Semester 1

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

#### Semester 2

Testing of knowledge of kanji, romaji and hiragana  
Research and presentation of things Japanese  
Open book tests  
Oral presentation to class on a Japanese theme



# MATHEMATICS

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

## 7 MATHEMATICS

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

### ASSESSMENT TASKS

#### Semester 1

Assignments  
Topic tests

#### Semester 2

Assignments  
Topic tests

## 8 MATHEMATICS

Mathematics in Year 8 is an exciting step up from Year 7 Mathematics. Students will explore numbers in greater detail; manipulating positive and negative numbers and learning the basic skills of algebra. Students will also explore length, perimeter, area and volume. Throughout the Year 8 Mathematics course students will undertake problem-solving exercises, investigations, and learn how mathematics is applicable in real life.

In Semester 2, students cover four large topics. Students will discover how percentages, fractions and decimals relate, as well as studying statistics, probability, and linear graphing and equations. Throughout all four of these topics, students will continue to develop mathematical skills and understanding, and will apply this knowledge to real life scenarios in their world.

### ASSESSMENT TASKS

#### Semester 1

Activities  
Topic tests

#### Semester 2

Activities  
Topic tests



## 9 MATHEMATICS

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

### ASSESSMENT TASKS

#### Semester 1

Topic tests

Assignments

#### Semester 2

Topic tests

Assignments



# SCIENCE

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

## 7 SCIENCE

In Semester 1, students will study: safety in the Science laboratory; recognizing and using scientific equipment; control measures in practical work; how to write scientific reports; contact and non-contact forces; magnets; friction; electrostatic forces; water forces; gravity and weight; why do we classify organisms? The plant and animal kingdoms; vertebrates and invertebrates and the Binomial System of Nomenclature.

In Semester 2, students will study: simple machines like levers, gears, wheels, pulleys and incline planes; what is a mixture, colloid and suspension?; separation techniques like distillation, chromatography and filtration; the chemistry of solutions; what is an ecosystem?; habitats, biotic and abiotic factors; food chains and food webs; decomposers; introduced species and the extinction of plants and animals.

### ASSESSMENT TASKS

#### Semester 1

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

#### Semester 2

A World of Machines topic test  
Separating Mixtures topic test  
Ecosystems topic test  
Research Assignment - ecosystems  
Practical work





## 8 SCIENCE

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

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

### ASSESSMENT TASKS

#### Semester 1

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

#### Semester 2

States of Matter topic test  
Reproduction topic test  
Reproduction assignment  
Chemical Reactions topic test  
Body Systems assignment

## 9 SCIENCE

In Semester 1, students study the following topics: Chemical Reactions; Heating and Cooling; Electric Circuits and Energy Transmission.

In Semester 2, students will study the following topics: Control and Coordination; Ecosystems; Dynamic Earth; Control Systems of the Human Body.

### ASSESSMENT TASKS

#### Semester 1

Chapter tests  
Research assignments  
Practical investigation  
Semester examination

#### Semester 2

Chapter tests  
Research assignment  
Practical investigation  
Semester examination



## FREQUENCY OF REPORTS

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

## HOMEWORK

The ability to develop regular practice in specialist areas balanced with focused homework and home study is a valuable aspect of the learning process at the Victorian College of the Arts Secondary School. Music students are expected to undertake at least two hours of music performance study or practice each day. It is recognized that dance and gymnastic students have demands that ensure they are generally more tired and get home later than other students their age in 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 leaning styles and varied methods of presentation.
- Teachers should ensure that homework requirements are carefully planned and corrected as soon as possible. Students should be given training in the specific skills required to effectively complete homework.
- Homework tasks should be set in such a way that students and parents recognize their relevance to work done in class, understand what is expected and can tell when the tasks are completed.
- Homework for all students should develop from class work that has been very clearly and carefully explained.
- Homework demands on time should be relatively predictable and evenly spaced.
- Homework requirements should allow time for social interaction with family and friends.
- Homework should encourage teachers, parents and students to establish links between school and home.



## HOMework RECOMMENDATIONS

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

### YEAR 7

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

### YEAR 8

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

### YEAR 9

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



## YEAR 7 - 9 OVERDUE WORK PROCESS

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

### **For students who do not follow the above procedure the following will apply:**

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



## TIMETABLES

### What a timetable may look like for a Year 7 or 8 student at VCASS

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

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

**On Thursdays & Fridays there is no afternoon recess. Classes conclude at 2.45.**

**Please note that Dance and Music students take part in after school rehearsals throughout the week.**



## What a timetable may look like for a Year 9 student at VCASS

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

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

**On Thursdays & Fridays there is no afternoon recess. Classes conclude at 2.45.**

**Please note that Dance and Music students take part in after school rehearsals throughout the week.**

