

VCASS

SENIOR SCHOOL ACADEMIC CURRICULUM HANDBOOK



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

2017

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VCASS

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, 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

At VCASS we adopt a 'community of learners' model or framework. A 'community of learners' is where every member of the community feels involved in the school, either as a place to learn or a place for enrichment. This extends within the internal structure of the academic curriculum, where common visions, values and objectives are shared. These work collaboratively to enhance the teaching strategies and assessment. Each learning community is comprised of individuals with diverse expertise and knowledge. Within each community students and teachers work in teams that facilitate exploration of ideas and questioning of beliefs and practices.

YEAR 10 & VCE

In Year 10 students develop greater independence of mind and interests. They begin to develop preferred areas for their learning within VCE (Level 10) and may undertake advanced/accelerated studies within the VCE.

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

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. Level 6 & 7 students have a different Academic Program to mainstream VCASS Year 11 & 12 students. ABS Level 6 & 7 students are required to complete studies in Drama, English, Music, and Psychology as part of the ABS Diploma of Dance course.



VCASS

YEAR 10 & VCE

The Year 10 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.

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 organized into units, (each subject typically consist 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 Year 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 proceed to tertiary education, an S result is all that is required to graduate with the VCE.

YEAR 10 CURRICULUM

CURRICULUM FOCUS

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

APPROACH

The curriculum at Year 10 adopts an integrated approach where one or more learning domains are combined and addressed through unit topics and themes. The program 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 an extensive 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.



The curriculum ensures:

- All students undertake core units in each semester that cover the Australian Curriculum standards in English and Mathematics;
- All students undertake core semester units that cover the Australian Curriculum standards in History and Science;
- Students complete additional elective units that provide the foundation for VCE studies in The Arts, Humanities, Languages, and Science;
- Students are allowed to complete additional elective units that will further develop their own personal abilities, talents and interests; and;
- Students have the opportunity to accelerate their academic studies by taking on VCE units at Year 10.

In all Year 10 academic semester units, students complete Assessment Tasks. All Assessment Tasks are linked to Achievement Standards. The standards are set at a challenging level. Grades for the Assessment Tasks are based on the level of performance for each learning outcome covered in class. The Assessment Tasks will be presented in a variety of formats, to indicate how well students have demonstrated a learning outcome, and will include provision for authentication of student work and will take into account the overall curriculum workload. This ensures that students are stretched to learn. Each standard describes what students are expected to know and be able to do at that level, and how well they should know and be able to do it. Standards in the English, History, Mathematics and Science domains are aligned to agreed national benchmarks.

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. The grade awarded is based on the Assessment Tasks, which is a combination of School Assessed Coursework (SACs), and Examinations.

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 which 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 ten semester units.

ENGLISH & MATHEMATICS

To maintain breadth of pathways, all Year 10 students study core units from the English and Mathematics learning areas. For English, students are required to undertake 10 ENGLISH: Semester 1 and 10 ENGLISH: Semester 2. For Mathematics, students are required to undertake 10 MATHEMATICS: CORE in first semester. In Semester 2, students undertake either 10 MATHEMATICS: ALGEBRA & TRIGONOMETRY, 10 MATHEMATICS: GENERAL or 10 MATHEMATICS: FOUNDATION.



HISTORY & SCIENCE

To ensure a 'well-balanced' program, all Year 10 students study core units from the History and Science learning areas. For History, students are required to undertake 10 MODERN WORLD & AUSTRALIA in either Semester 1 or Semester 2. For Science, students are required to undertake one from 10 CSI-DNA or 10 PHENOMENAL PHYSICS or 10 PRACTICAL MAGIC & CHEMISTRY in either Semester 1 or Semester 2.

DISCIPLINED-BASED STUDIES

Students select further discipline-based elective units from the Arts, Health, Humanities, Language and Science learning areas. Elective units provide the foundation for further study and opportunity to explore areas of interest.

ACADEMIC ACCELERATION (VCE UNITS)

To provide further opportunities to extend studies in areas of interest, Dance, ABS and Gymnastics students have the option of completing some academic VCE units in the Academic Program while in Year 10. Students who complete a VCE Unit 1 & 2 study at Year 10 are then able to complete a VCE Unit 3 & 4 study in Year 11. The process effectively gives the student an extra subject at the end of Year 12. Before course approval is granted, suitability for acceleration will be discussed at Subject Selection interviews. Year 10 students wishing to apply for acceleration must demonstrate that they:

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

While it is recommended that students undertake a VCE Unit 1 & 2 sequence in the same study, it is possible for students to undertake alternative studies for each semester.

BRING YOUR OWN DEVICE (BYOD) PROGRAM

The Victorian College of the Arts Secondary School believes that to Bring Your Own Computer (BYOD) is an appropriate way for students of Year 10, 11 and 12 to use technology at school in a world where a personal device can effectively meet a number of educational needs and can be self-managed. BYOD devices can be, but are not limited to a laptop or notebook, netbook or iPad. These devices are placed on the school Wi-Fi network at the discretion of the Principal. Conditions of use are identical to those in place for school owned devices. The student and their parent/guardian must sign an Acceptable Use Agreement (BYOD).



YEAR 10 STUDIES

Studies (Semester Units):		Periods per week	The Arts	English AC	Health & Physical Education	Humanities – Economics & Business	Humanities - Geography	Humanities – History	Languages	Mathematics	Science AC	Technologies	Critical & Creative Thinking	Ethical	Intercultural	Personal & Social
English	10 ENGLISH: SEMESTER 1	4		✓									✓			
	10 ENGLISH: SEMESTER 2	4		✓									✓			
Mathematics	10 MATHEMATICS: CORE	4								✓						
	10 MATHEMATICS: ALGEBRA & TRIG.	4								✓						
	10 MATHEMATICS: GENERAL	4								✓						
	10 MATHEMATICS: FOUNDATION	4								✓						
Arts	10 DRAMA: ALTER EGOS	4	✓													
	10 ART: ART AND BEYOND	4	✓													
	10 ART: ART, SO REAL & UNREAL	4	✓													
	10 MEDIA: BEHIND THE LENS	4	✓									✓				
Humanities	10 GEOGRAPHY: EXTREME EARTH	4					✓									
	10 HISTORY: MODERN WORLD & AUST.	4						✓								
	10 ECONOMICS: MONEY & SUCCESS	4				✓										
L'age	10 FRENCH: 1	4							✓							✓
	10 FRENCH: 2	4							✓							✓
Science	10 BIOLOGY: CSI/DNA	4									✓					
	10 PHYSICS: PHENOMENAL PHYSICS	4									✓					
	10 CHEMISTRY: PRACTICAL MAGIC & CHEM.	4									✓					
Health	10 HEALTH: HEALTHY COOKING	4			✓											
	10 HEALTH: HAPPINESS PROJECT	4			✓											
VCASS DANCE PROGRAM			✓													
VCASS MUSIC PROGRAM			✓													



ACCELERATED STUDIES (VCE UNITS)

VCE Studies	Periods per week	Victorian Certificate of Education (VCE)				
		The Arts	Health & Physical Education	Humanities	Science	Technology
BIOLOGY Unit 1	4				✓	
CHEMISTRY Unit 1	4				✓	
DRAMA Unit 1	4	✓				
HEALTH & HD Unit 1	4		✓			
HISTORY Unit 1	4			✓		
MEDIA Unit 1	4	✓				
PHYSICS UNIT 1	4				✓	
PSYCHOLOGY Unit 1	4				✓	
STUDIO ARTS Unit 1	4	✓				
BIOLOGY Unit 2	4				✓	
CHEMISTRY Unit 2	4				✓	
DRAMA Unit 2	4	✓				
HEALTH & HD Unit 2	4		✓			
HISTORY Unit 2	4			✓		
MEDIA Unit 2	4	✓				
PHYSICS UNIT 2	4				✓	
PSYCHOLOGY Unit 2	4				✓	
STUDIO ARTS Unit 2	4	✓				



UNIT DESCRIPTIONS

For VCE Unit descriptions, please refer to the VCE section of the curriculum handbook

ARTS

10 ART: ART AND BEYOND

In Art and Beyond students develop an expansive understanding of the history and development of various art making practices including street art and curatorial practice. Students explore key art making approaches including Surrealism and the use of found objects as they develop a series of artworks. They have an opportunity to practice making an arts proposal and develop their ideas by drawing on the work of other artists and responding to feedback from peers and their teacher. Students will visit galleries and museums to find inspiration and to support the work they undertake in class. Students refine their knowledge of the stages of art making to prepare them for further study in Units 1 and 2 Studio Arts.

ASSESSMENT TASKS

Visual Diary
Finished Artworks
Research Assignment
Examination

10 ART: ART SO REAL AND UNREAL

In Art So Real and Unreal students develop a broad knowledge of skills and techniques used in digital and video image making. Students explore the use of image editing programs such as Photoshop and Final Cut Pro to create artworks. Students explore the characteristics of modern and contemporary art to develop an understanding of broad styles and approaches to art making. Students attend excursions to galleries and museum in the Arts Precinct. This unit inspires students to be creative and innovative image-makers and image readers. Our world and culture has never been more visually based than it is today. The ability not only to "read" but also to understand and interpret this world has never been more valuable.

ASSESSMENT TASKS

Visual Diary
Finished Artworks
Research Assignment
Examination



10 DRAMA

This subject challenges students who are genuinely interested in acting to develop the skills and processes involved in the creation of character for performance. Students will explore playmaking and building techniques through the use of process drama exploring a selected Shakespearean play, which will inform their investigation on solo performance in the second part of the semester.

The first unit in this subject focuses on Shakespeare and the use of process drama, which is based on the Royal Shakespeare Company educational program. Students will be encouraged to explore a diverse range of playmaking and building techniques that will enable them to learn how to research, plan, prepare, improvise, role play and create characters and dramatic situations that will deepen their understanding of Shakespeare's plays.

The second unit in the semester focuses on investigating how to create and present a solo performance on Alter Egos. Through drama activities and workshop exercises students will explore how expressive skills such as movement, gesture and voice can be manipulated to create believable stage personalities. Dramatic elements such as focus, tension and timing will be introduced and explored. Class sessions will typically focus on improvisation devised and scripted performance situations as well as specific character building exercises. At the end of this unit students will present solo performances in class sessions.

ASSESSMENT TASKS

Workshop & Class Activities
Ensemble Performance Work
Performance examination of a devised monologue performance
Written Analysis & Evaluation

10 MEDIA: BEHIND THE LENS

Film and television are integral parts of our culture. From the simplest children's television program to the depth and spectacle of great cinema and the growing range of digital media, much of our culture is defined and reflected in moving images displayed on screens. We enjoy and are influenced by these cultural products every day, so it is useful to understand them. In Behind the Lens students study the production techniques that filmmakers use to make us care about imaginary characters, rejoice at imaginary successes and feel terror at imaginary dangers. Students learn about how the movement and positioning of the camera, along with sound, lighting and other techniques, are used to manipulate the feelings of viewers. Behind the Lens is both theoretical and practical: students study films, and produce their own short films. It is a useful preparation for VCE Media and will also help students to analyse the films they study in VCE English.

ASSESSMENT TASKS

Oral presentation analyzing the use of production techniques in a film scene
Short film storyboard
Short narrative film
Exam assessing both theoretical and practical skills



ENGLISH

10 ENGLISH: SEMESTER 1

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

ASSESSMENT TASKS

Romeo and Juliet Workbook

Analytical Essay

Romeo and Juliet Oral

Exam: Persuasive Language Analysis

10 ENGLISH: SEMESTER 2

In second semester, students begin building the skills and knowledge that are fundamental to success in VCE English and Literature. Students explore the issue of Civil Rights through the lens of 'To Kill a Mockingbird' by Harper Lee and the film text 'Mississippi Burning'. During term four, students read 'Tales of the Unexpected', a collection of short stories by Roald Dahl before writing a creative narrative of their own. This course has been designed with the VCE in mind; students can expect to cultivate skills that will be beneficial in Years 11 and 12 English and Literature.

ASSESSMENT TASKS

Workbook entries

Reading and Comparing Texts – *To Kill A Mockingbird* and *Mississippi Burning*

Reading and Creating Texts – *Tales of the Unexpected* by Roald Dahl

Exam



HEALTH

10 HEALTH: HAPPINESS PROJECT

What is health and what is happiness and what is the relationship between the two?

In this unit we will learn about our own health and happiness. We will investigate the physical, social and mental dimensions of health and some of the biological, social and environmental determinants of health that impact on our health. One of our goals will be to make some changes in our lives to make improvement in all health dimensions and student will be encouraged to keep a health journal to map their health goals and achievements along the way. At the same time we will be getting a bit philosophical, exploring the concept of happiness and attempting to answer the question "What is Happiness." We will study other people's views and opinions on happiness and its pursuit and try to identify what happiness means to each of us in an attempt to improve our mental wellbeing in a hectic, information loaded society. Ultimately we will endeavor to increase our own feelings of happiness. This subject will integrate content from health, biology, chemistry, psychology and philosophy.

ASSESSMENT TASKS

Research Activity 1: Biological determinant of health

Research Activity 2: Stress and Illness

Mid unit test

End of unit exam

10 HEALTH: HEALTHY COOKING

An aim of this unit is to develop knowledge of safe practices in the kitchen, including safe food and equipment handling practices. Students will interview a worker in a fast food facility or other, and prepare a report to share with their classmates on health and safety practices in a professional setting. Additionally this unit is designed to develop an awareness of the nutritional requirements of an adolescent /adult using the Australian Dietary Guidelines in order to plan well balanced, healthy menus and evaluate their diets accordingly. Another focus of this unit is to develop an awareness of using alternate healthier ingredients in recipes that are traditionally considered to be high in fat, salt and/or sugar. Students will apply this knowledge by modifying, preparing and evaluating a suggested series of recipes based upon clear design principles such as economy, taste and aesthetics. In the final class students working in teams will devise and prepare a simple menu based on healthy cooking principles for their teacher/s.

ASSESSMENT TASKS

Portfolio of Weekly Evaluations

Oral Report on OH&S

How Hygienic are TV Chefs? : Written Analysis

Practical Exam: Designing & Cooking a Meal



HUMANITIES

10 ECONOMICS: MONEY & SUCCESS

In this unit students investigate how to obtain the tools and knowledge useful for financial literacy and success in adult life. Topics include the nature of the modern Australian and world economy; rights and responsibilities for employers and employees; business management skills and readiness for work. Students develop an understanding of how the Australian economy is managed, particularly within the international economic context. Students analyse how policies and programs advanced by governments and other institutions affect them and their fellow citizens. Students examine the role of exchange, trade and globalization in influencing Australia's standard of living. Students develop an understanding of enterprise attributes and skills and describe the impact of innovation and enterprise on the economy and society.

ASSESSMENT TASKS

Analytical Exercise
Semester Examination

10 GEOGRAPHY: EXTREME EARTH

In this unit, students investigate how human activities interact with major natural systems. Students study issues that affect Australia, its neighbors' and other countries around the globe, such as sustainability, development, global warming, climate change, land degradation, desertification, pollution and natural disasters. Students develop skills to evaluate contributing factors and management strategies.

ASSESSMENT TASKS

Commentary
Semester examination

10 HISTORY: MODERN WORLD & AUSTRALIA

In this unit, students develop historical knowledge, understanding and skills to help make informed decisions as an adult in the 21st century. The overall scope of the unit will cover world history from an Australian perspective from the end of World War I in 1918 to today. Particular attention will be paid to the topics of World War II and Indigenous Rights and Freedoms. Students consider how different events and points of view have impacted on individuals and groups in the past and how we can learn from the past to improve our lives now and in the future.

ASSESSMENT TASKS

Analytical Exercise
Semester Examination



LANGUAGES

10 FRENCH: 1

This unit introduces students to the French language and culture from a personal perspective, enabling them to share personal information and obtain information from others related to personal identity, aspects of living in France and popular culture. Students explore and engage in activities associated with their own world and personal identity, including healthy living, travelling and eating in the French-speaking world. This unit is intended for those students wishing to pursue their French studies to VCE level. They will engage with a variety of written and spoken texts, ranging from poetry, films, interviews, websites, stories, plays, recipes and articles. Grammar will include revision and extension of the Perfect tense, an introduction to the Imperfect tense, the use of reflexive verbs and consolidation of the Imperative. Students will also study the film 'Les Choristes'.

ASSESSMENT TASKS

Writing & grammar test - reflexive verbs in the present & perfect tenses
Speaking test - daily routine
La Francophonie - presentation on a French-speaking country
Reading & Listening test
Semester One Examination

10 FRENCH: 2

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, 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 study the film "Bienvenue Chez les Ch'tis".

ASSESSMENT TASKS

Grammar test - personal pronouns
Role play – les fêtes
Film review – “Bienvenue Chez les Ch'tis”
Reading & Listening comprehension- le cinéma et les sorties
Semester Two Examination



MATHEMATICS

10 MATHEMATICS: CORE

Core Mathematics 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 attempt 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, Matrices, Linear and Quadratic Equations, and Trigonometry. The unit has a strong emphasis on problem solving and using technology such as calculators and computers. Learning activities will require students to work on set skill practice tasks and complete short problem solving tests.

ASSESSMENT TASKS

Skill Practice Tasks (Activity sheets and exercises)

Topic Tests

Exam

10 MATHEMATICS: ALGEBRA AND TRIGONOMETRY

This Semester Two unit provides a solid basis for further studies in VCE Mathematics and is our recommended course for Mathematical Methods Units 1 & 2 in Year 11. This unit provides students with the foundation work in algebraic mathematics including: expanding and factorizing, quadratic graphs, and relationships. The unit has a strong emphasis on problem solving and using technology such as calculators and computers. Learning activities will require students to work on set skill practice tasks, present short reports on project topics, and complete short problem solving tests.

The pre-requisite for this unit is B average in Core Mathematics.

ASSESSMENT TASKS

Skill Practice Tasks (Worksheets, Exercises, & Homework)

Topic Tests

Exam

10 MATHEMATICS: GENERAL

This Semester Two unit is a good introduction to the modules studied in General and Further Mathematics at VCE and is our recommended unit for these subjects. The course emphasizes applying mathematical analyses to practical situations, with a focus on interpreting mathematical results in/within real-world contexts. The course covers financial arithmetic, statistics, linear graphs and sequences.

The pre-requisite for this unit is C+ average in Core Mathematics.

ASSESSMENT TASKS

Skill Practice Tasks

Project Work

Tests

Exam



10 MATHEMATICS: FOUNDATION

This Semester Two unit is a good introduction to using mathematics in real life situations, practical problem solving and communicating mathematically. This course covers business mathematics, arithmetic, statistics and measurement. Students wishing to study VCE Mathematics are advised to undertake the Algebra & Trigonometry or General units.

There is no pre-requisite for this subject.

ASSESSMENT TASKS

Skill Practice Tasks

Project Work

Tests

Exam



SCIENCE

10 BIOLOGY: CSI /DNA

Why is DNA important? Your DNA is unique, how? Why? What can your DNA tell you and others and who owns the information it contains? DNA, or deoxyribonucleic acid, is the hereditary material in humans and all other organisms. It contains the genetic instructions used in the development and functioning of all living organisms and some viruses. In this unit you will discover what DNA is, why it is important and what your DNA can tell you about yourself. You will also discover how forensic scientists identify criminals through forensic DNA collection and manipulation techniques, ('CSI' style) and explore technological advances such as PCR machines (polymerase chain reaction) and restriction enzymes (biological scissors) and ligase enzymes (biological glues) which are used in recombinant DNA technologies. Genes are lengths of DNA that control our characteristics. You will explore how DNA does this, discover how changes to DNA have led to the evolution of humans over time and delve deeper into ideas and theories of human evolution. You will find out what is happening to DNA in the genetic engineering labs of today and examine what this means for society today and in the future.

ASSESSMENT TASKS

Chromosomal abnormality report
Mid Unit Test (cells and DNA)
End of Unit / Semester Exam

10 CHEMISTRY: PRACTICAL MAGIC & CHEMISTRY

Chemistry is an integral part of our everyday lives; a powerful subject and important discipline to understand the composition and processes of the material world, physical change and the environment. Chemistry enables us to explore the nature of chemicals and chemical processes. Students will learn about: atomic theory and its historical development; the information revealed by the periodic table; the importance of an atom's electronic configuration; the bonds that form within metallic, covalent and ionic substances; plastics and hydrocarbons; physical and chemical changes; how to write and balance chemical equations; conservation of mass; reaction rates and the various types of chemical reactions that exist in nature, our lives and the laboratory.

ASSESSMENT TASKS

Patterns and Periodicity Test
Chemical Reactions Test
Chemistry Assignment
Practical Reports and Logbook



10 PHYSICS: PHENOMENAL PHYSICS

Phenomenal Physics takes you on a journey from the beginning of time, and the creation of the universe, to life on the edge, and the creative universe in human performance. As both an art and a science, physics will empower and enable you to see things in entirely new ways. Phenomenal Physics will also prepare you for all of the VCE senior science subjects. It will look at the following:

- Interactions of the biosphere, lithosphere, hydrosphere and atmosphere can have profound effects on planet Earth as a living system. The science of climate change is studied to investigate significant changes to our world.
- The motion of objects, using the laws of physics, enables us to understand the physics of posture and movement of the human body, and analyse ordinary and extreme motion.
- The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin and evolution of the universe.
- Students will have the opportunity to use physics to do a creative research project of personal interest, related or unrelated to their other studies.

ASSESSMENT TASKS

Global system analysis

Motion practical investigations

The universe multimedia presentation

Tests & examinations



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 student loads ensures students get the most out of their VCE studies. The maximum number of VCE Unit 3 & 4 study sequences that can be included in a university entrance score (ATAR) is 6. The final ATAR is made up of the students' score in English or Literature, their best three and 10% of the next 2, all reduced to make a total out of 100.

ACADEMIC LOAD

FULL LOAD STATUS

Year 11

Four (4) VCE Unit 1 & 2 Academic studies

OR

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

Year 12

Three (3) VCE Unit 3-4 Academic study sequence

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 principal to ask for an exemption from this, providing clear evidence.
- Detailed explanatory notes and medical certificates must be provided



WHAT YEAR 11 & 12 LOOKS LIKE FOR A TYPICAL VCASS DANCE STUDENT

	Acceleration:	VCE Academic Studies Unit Studies:	VCE Dance Studies
Year 12		<ul style="list-style-type: none"> One (1) VCE Unit 3-4 study sequence in English or Literature Two (2) other academic VCE Unit 3-4 study sequences 	<ul style="list-style-type: none"> One (1) VCE study sequence in VET Certificate II in Dance Unit 3-4
Year 11 Academic Acceleration Dance students take this option to obtain the highest maximum ATAR score	<ul style="list-style-type: none"> One (1) VCE Unit 3-4 study sequence 	<ul style="list-style-type: none"> One (1) VCE Unit 1 & 2 study in English or Literature Two (2) other academic VCE Unit 1 & 2 studies 	<ul style="list-style-type: none"> One (1) VCE Dance Unit 3-4 study sequence
Year 11 No Academic Acceleration		<ul style="list-style-type: none"> One (1) VCE Unit 1 & 2 study in English or Literature Three (3) other academic VCE Unit 1 & 2 studies 	<ul style="list-style-type: none"> One (1) VCE Dance Unit 3-4 study sequence

WHAT YEAR 11 & 12 LOOKS LIKE FOR A TYPICAL VCASS MUSIC STUDENT

	Acceleration:	VCE Academic Studies Unit Studies:	VCE Music Studies
Year 12		<ul style="list-style-type: none"> One (1) VCE Unit 3-4 study sequence in English or Literature Two (2) other academic VCE Unit 3-4 study sequences 	<ul style="list-style-type: none"> Two (2) VCE study sequences: VCE Music Investigation Unit 3-4 VCE Music Style & Composition Unit 3-4
Year 11 No Academic Acceleration		<ul style="list-style-type: none"> One (1) VCE Unit 1 & 2 study in English or Literature Three (3) other academic VCE Unit 1 & 2 studies 	<ul style="list-style-type: none"> Two (2) VCE study sequences: VCE Music Performance Unit 3-4 VCE Music Style & Composition Unit 1 & 2



WHAT YEAR 11 & 12 LOOKS LIKE FOR A TYPICAL VCASS VISUAL ARTS STUDENT

	Acceleration:	VCE Academic Studies Unit Studies:	VCE Visual Arts Studies
Year 12		<ul style="list-style-type: none"> One (1) VCE Unit 3-4 study sequence in English or Literature Two (2) other academic VCE Unit 3-4 study sequences 	<ul style="list-style-type: none"> Two (2) VCE study sequences: VCE Art Unit 3 & 4 VCE Studio Arts Unit 3 & 4
Year 11 No Academic Acceleration		<ul style="list-style-type: none"> One (1) VCE Unit 1 & 2 study in English or Literature Three (3) other academic VCE Unit 1 & 2 studies 	<ul style="list-style-type: none"> Two (2) VCE study sequences: VCE Art Unit 1 & 2 VCE Studio Arts Unit 1 & 2
Year 11 With Academic Acceleration	<ul style="list-style-type: none"> One (1) VCE Unit 3-4 study sequence 	<ul style="list-style-type: none"> One (1) VCE Unit 1 & 2 study in English or Literature Two (2) other academic VCE Unit 1 & 2 studies 	<ul style="list-style-type: none"> Two (2) VCE study sequences: VCE Art Unit 1 & 2 VCE Studio Arts Unit 1 & 2

WHAT YEAR 11 & 12 LOOKS LIKE FOR A TYPICAL VCASS THEATRE ARTS STUDENT

	Acceleration:	VCE Academic Studies Unit Studies:	VCE Theatre Arts Studies
Year 12		<ul style="list-style-type: none"> One (1) VCE Unit 3-4 study sequence in English or Literature Two (2) other academic VCE Unit 3-4 study sequences 	<ul style="list-style-type: none"> Two (2) VCE study sequences: VCE Drama Unit 3 & 4 VCE Theatre Studies Unit 3 & 4
Year 11 Without Academic Acceleration		<ul style="list-style-type: none"> One (1) VCE Unit 1 & 2 study in English or Literature Three (3) other academic VCE Unit 1 & 2 studies 	<ul style="list-style-type: none"> Two (2) VCE study sequences: VCE Drama Unit 1 & 2 VCE Theatre Studies Unit 1 & 2
Year 11 With Academic Acceleration	<ul style="list-style-type: none"> One (1) VCE Unit 3-4 study sequence 	<ul style="list-style-type: none"> One (1) VCE Unit 1 & 2 study in English or Literature Two (2) other academic VCE Unit 1 & 2 studies 	<ul style="list-style-type: none"> Two (2) VCE study sequences: VCE Drama Unit 1 & 2 VCE Theatre Studies Unit 1 & 2



WHAT YEAR 11 & 12 CAN LOOK LIKE FOR AN ABS (LEVEL 5) STUDENT

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 realize is that the ABS Advanced Diploma in Dance includes a VCE pass, 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 will be necessary. For information regarding Level 6 and beyond please refer to the section of the handbook on the Australian Ballet School.

	VCE Academic Studies FOR Year 11 & 12 ABS LEVEL 5	
	Acceleration:	Unit Studies:
Year 12		<ul style="list-style-type: none"> One (1) VCE Unit 3-4 study sequence in English or Literature Two (2) other academic VCE Unit 3-4 study sequences
Year 11 With Academic Acceleration IF APPROVED	<ul style="list-style-type: none"> One (1) VCE Unit 3-4 study sequence 	<ul style="list-style-type: none"> One (1) VCE Unit 1 & 2 study in English or Literature Two (2) other academic VCE Unit 1 & 2 studies
Year 11 Without Academic Acceleration		<ul style="list-style-type: none"> One (1) VCE Unit 1 & 2 study in English or Literature Three (3) other academic VCE Unit 1 & 2 studies

WHAT YEAR 11 & 12 LOOKS LIKE FOR A GYMNASTICS VICTORIA STUDENT

	VCE Academic Studies	
	Acceleration:	Unit Studies:
(OPTIONAL) Additional academic studies Or Year 13		<p>Friday afternoon academic studies:</p> <ul style="list-style-type: none"> VCE Unit 3-4 study sequence in English <p>Or</p> <p>Return for Year 13</p> <ul style="list-style-type: none"> Three (3) other academic VCE Unit 3-4 study sequences
Year 12		<ul style="list-style-type: none"> Total of three (3) academic VCE Unit 3-4 study sequences
Year 11 With Academic Acceleration IF APPROVED	<ul style="list-style-type: none"> One (1) VCE Unit 3-4 study sequence 	<ul style="list-style-type: none"> One (1) VCE Unit 1 & 2 study in English or Literature Two (2) other academic VCE Unit 1 & 2 studies
Year 11 Without Academic Acceleration		<ul style="list-style-type: none"> One (1) VCE Unit 1 & 2 study in English or Literature Three (3) other academic VCE Unit 1 & 2 studies



VCE Studies

Each VCE study is 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 pair. 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.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

VCE Study	Periods per week	THE ARTS	ENGLISH	HEALTH & PE	HUMANITIES	MATHEMATICS	SCIENCE	TECHNOLOGY
BIOLOGY Unit 1	4						✓	
CHEMISTRY Unit 1	4						✓	
DRAMA Unit 1	4	✓						
ENGLISH Unit 1	4		✓					
FRENCH Unit 1	4							
HEALTH & HD Unit 1	4			✓				
HISTORY Unit 1	4				✓			
LITERATURE Unit 1	4		✓					
GENERAL MATHEMATICS Unit 1	4					✓		
MATHEMATICAL METHODS Unit 1	4					✓		
MEDIA Unit 1	4	✓						
PHILOSOPHY Unit 1	4				✓			
PHYSICS Unit 1	4						✓	
PSYCHOLOGY Unit 1	4						✓	
STUDIO ARTS UNIT 1	4	✓						
BIOLOGY Unit 2	4						✓	
CHEMISTRY Unit 2	4						✓	
DRAMA Unit 2	4	✓						
ENGLISH Unit 2	4		✓					
FRENCH Unit 2	4							
HEALTH & HD Unit 2	4			✓				
HISTORY Unit 2	4				✓			
LITERATURE Unit 2	4		✓					
GENERAL MATHEMATICS Unit 2	4					✓		
MATHEMATICAL METHODS Unit 2	4					✓		
MEDIA Unit 2	4	✓						
PHILOSOPHY Unit 2	4				✓			
PHYSICS Unit 2	4						✓	
PSYCHOLOGY Unit 2	4						✓	
STUDIO ARTS Unit 2	4	✓						



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.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

VCE Study	Periods per week	VICTORIAN CERTIFICATE OF EDUCATION (VCE)						
		THE ARTS	ENGLISH	HEALTH & PE	HUMANITIES	MATHEMATICS	SCIENCE	TECHNOLOGY
BIOLOGY Unit 3	6						✓	
CHEMISTRY Unit 3	6						✓	
DRAMA/THEATRE STUDIES Unit 3 (<i>alternate on yearly basis</i>)	6	✓						
ENGLISH Unit 3	6		✓					
FRENCH Unit 3	6							
HEALTH & HD Unit 3	6			✓				
HISTORY (Revolutions) Unit 3	6				✓			
LITERATURE Unit 3	6		✓					
FURTHER MATHEMATICS Unit 3	6					✓		
MATHEMATICAL METHODS Unit 3	6					✓		
MEDIA Unit 3	6	✓						
PHILOSOPHY Unit 3	6				✓			
PHYSICS Unit 3	6						✓	
PSYCHOLOGY Unit 3	6						✓	
STUDIO ARTS Unit 3	6	✓						
BIOLOGY Unit 4	6						✓	
CHEMISTRY Unit 4	6						✓	
DRAMA/THEATRE STUDIES Unit 4 (<i>alternate on yearly basis</i>)	6	✓						
ENGLISH Unit 4	6		✓					
FRENCH Unit 4	6							
HEALTH & HD Unit 4	6			✓				
HISTORY (Revolutions) Unit 4	6				✓			
LITERATURE Unit 4	6		✓					
FURTHER MATHEMATICS Unit 4	6					✓		
MATHEMATICAL METHODS Unit 4	6					✓		
MEDIA Unit 4	6	✓						
PHILOSOPHY Unit 4	6				✓			
PHYSICS Unit 4	6						✓	
PSYCHOLOGY Unit 4	6						✓	
STUDIO ARTS Unit 4	6	✓						



ARTS

VCE DRAMA

People tell stories, explore ideas, make sense of their worlds and communicate meaning through drama. Drama develops personal and social identity. VCE Drama connects students to the traditions of drama practice and, through the processes of devising and performing drama, allows them to explore, understand and respond to the contexts, narratives and stories that shape their worlds. The study requires students to be creative and critical thinkers. Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding. VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts. The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

UNIT 1: DRAMATIC STORYTELLING

On completion of this Unit, students will:

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

UNIT 2: NON-NATURALISTIC AUSTRALIAN DRAMA

On completion of this Unit, students will:

- devise and document the processes used to create a solo or ensemble non-naturalistic performance work.
- present a performance of a devised non-naturalistic work to an audience.
- analyse the creation, development and performance to an audience of their non-naturalistic devised work.
- analyse a performance of an Australian drama work

UNIT 3: DEvised NON-NATURALISTIC ENSEMBLE PERFORMANCE

On completion of this Unit, students will:

- develop and present character/s within a devised non-naturalistic ensemble performance.
- analyse the use of processes, techniques and skills to create and present a devised ensemble performance.
- analyse and evaluate a non-naturalistic performance.

UNIT 4: NON-NATURALISTIC SOLO PERFORMANCE

On completion of this Unit, students will:

- devise a solo performance in response to given stimulus material and describe the non-naturalistic qualities of the performance.
- create, develop and perform a non-naturalistic drama solo in response to a prescribed structure.
- analyse and evaluate the creation, development and presentation of a devised non-naturalistic solo performance.

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



ARTS

VCE MEDIA

VCE Media provides students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society.

UNIT 1: REPRESENTATION, TECHNOLOGY AND NEW MEDIA

On completion of this Unit, students will:

- describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.
- produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.
- discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

UNIT 2: PRODUCTION, MEDIA INDUSTRY PRODUCTION AND AUSTRALIAN MEDIA ORGANISATIONS

On completion of this Unit, students will:

- explain the media production process and demonstrate specialist production skills within collaborative media productions.
- discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the media industry.
- describe characteristics of Australian media organizations and discuss the social and industrial framework within which such organizations operate.

UNIT 3: NARRATIVE AND MEDIA PRODUCTION DESIGN

On completion of this Unit, students will:

- analyze the nature and function of production and story elements in fictional media texts and discuss how combinations of these elements structure the narrative to engage an audience.
- use a range of technical equipment, applications and media processes to present ideas, achieve effects and explore aesthetic qualities appropriate to a media form.
- prepare a media production design plan incorporating the specifications appropriate for the chosen media product.

UNIT 4: PROCESS AND MEDIA VALUES AND INFLUENCE

On completion of this Unit, students will:

- produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3.
- discuss the ways in which social values shape the content of media texts and analyze how social values are reflected in a text.
- discuss theories of media influence and analyse debates about the nature and extent of media influence.

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



ARTS

VCE STUDIO ARTS

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer.

Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student's artistic and creative development. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process.

The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks.

UNIT 1: STUDIO INSPIRATION AND TECHNIQUES

On completion of this Unit, students will:

- identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual languages.
- produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.
- discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

UNIT 2: STUDIO EXPLORATION AND CONCEPTS

On completion of this Unit, students will:

- develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.
- Compare a range of historical and contemporary art periods, styles or movements, and analyse discuss the ways in which artists communicate ideas, and developed styles and demonstrate aesthetic qualities in artworks.

UNIT 3: STUDIO PRACTICE AND PROFESSIONAL ART PRACTICES

On completion of this Unit, students will:

- prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.
- present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.
- Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.



UNIT 4: STUDIO PRACTICE AND ART INDUSTRY CONTEXTS

On completion of this Unit, students will:

- present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, that demonstrate refinement and application of materials and techniques, and that realize and communicate the student's ideas expressed in the exploration proposal.
- provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.
- compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions

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



ARTS

VCE THEATRE STUDIES

In VCE Theatre Studies students interpret play scripts and produce theatre for audiences. Through practical and theoretical engagement with play scripts from the pre-modern era to the present day, students gain an insight into the history and rich possibilities of play script-based theatrical production and develop understanding and appreciation of the role and place of the practitioner in theatre. Theatre practitioners develop, create and craft productions through research, contextualization, visualization and the application of stagecraft. The study covers roles in theatre practice including actor, director, designer, theatre technologist and theatre administrator/manager. Throughout the study, students work with play scripts in both their written form and in performance, studying various areas of stagecraft that can be used to interpret these play scripts. Students study the contexts, that is, the time, places and cultures, of play scripts, as well as their language and theatrical possibilities. They explore ways that meaning can be constructed and conveyed through theatrical performance. They consider the audiences who will engage with their productions and incorporate knowledge and understanding of audience culture, demographic and sensibilities in their interpretations. Students apply stagecraft to collaboratively and individually interpret play scripts and their theatrical possibilities. Through study of play scripts, contribution to the production of plays, and the application of stagecraft, students develop knowledge and understanding of theatre and its practices.

UNIT 3: PLAYSRIPT INTERPRETATION

On completion of this Unit, students will:

- apply stagecraft to interpret a play script for performance to an audience.
- document an interpretation of excerpts from a play script and explain how stagecraft can be applied in the interpretation.
- analyse and evaluate the interpretation of a written play script in production to an audience.

UNIT 4: PERFORMANCE INTERPRETATION

On completion of this Unit, students will:

- interpret a monologue from a play script and justify their interpretive decisions.
- develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene.
- analyse and evaluate acting in a production.

For further information on this subject: [VCAA VCE Theatre Studies 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, 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:

- produce analytical and creative responses to texts.
- analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

UNIT 2

On completion of this Unit, students will:

- compare the presentation of ideas, issues and themes in two texts.
- identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

UNIT 3

On completion of this Unit, students will:

- produce an analytical interpretation of a selected text in written form AND write a creative response to a selected text with a written explanation of decision made in the writing process.
- an analysis and comparison of argument and use of persuasive language in multiple media texts that present a point of view on an issue.
- EAL only: listen to and demonstrate in writing comprehension to a spoken text

UNIT 4

On completion of this Unit, students will:

- produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- construct a sustained and reasoned point of view on an issue currently seated in the media.

VCE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL - formerly known as ESL)

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 study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. Students learn to understand that texts are constructions, to consider the complexity of language and to recognize the influence of contexts and form. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

The pre-requisite for this study is a B+ average in Year 10 English.

UNIT 1

On completion of this Unit, students will:

- respond to a range of texts and reflect on influences shaping these responses.
- analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

UNIT 2

On completion of this Unit, students will:

- analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
- compare texts considering the dialogic nature of texts and how they influence each other.

UNIT 3

On completion of this Unit, students will:

- analyse the extent to which meaning changes when a text is adapted to a different form.
- respond creatively to a text and comment on the connections between the text and the response.

UNIT 4

On completion of this Unit, students will:

- produce an interpretation of a text using different literary perspectives to inform their view.
- analyse features of texts and develop and justify interpretations of texts.

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



LANGUAGES

VCE FRENCH

This study develops students' ability to understand and use a language which is widely learned internationally and also provides students with a direct means of access to the rich and varied culture of francophone communities around the world. Studying a language other than English contributes to the overall education of students in the areas of communication, cross-cultural understanding, cognitive development, literacy and general knowledge.

UNIT 1

On completion of this Unit, students will:

- establish and maintain a spoken or written exchange related to personal areas of experience.
- listen to, read and obtain information from spoken and written texts.
- produce a personal response to a text focusing on real or imaginary experience.

UNIT 2

On completion of this Unit, students will:

- participate in a spoken or written exchange related to making arrangements and completing transactions.
- listen to, read, and extract and use information and ideas from spoken and written texts.
- give expression to real or imaginary experience in spoken or written form.

UNIT 3

On completion of this Unit, students will:

- express ideas through the production of original texts.
- analyse and use information from spoken texts.
- exchange information, opinions and experiences.

UNIT 4

On completion of this Unit, students will:

- analyse and use information from written texts.
- respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.

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



HEALTH AND PE

VCE HEALTH & HUMAN DEVELOPMENT

VCE Health and Human Development provides students with the skills and knowledge to make informed decisions about their own health and to recognize the importance of health in society. In undertaking this study, they will be able to actively participate in making appropriate choices that allow for good health and be able to seek appropriate advice. VCE Health and Human Development enables students to understand the current ideologies of health and human development in contemporary society. Students critically evaluate the health and development of the individual across the lifespan in the context of both Australia's and global health and human development. VCE Health and Human Development offers students a range of pathways and caters to those who wish to pursue further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

UNIT 1: THE HEALTH AND DEVELOPMENT OF AUSTRALIA'S YOUTH

On completion of this Unit, students will:

- describe the dimensions of, and the interrelationships within and between, youth health and individual human development, and analyse the health status of Australia's youth using appropriate measurements.
- describe and explain the factors that have an impact on the health and individual human development of Australia's youth, outline health issues relevant to Australia's youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

UNIT 2: INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES

On completion of this Unit, students will:

- describe and explain factors that affect the health and individual human development during the prenatal stage.
- describe and explain factors that affect the health and individual human development of Australia's children.
- describe and explain the factors that affect the health and individual human development of Australia's adults.

UNIT 3: AUSTRALIA'S HEALTH

On completion of this Unit, students will:

- compare the health status of Australia's population with that of other developed countries, compare and explain the variations in health status of population groups within Australia and discuss the role of the National Health Priority Areas in improving Australia's health status.
- discuss and analyse approaches to health and health promotion, and describe Australia's health system and the different roles of government and non-government organizations in promoting health.

UNIT 4: GLOBAL HEALTH AND HUMAN DEVELOPMENT

On completion of this Unit, students will:

- Analyse factors contributing to variations in health status between Australia and developing countries, and explain the contribution the United Nations' Sustainable Development Goals can make to promoting global health and sustainable human development.
- describe and evaluate programs implemented by international and Australian government and non-government organizations, and analyze the interrelationships between health, human development and sustainability.

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



HUMANITIES

VCE HISTORY

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings 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 sources and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places and ideas.

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They 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 history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced. We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Furthermore, judgments of historical significance made by historians are central to the discipline. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to debate. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

UNIT 1 (TWENTIETH CENTURY): 1918-1939

On completion of this Unit, students will:

- explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
- explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

UNIT 2 (TWENTIETH CENTURY): 1945-2000

On completion of this Unit, students will:

- explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
- explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

UNIT 3 (REVOLUTIONS): THE AMERICAN REVOLUTION OF 1776

On completion of this Unit, students will:

- analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
- analyse the consequences of revolution and evaluate the extent of change brought to society.

UNIT 4 (REVOLUTIONS): THE CHINESE REVOLUTION OF 1949

On completion of this Unit, students will:

- analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
- analyse the consequences of revolution and evaluate the extent of change brought to society.

For further information on this subject: [VCAA VCE History \(Twentieth Century\) information](#)

For further information on this subject: [VCAA VCE History \(Revolutions\) information](#)



HUMANITIES

VCE PHILOSOPHY

Philosophy is the oldest academic discipline. It is broadly concerned with ethics, epistemology (philosophy of knowledge) and metaphysics. It is the founding discipline of logic, and continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, science and the humanities. Philosophers grapple with the most profound questions, such as: What is the nature of reality? Is it possible to attain certainty about anything? Is there a common human nature? What is it to live a good life? Philosophy is thus not only concerned with issues of public debate such as artificial intelligence, justification for a charter of human rights or censorship of speech or art, but with the problems that lie at their foundation. 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 through learning to think differently.

VCE Philosophy contains a broad introduction to philosophy, exploring themes and debates within metaphysics, epistemology and value theory as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates human nature through the mind/body debate and questions regarding personal identity, leading to an examination of the good life.

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:

- discuss concepts relating to the mind, psyche and body, and analyse and evaluate viewpoints and arguments concerning the relationship between the mind and body, and psyche and body, found within and across the set texts and in contemporary debates.
- analyse, compare and evaluate theories of personal identity in the set texts and discuss related contemporary debates.

UNIT 4: THE GOOD LIFE

On completion of this Unit, students will:

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

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



MATHEMATICS

VCE FURTHER MATHEMATICS

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'.

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

UNIT 3

Further Mathematics consists of a compulsory core area of study comprising 'Data analysis' and 'Recursion and financing model'.

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

Students must complete two modules selected from the following four modules.

Applications

- Module 1: (Matrices)
- Module 2: (Networks and decision mathematics)
- Module 3: (Geometry and relations)
- Module 4: (Business-related mathematics)

On completion of this Unit, students will:

- define and explain key concepts as specified in the content from the two selected modules, and apply related mathematical techniques and models
- select and apply the mathematical concepts, models and techniques from the two selected modules in a range of contexts of increasing complexity.in routine contexts.
- 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 Further Mathematics information](#)



MATHEMATICS

VCE GENERAL MATHEMATICS

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

The pre-requisite for this study is a C+ average in Year 10 Mathematics – General OR Algebra & Trigonometry.

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.

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



MATHEMATICS

VCE MATHEMATICAL METHODS (CAS)

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 pre-requisite for this study is a B+ average in Year 10 Mathematics - Algebra & Trigonometry.

UNIT 1

On completion of this Unit, 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.

UNIT 2

On completion of this Unit, 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 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

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and leads 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 endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also 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 THINGS STAY ALIVE?

On completion of this Unit, students will:

- investigate and explain how cellular structures and systems function to sustain life.
- explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
- design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?

On completion of this Unit, students will:

- compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
- apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
- investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

On completion of this Unit, students will:

- explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
- apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.



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

On completion of this Unit, students will:

- analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
- describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
- design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

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



SCIENCE

VCE CHEMISTRY

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. 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 a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and leads 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 endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, 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:

- relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
- investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
- investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

UNIT 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

On completion of this Unit, students will:

- relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
- measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
- design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

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 galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
- apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimized, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.



UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORIZED, ANALYSED AND USED?

On completion of this Unit, students will:

- compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
- distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
- design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

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



SCIENCE

VCE PHYSICS

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. Scientifically literate physics students demonstrate interest in and understanding of the Universe, engage in debates about the nature of evidence, theories and models, and appreciate the value of physics in society. They can describe and use theories and models, propose and investigate hypotheses, collect data, analyze the limitations of that data, draw conclusions, make recommendations, and select and use a range of appropriate technologies and mathematical techniques.

UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

On completion of this Unit, students will:

- apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
- investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
- explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

On completion of this Unit, students will:

- investigate, analyse and mathematically model the motion of particles and bodies.
- apply concepts of light and nuclear physics to describe and explain the genesis and life cycle of stars, and describe the methods used to gather this information.
- design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

On completion of this Unit, students will:

- analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
- analyse and evaluate an electricity generation and distribution system.
- investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

UNIT 4: HOW CAN TWO CONTRADICTIONARY MODELS EXPLAIN BOTH LIGHT AND MATTER?

On completion of this Unit, students will:

- apply wave concepts to analyse, interpret and explain the behavior of light.
- provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
- design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

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



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.

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

On completion of this Unit, students will:

- explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
- apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.



UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?

On completion of this Unit, students will:

- Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.
- Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a bio psychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
- Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions 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 enroll 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 **ABS Certificate III in Dance**. This is an accredited qualification that includes dance training and academic studies including allied subjects such as Music, Performance Psychology, Nutrition and Cultural Studies. 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 **ABS Diploma of Dance & Advanced Diploma of Dance** respectively. This is a tertiary course that 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, Music, Psychology and Dance Perspectives. 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 Music, 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.

To be awarded with the ABS Diploma of Dance, students are required to successfully complete the VCE to a **pass level**. VCASS teachers determine if Level 6 & 7 students are able to demonstrate knowledge **for all** of the learning outcomes in each VCE unit. This process does not require students undertaking extra ASSESSMENT TASKS and exams to determine levels of achievement. Only with VCE English will ABS students obtain a study score, and be required to complete the extra ASSESSMENT TASKS and external exams. Students wishing to achieve an ATAR score would need to discuss possible pathway options available after their ABS training. If students leave before completing their ABS qualifications, VCASS can assist with transition into a suitable academic program such as Year 13 at VCASS.

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 ABS Advanced Diploma of Dance, students in Level 6 study:

Semester 1

- VCE Dance Unit 1
- VCE Drama Unit 3
- VCE English Unit 1
- VCE Music Style & Composition Unit 1
- VCE Psychology Unit 1

Semester 2

- VCE Dance Unit 2
- VCE Drama Unit 3
- VCE English Unit 2
- VCE Music Style & Composition Unit 2
- 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 ABS Advanced Diploma of Dance, students in Level 7 study:

Semester 1

- VCE Dance Unit 3
- VCE Drama Unit 4
- VCE English Unit 3
- VCE Music Style & Composition Unit 3
- VCE Psychology Unit 2

Semester 2

- VCE Dance Unit 4
- VCE Drama Unit 4
- VCE English Unit 4
- VCE Music Style & Composition Unit 4
- 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, gymnastic and tennis 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.

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 10

- 90 minutes each week in each of English, Mathematics, Languages, Science and Classroom Music
- 90 minutes each fortnight in each other subject

VCE

- 120 minutes each week in each subject enrolled in, including dance and music

YEAR 10 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 students VCASS mail 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:

5. 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.
6. 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.
7. 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.
8. 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.

