

THE VICTORIAN COLLEGE OF THE ARTS SECONDARY SCHOOL 2021 YEAR 10 ACADEMIC CURRICULUM HANDBOOK



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



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VCASS

YEAR 10 CURRICULUM



YEAR 10 ACADEMIC CURRICULUM

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

In Year 10, students have access to a range of studies within the VCE, thus providing them with as broad a range of tertiary course options as possible. VCE results in the academic areas are remarkable and show that VCASS students are consistently able to achieve outstanding results.

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.

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.



VCASS

YEAR 10 CURRICULUM



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 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) upon enrolment.

ABS ACADEMIC PROGRAM

The partnership between The Australian Ballet School ABS and VCASS allows students to commence the full time ABS vocational training program whilst maintaining a broad-based, comprehensive academic education. At VCASS, students from ABS Levels 5 to 7 enrol in an academic program that complements and supports the intensive specialist ballet training.

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.



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

This ensures that students are stretched to learn.

The curriculum ensures:

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

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, Humanities, Mathematics and Science domains are aligned to agreed national and state 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)/School Assessed Tasks (SATs) 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 eight 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
- 10 ENGLISH - Semester 2

For Mathematics, students are required to undertake:-

- 10 MATHEMATICS CORE - Semester 1
- 10 MATHEMATICS PRE-GENERAL Semester 2

OR

- 10 MATHEMATICS PRE-METHODS Semester 2.

HUMANITIES & SCIENCE

To ensure a well-balanced program, all Year 10 students are required to study ONE core unit from the Humanities and Science learning areas in either Semester 1 or Semester 2.

LANGUAGES

Students may select discipline-based elective units from the language learning area of French.



VCE UNITS

To provide further opportunities to extend studies in areas of interest, 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 and, if necessary, with the relevant Head of Program (Specialism).

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

- Have achieved good academic results at Year 9 in all Semester One subjects
- Are well 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.



YEAR 10 UNIT DESCRIPTIONS

ENGLISH

10 ENGLISH: SEMESTER 1

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

ASSESSMENT TASKS

A Midsummer Night's Dream Workbook & Analytical Essay

A Midsummer Night's Dream Oral

Examination: Persuasive Language Analysis

10 ENGLISH: SEMESTER 2

In second semester, students begin building on 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 *Jasper Jones*. Students also 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

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

Examination - Reading and Comparing Texts: *To Kill A Mockingbird* and *Jasper Jones*

HUMANITIES

10 HUMANITIES – A Journey through Rights, Freedoms and Ethics

How do we make decisions about the big issues that face us now and will affect us in the years to come? GMO foods, AI, cloning, climate change and the way we use our scarce resources force us to explore humanity's impact on the Earth. Through our inquiry, we explore Australia's social, cultural, economic and political development in the context of a rapidly changing world. In this subject, you will research and analyse what has been to construct arguments for what might be. This unit is offered in Semester One and Semester Two.

ASSESSMENT TASKS

Research Report

Examination



LANGUAGES

10 FRENCH

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

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

ASSESSMENT TASKS

Grammar & Writing Test

Speaking Test

Reading & Listening Comprehension

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 progress on to VCE Mathematics and/or develop skills in order to keep future career options open. The unit aims to give students the skills to be confident, creative users and communicators of Numeracy, able to investigate, represent and interpret situations both at school and in their lives outside of school. A sound knowledge of Mathematics is the cornerstone for decision-making and an essential requirement for many careers.

Students develop their knowledge and skills in:-

- Basic Algebra
- Linear and Quadratic Equations
- 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 (Worksheets, Exercises, & Homework)

Topic Tests

Assignment

Examination

10 MATHEMATICS: PRE-METHODS

This Semester Two unit provides a solid basis for further studies in VCE Mathematics and is our recommended course for progressing on to Mathematical Methods Units 1 & 2 in Year 11.

This unit provides students with the foundation work in algebraic mathematics including:-

- advanced expanding and factorizing
- quadratic graphs and trigonometry

The unit has a strong emphasis on problem solving, skill development 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 prerequisite for this unit is B+ average in Core Mathematics.

ASSESSMENT TASKS

Skill Practice Tasks (Worksheets, Exercises, & Homework)

Topic Tests

Examination



10 MATHEMATICS: PRE-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, univariate and bivariate data and statistics, linear graphs and sequences.

There is no prerequisite for this subject.

ASSESSMENT TASKS

Skill Practice Tasks (Worksheets, Exercises, & Homework)

Topic Tests

Examination



SCIENCE

10 SCIENCE

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

This unit is offered in Semester One and Semester Two.

ASSESSMENT TASKS

Practical Reports
Mid Unit Test
Investigation Task
Examination



VCE STUDIES

PERFORMING ARTS

VCE DRAMA

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

UNIT 1: INTRODUCING PERFORMANCE STYLES

On completion of this Unit, students will:

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

UNIT 2: AUSTRALIAN IDENTITY

On completion of this Unit, students will:

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

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



VISUAL ARTS

VCE MEDIA

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

UNIT 1: MEDIA FORMS, REPRESENTATION AND AUSTRALIAN STORIES

On completion of this Unit, students will:

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

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

On completion of this Unit, students will:

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

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



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

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



VCE 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

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



VCE 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): 1955-2000

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

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



VCE 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

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



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

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



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

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



VCE PSYCHOLOGY

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

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

On completion of this Unit, students will:

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

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

On completion of this Unit, students will:

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

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



YEAR 10 STUDIES

Studies (Semester Units):		Periods per week	The Arts	English	Health & Physical Education	Humanities – Economics & Business	Humanities – Geography	Humanities – History	Languages	Mathematics	Science	Technologies	Critical & Creative Thinking	Ethical	Intercultural	Personal & Social
English	10 ENGLISH: SEMESTER 1	5		✓									✓			✓
	10 ENGLISH SEMESTER 2	5		✓									✓			✓
Mathematics	10 MATHEMATICS: CORE	5								✓			✓			
	10 MATHEMATICS: PRE-METHODS	5								✓			✓			
	10 MATHEMATICS: PRE-GENERAL	5								✓			✓			
Humanities	10 HUMANITIES	5					✓						✓		✓	
Languages	10 FRENCH	5							✓						✓	
Science	10 SCIENCE	5									✓		✓	✓		
VCASS DANCE PROGRAM			✓													
VCASS MUSIC PROGRAM			✓													



VCE STUDIES

Victorian Certificate of
Education (VCE)

VCE Studies	Periods per week	The Arts	Health & Physical Education	Humanities	Science	Technology
BIOLOGY Unit 1	5				✓	
CHEMISTRY Unit 1	5				✓	
DRAMA Unit 1	5	✓				
HEALTH & HD Unit 1	5		✓			
HISTORY Unit 1	5			✓		
MEDIA 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	✓				
HEALTH & HD Unit 2	5		✓			
HISTORY Unit 2	5			✓		
MEDIA Unit 2	5	✓				
PHYSICS UNIT 2	5				✓	
PSYCHOLOGY Unit 2	5				✓	
STUDIO ARTS Unit 2	5	✓				



HOMEWORK

The ability to develop regular practice in specialist areas balanced with focused homework and home study is a valuable aspect of the learning process at the Victorian College of the Arts Secondary School. Music students are expected to undertake at least two hours of music performance study or practice each day. It is recognized that dance and gymnastic students have demands that ensure they are generally more tired and get home later than other students their age in other schools.

YEAR 10

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

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

