

THE VICTORIAN COLLEGE OF THE ARTS SECONDARY SCHOOL
**2021 VCE ACADEMIC
CURRICULUM HANDBOOK**



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



Victorian College of the Arts
SECONDARY SCHOOL



Education
and Training



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VCASS

VCE CURRICULUM



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.

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

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

LEARNING COMMUNITIES

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

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 consists of four semester units). A unit comprises a set number of Learning Outcomes, (usually two or three). Units 3 & 4 of a subject must be studied in sequential order, whereas Units 1 & 2 can be mixed and matched. Students are not required to complete all the units of a subject as part of the VCE course, meaning they are able to change subject choice between Years 11 and Year 12. On completing a unit, a student receives either an S (Satisfactory) or N (Non- satisfactory) result. If a student does not intend to proceed to tertiary education, an S result is all that is required to graduate with the VCE.



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.

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 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 convertible device. These devices are placed on the school Wi-Fi network at the discretion of the Principal. Conditions of use are identical to those in place for school owned devices. The student and their parent/guardian must sign an Acceptable Use Agreement (BYOD).



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 (Please note that this load refers to VCE studies within the academic program)

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

	VCE Academic Studies		VCE Dance Studies
	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 	<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 One (1) VCE study sequence in VET Certificate II in Dance Unit 1-2
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 One (1) VCE study sequence in VET Certificate II in Dance Unit 1-2

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

	VCE Academic Studies		VCE Music Studies
	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 	<ul style="list-style-type: none"> Two (2) VCE study sequences: VCE Music Investigation Unit 3-4 VCE Music Style and Composition Unit 3-4
Year 11 Academic Acceleration (with the permission of Head of Music)	<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 Music Performance Unit 3-4 VCE Music Style and Composition Unit 1-2
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 and Composition Unit 1-2



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

	VCE Academic Studies		VCE Visual Arts Studies
	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 	<ul style="list-style-type: none"> Two (2) VCE study sequences: VCE Art Unit 3-4 VCE Studio Arts Unit 3-4
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
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

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

	VCE Academic Studies		VCE Theatre Arts Studies
	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 	<ul style="list-style-type: none"> Two (2) VCE study sequences: VCE Drama Unit 3-4 VCE Theatre Studies Unit 3-4
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
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 Drama Unit 1-2 VCE Theatre Studies Unit 1-2



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

	VCE Academic Studies	
	Acceleration:	Unit Studies:
Year 12		<ul style="list-style-type: none"> One (1) VCE Unit 3-4 study sequence in English or Literature Three (3) other academic VCE Unit 3-4 study sequences
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
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

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 Three (3) other academic VCE Unit 3-4 study sequences
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
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



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	MATHEMATIC S	SCIENCE	TECHNOLOGY
BIOLOGY Unit 1	5						✓	
CHEMISTRY Unit 1	5						✓	
DRAMA Unit 1	5	✓						
ENGLISH Unit 1	5		✓					
FRENCH Unit 1	5							
HEALTH & HD Unit 1	5			✓				
HISTORY Unit 1	5				✓			
LITERATURE Unit 1	5		✓					
GENERAL MATHEMATICS Unit 1	5					✓		
MATHEMATICAL METHODS Unit 1	5					✓		
MEDIA Unit 1	5	✓						
PHILOSOPHY Unit 1	5				✓			
PHYSICS Unit 1	5						✓	
PSYCHOLOGY Unit 1	5						✓	
STUDIO ARTS UNIT 1	5	✓						
BIOLOGY Unit 2	5						✓	
CHEMISTRY Unit 2	5						✓	
DRAMA Unit 2	5	✓						
ENGLISH Unit 2	5		✓					
FRENCH Unit 2	5							
HEALTH & HD Unit 2	5			✓				
HISTORY Unit 2	5				✓			
LITERATURE Unit 2	5		✓					
GENERAL MATHEMATICS Unit 2	5					✓		
MATHEMATICAL METHODS Unit 2	5					✓		
MEDIA Unit 2	5	✓						
PHILOSOPHY Unit 2	5				✓			
PHYSICS Unit 2	5						✓	
PSYCHOLOGY Unit 2	5						✓	
STUDIO ARTS Unit 2	5	✓						



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	THE ARTS	ENGLISH	HEALTH & PE	HUMANITIES	MATHEMATICS	SCIENCE	TECHNOLOGY
BIOLOGY Unit 3	5						✓	
CHEMISTRY Unit 3	5						✓	
DRAMA/THEATRE STUDIES Unit 3 (<i>alternate on yearly basis</i>)	5	✓						
ENGLISH Unit 3	5		✓					
FRENCH Unit 3	5							
HEALTH & HD Unit 3	5			✓				
HISTORY (Revolutions) Unit 3	5				✓			
LITERATURE Unit 3	5		✓					
FURTHER MATHEMATICS Unit 3	5					✓		
MATHEMATICAL METHODS Unit 3	5					✓		
MEDIA Unit 3	5	✓						
PHILOSOPHY Unit 3	5				✓			
PHYSICS Unit 3	5						✓	
PSYCHOLOGY Unit 3	5						✓	
STUDIO ARTS Unit 3	5	✓						
BIOLOGY Unit 4	5						✓	
CHEMISTRY Unit 4	5						✓	
DRAMA/THEATRE STUDIES Unit 4 (<i>alternate on yearly basis</i>)	5	✓						
ENGLISH Unit 4	5		✓					
FRENCH Unit 4	5							
HEALTH & HD Unit 4	5			✓				
HISTORY (Revolutions) Unit 4	5				✓			
LITERATURE Unit 4	5		✓					
FURTHER MATHEMATICS Unit 4	5					✓		
MATHEMATICAL METHODS Unit 4	5					✓		
MEDIA Unit 4	5	✓						
PHILOSOPHY Unit 4	5				✓			
PHYSICS Unit 4	5						✓	
PSYCHOLOGY Unit 4	5						✓	
STUDIO ARTS Unit 4	5	✓						



PERFORMING ARTS

VCE DRAMA

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

UNIT 1: INTRODUCING PERFORMANCE STYLES

On completion of this Unit, students will:

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

UNIT 2: AUSTRALIAN IDENTITY

On completion of this Unit, students will:

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



UNIT 3: DEvised ENSEMBLE PERFORMANCE

On completion of this Unit, students will:

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

UNIT 4: DEvised SOLO PERFORMANCE

On completion of this Unit, students will:

- demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used
- create, develop and perform a solo performance in response to a prescribed structure
- analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure

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



PERFORMING ARTS

VCE THEATRE STUDIES

Theatre as a form of cultural expression has been made and performed for audiences from the earliest times and is an integral part of all cultures. Theatre is ever evolving and exists as entertainment, education, ritual, an agent for change, a representation of values and a window on society. Theatre practice has developed and has influenced cultures over many centuries through a wide variety of productions in diverse spaces and venues for a range of audiences. Theatre makers work as playwrights, actors, directors and designers, producing theatre for diverse purposes. Through the study of VCE Theatre Studies, students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem solving, collaborative and communication skills. They work both individually and in collaboration with others to interpret scripts. Through study and practice, students develop their aesthetic sensibility, including an appreciation for the art form of theatre, interpretive skills, interpersonal skills and theatre production skills. The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

UNIT 3: PRODUCING THEATRE

On completion of this Unit, students will:

- interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles
- outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production
- analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience

UNIT 4: PRESENTING AN INTERPRETATION

On completion of this Unit, students will:

- describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene
- interpret and present a monologue and orally justify and explain their interpretive decisions
- analyse and evaluate acting, direction and design in a production

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



VISUAL ARTS

VCE MEDIA

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

UNIT 1: MEDIA FORMS, REPRESENTATION AND AUSTRALIAN STORIES

On completion of this Unit, students will:

- explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences
- use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms
- analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

On completion of this Unit, students will:

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



UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION

On completion of this Unit, students will:

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

UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

On completion of this Unit, students will:

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

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



VISUAL ARTS

VCE 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 language
- 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 PRACTICES AND PROCESSES

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
- progressively 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](#)



ENGLISH

VCE ENGLISH

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

UNIT 1

On completion of this Unit, students will:

- 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 that 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)

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 prerequisite 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

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

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

UNIT 1

On completion of this Unit, students will:

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

UNIT 2

On completion of this Unit, students will:

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



UNIT 3

On completion of this Unit, students will:

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

UNIT 4

On completion of this Unit, students will:

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

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



HEALTH AND PE

VCE HEALTH & HUMAN DEVELOPMENT

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

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

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

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

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

On completion of this Unit, students will:

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



UNIT 2: MANAGING HEALTH AND DEVELOPMENT

On completion of this Unit, students will:

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

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

On completion of this Unit, students will:

- explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status
- explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

On completion of this Unit, students will:

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

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



HUMANITIES

VCE HISTORY

History 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 RUSSIAN REVOLUTION OF OCTOBER 1917

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 broadly concerned with questions of ethics, epistemology and metaphysics. Philosophy is the founding discipline of logic and continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophers grapple with the problems that lie at the foundation of issues of public debate such as artificial intelligence, justification for a charter of human rights and freedom of speech. Philosophers are concerned with thinking rigorously and rationally about ideas, and exploring their meaning, context, coherence and implications. The nature of the questions studied, together with the techniques of reasoning and argument used to study them, can in turn help to create new ideas and insights. VCE Philosophy explores foundational ideas and enduring questions related to diverse fields including the humanities, sciences and the arts. It is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour. Studying VCE Philosophy involves explicitly developing the habits of clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent worldview. Exploring the big philosophical questions and the ideas of some of history's greatest thinkers promote a satisfying intellectual life and offer inspiration to future thinkers. The ability to think philosophically is highly regarded in careers that involve conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments.

UNIT 1: EXISTENCE, KNOWLEDGE AND REASONING

On completion of this Unit, students will:

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

UNIT 2: QUESTIONS OF VALUE

On completion of this Unit, students will:

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



UNIT 3: MIND, BODIES AND PERSONS

On completion of this Unit, students will:

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

UNIT 4: THE GOOD LIFE

On completion of this Unit, students will:

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

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



MATHEMATICS

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

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

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 endeavor 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 IS CONTINUITY OF LIFE MAINTAINED?

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

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

On completion of this Unit, students will:

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

UNIT 2: HOW DO 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](#)



VCASS

ACADEMIC PROGRAM FOR THE AUSTRALIAN BALLET SCHOOL



ABS ACADEMIC PROGRAM

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

ABS Level 5

YEAR 10 & VCE ACADEMIC STUDIES

In Level 5 students study for the **ABS Certificate III in Dance**. This accredited qualification 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 and gymnastics students have demands that ensure they are generally more tired and get home later than other students their age in other schools.

Guidelines

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

Recommendations

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

