

# VICTORIAN COLLEGE OF THE ARTS SECONDARY SCHOOL 2026 JUNIOR 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



Department  
of Education



VCA  
SECONDARY SCHOOL



# JUNIOR ACADEMIC CURRICULUM 2026

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# INFORMATION

## WELLBEING

All students at VCASS have the right to feel safe and secure in their school environment. At times students may need support in regard to learning or wellbeing.

There are a number of avenues of assistance as outlined below.

1. If students have any academic concerns, the first person to speak to is the classroom teacher. This can be done by speaking to them directly, or sending an email outlining where support is needed. All teachers' emails are available through Compass.
2. If matters with the classroom teacher cannot be discussed or students have an issue of concern which does not involve a particular class or subject, the Year Level Coordinator can assist. They are there to assist students, and can suggest avenues of ongoing support and guidance.
3. Depending on the issue, the Year Level Coordinator might refer students to the Head of Student Services or Assistant Head of Students Services Junior School to relay the issue and plan a way forward.
4. The way forward may involve offering students the opportunity to speak to the School Counsellor. Students are able to do this without going to a teacher or a Year Level Coordinator. The School Counsellor will then let the Head of Student Services or Assistant Head of Students Services know that support is being provided.

## ABS ACADEMIC PROGRAM

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

Level 4 is the first year of ABS full-time training. It is offered alongside the VCASS academic program for years 7, 8 and 9. Depending on age and previous academic studies, the majority of Level 4 students are enrolled in the Year 8 or Year 9 academic program. Students follow the same course of study as their VCASS peers.

## BRING YOUR OWN DEVICE (BYOD) PROGRAM

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

## EXTRA-CURRICULAR EXCURSIONS

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

## JUNIOR CAMP

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

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

Junior Camp is held in the first term. In the past, students have travelled to scenic locations such as Grantville, Mornington Peninsula and Queenscliffe for a three-day camp program. VCASS Camps are fun and very hands-on with a focus on learning, participation and performance. Students can expect to be challenged physically and intellectually and be put in situations that challenge their comfort zones (with the key phrase 'challenge by choice' underpinning all activities). Students can expect activities such as orienteering, kayaking, bush walking, craft activities, obstacle and initiative courses as well as our traditional red faces night, which is always spectacular at the VCASS Junior Camp.

Given that VCASS welcomes a number of new students each year from across Victoria, interstate and overseas, camp provides a great opportunity for students across year levels and disciplines to interact and get to know each other. Downtime is scheduled into the program to allow students the chance to unwind and socialise with the view to improving community and fostering bonds and friendships. Students are not permitted to bring mobile devices to camp.

## Year 7 & 8 Subjects

### VICTORIAN CURRICULUM LEARNING AREAS

#### STUDIES

ENGLISH  
FRENCH  
HUMANITIES  
MATHEMATICS  
SCIENCE  
WELLBEING

VCASS MUSIC PROGRAM  
VCASS DANCE PROGRAM

#### SEMESTER BASED STUDIES

ART  
DRAMA

## Year 9 Subjects

### VICTORIAN CURRICULUM LEARNING AREAS

#### STUDIES

ENGLISH  
FRENCH  
FRENCH BEGINNERS  
KERRUPON  
MATHEMATICS  
WELLBEING

VCASS MUSIC PROGRAM  
VCASS DANCE PROGRAM

#### SEMESTER BASED STUDIES

ART  
DRAMA  
HUMANITIES  
SCIENCE

# YEAR 7 ACADEMIC

## 7 ART

In Year 7, students make and respond to visual artworks. They design and create visual expressions of selected themes and concepts through a variety of visual arts forms and styles. Students develop an informed opinion about artworks based on their research of current and past artists. They examine their own culture and develop a deeper understanding of their practices as an artist. Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual expressions. They extend their thinking and use of perceptual and conceptual skills and continue to use and apply appropriate visual language and visual conventions with increasing complexity. Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.

### ASSESSMENT TASKS

Body of Artworks

Written Assessment

## 7 DRAMA

In this unit, students are introduced to drama. They build their understanding of role, character and relationships. They use voice and movement to sustain character and situation. They use focus, tension, space and time to enhance drama. They incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance. They shape drama for audiences using narrative and non-narrative dramatic forms and production elements.

The two core performance-based tasks are devising and presenting an adaptation of a fairytale and working with a script to perform in the style of an Ancient Greek Chorus. Personal and social capabilities such as focus, commitment, energy, sensitivity, leadership, self-motivation, listening and imagination are developed through a variety of workshop exercises.

### PERFORMANCES

Fairytale Adaptation

Ancient Greek Chorus

### ASSESSMENT TASKS

Ensemble - scripted work

Ensemble - devised Work

## 7 ENGLISH

In Year 7 English, students build their confidence as communicators and critical thinkers. They engage with a range of texts from different cultures and historical periods, analysing how authors use language, structure, and images to influence meaning and shape audience response. Through reading, viewing and discussing texts, students develop the ability to compare viewpoints, justify opinions, and identify how language is used to create character and convey ideas.

Students experiment with imaginative, persuasive, and informative writing, learning to use more complex sentence structures, varied vocabulary, and cohesive devices. They plan, draft and refine their work with an increasing awareness of audience and purpose. In speaking and listening tasks, students develop presentation and collaboration skills, exploring how language can reflect identity and influence others in both face-to-face and digital contexts

### ASSESSMENT TASKS

#### SEMESTER 1

Creative Writing Task  
Text Analysis Test

#### SEMESTER 2

Argument Presentation Task  
Text Analysis Essay  
Creative task

## 7 HUMANITIES

In Semester 1, students are introduced to key ideas and terms used in the study of History. Students examine the aims and skills involved in the study of archaeology and ancient history from c. 60,000 BC (BCE) – c.650 AD (CE). Students also research aspects of ancient societies including beliefs, arts, architecture, trade, political power, warfare and significant individuals.

In Semester 2, students study Geography and Economics. Students develop an understanding of the importance of accessibility of resources, and examine the impact that people have on their environment. In Economics, students are introduced to economic literacy key ideas and the Australian taxation system.

### ASSESSMENT TASKS

#### SEMESTER 1

Short Answer Test  
Source Analysis Test

#### SEMESTER 2

Short Answer Test  
Project Assessment

# 7 FRENCH

This course is designed to build students' confidence and ability to communicate in French by developing their speaking, listening, reading, and writing skills, alongside an appreciation of French culture.

In Semester 1, students are introduced to key foundational concepts, including greetings, describing where they live, numbers, regular and irregular verbs, and the use of adjectives. In Semester 2, they extend their language skills by learning to describe themselves and their surroundings, express likes and dislikes, talk about pets and family, state preferences, and discuss food.

Cultural understanding is a central focus, with students encouraged to explore the similarities and differences between French culture and their own.

To support their learning, students use Education Perfect and take part in the Berthe Mouchette French Poetry Competition.

## SEMESTER 1 TOPICS

Introductions - Salut!  
Introductions - Qui est-ce?

## SEMESTER 2 TOPICS

Pets - Tu aimes les animaux?  
Family - Ma famille

## ASSESSMENT TASKS

### SEMESTER 1

Unit tests (Grammar and comprehension)  
Oral presentations - role play and poetry recitation  
Written tasks

### SEMESTER 2 TOPICS

Unit tests (Grammar and comprehension)  
Oral presentations - role plays  
Cultural Assignment

# 7 MATHEMATICS

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

## TECHNOLOGY

Texas Instrument TI-30XB

Desmos

## COMPETITIONS

The Australian Maths Trust - Australian Maths Competition

Australasian Problem Solving Mathematical Olympiad and Games

## ASSESSMENT TASKS

### TOPICS

Positive and Negative Integers

Geometry

Factors, Multiples and Primes

Decimals, Fractions and Percentages

Algebra

Equations

Probability

### ASSESSMENT

Topic Tests

Problem Solving Tasks

## 7 SCIENCE

In Level 7, the curriculum focus is on explaining phenomena involving science and its applications.

Students will be introduced to scientific equipment, and working safely in a science laboratory. This will allow them to complete practical work and develop Science Inquiry Skills.

In chemical sciences, students will learn the difference between pure substances and mixtures, and explore a range of physical and chemical separation techniques. They will also develop their understanding of the particle model and how substances change states of matter.

Students will learn about contact and non-contact forces through physical sciences. Furthermore, they will investigate the design of simple machines, and how they make work easier.

In biological sciences, students focus on the scientific classification of organisms, and the interactions between organisms in ecosystems. They also explore the impact of human activity on ecosystems.

In space sciences, students will discuss the use of Earth's renewable and non-renewable sources of energy. Students will also explore how cyclic changes to the relative positions of the Earth, Moon, and Sun lead to predictable changes on Earth.

### ASSESSMENT TASKS

#### TOPICS

Safety in the laboratory, and working in a science laboratory  
 States of matter  
 Pure substances, mixtures and separation techniques  
 Forces and simple machines  
 Classification and interactions between organisms in ecosystems  
 Renewable resources  
 Sun, Earth and Moon

#### ASSESSMENT

Topics Tests  
 Practical Investigations  
 Research Assignment

## 7 WELLBEING MENTOR GROUPS

Wellbeing in Year 7 aims to assist students to develop healthy and conscientious habits during their transition to secondary education at VCASS. The course emphasises the importance of empathy, respectful behaviours and compassion as well as addressing important topics such as travel safety and organisation. Students will focus on developing resilience, positive relationships and safe behaviours online through a range of videos, discussions and activities.

#### THEMES

Mental Wellbeing  
 Online Spaces and Cyber Safety  
 Human Rights  
 Tracking Gender  
 Social and Emotional Needs  
 Body Kindness

# YEAR 8 ACADEMIC

## 8 ART

In Year 8, students make and respond to visual artworks. They design and create visual expressions of selected themes and concepts through a variety of visual arts forms and styles. Students develop an informed opinion about artworks based on their research of current and past artists. They examine their own culture and develop a deeper understanding of their practices as an artist. Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual expressions. They extend their thinking and use of perceptual and conceptual skills and continue to use and apply appropriate visual language and visual conventions with increasing complexity. Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.

### ASSESSMENT TASKS

Body of Artworks  
Written Assessment

## 8 DRAMA

In this unit, students engage with more diverse performances exploring and drawing on drama from a range of cultures, times and locations. They identify similarities and differences in the ways that traditional and contemporary styles of drama evolve and are sustained. As they make and respond to drama, students begin experimenting with dramatic elements. They evaluate directors' intentions, expressive skills used by actors and actor-audience relationships in drama they view and perform.

Students study the style of Melodrama: creating character, devising scenarios and scripting original pieces. Personal and social capabilities such as self-confidence, concentration, listening, self-discipline and imagination are extended through a variety of drama activities and improvisational group work. Critical and creative thinking skills are also developed.

### ASSESSMENT TASKS

Solo and Ensemble Scripting  
Solo and Ensemble Performance

## 8 ENGLISH

In Year 8 English, students engage with a variety of texts for enjoyment and learning. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. Texts include novels, non-fiction and poetry. Students develop their understanding of how texts are influenced by context, purpose and audience. They understand how the features of texts may be used as models for creating their own work.

The range of literary texts comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from a wide range of Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Level 8 as independent readers are from a range of realistic, fantasy and speculative fiction. These texts explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and represent a variety of perspectives. Informative texts may present technical information and content from credible sources about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, narrative, reflective, informative, persuasive and analytical, learning to adapt their work for different audiences.

### ASSESSMENT TASKS

#### SEMESTER 1 TOPICS

Text Analysis Test  
Creative Crime Mystery Story

#### SEMESTER 2 TOPICS

Poetry Project  
Text Analysis Essay  
Crafting Imaginative Texts

## 8 HUMANITIES

The investigation of Medieval History helps students to understand changes that led to the modern era. The content provides opportunities to develop historical knowledge, understanding and skills through the use of key concepts, including evidence, continuity, change, cause and effect, perspectives, empathy, significance and contestability.

In Geography, students analyse ways that human activities change landforms and landscapes and ways of managing and protecting them. Students explain the processes and patterns of urbanisation, issues for the sustainability of Australia's cities and impacts of climate change.

#### HISTORY

Medieval Europe (c.590 – c.1500)  
Japan under the Shoguns (c.794 – 1867)

#### GEOGRAPHY

Civics and Citizenship  
Landforms and Landscapes  
Changing Nations

### ASSESSMENT TASKS

#### SEMESTER 1

Shogun Japan Exhibition  
Medieval Europe Source Analysis  
Political Campaign

#### SEMESTER 2

Natural Disaster Brochure  
Geography Skills Test

## 8 FRENCH

This course aims to strengthen students' ability to communicate in French by developing their speaking, listening, reading, and writing skills, while deepening their understanding of French culture.

In Semester 1, students complete a unit on food and birthdays. They consolidate their knowledge of present-tense verbs - both regular and irregular - and are introduced to regular -er verb patterns. They also learn to describe their homes and practise talking about what is or isn't in their house.

In Semester 2, the focus shifts to school life and leisure activities. Students explore the differences between the French and Australian school systems and continue to expand their vocabulary and grammar. They use regular and irregular verbs to describe their hobbies and routines, and they learn to express future actions using the futur proche.

To support their learning, students use Education Perfect and take part in the Berthe Mouchette French Poetry Competition.

### SEMESTER 1 TOPICS

Food and birthday - **À table!**  
The House - **Chez toi**

### SEMESTER 2 TOPICS

School life - **La vie scolaire**  
Leisure activities - **Bon weekend!**

## ASSESSMENT TASKS

### SEMESTER 1

Unit tests (Grammar and comprehension)  
Oral presentations - role play and poetry recitation  
Written tasks

### SEMESTER 2

Unit tests (Grammar and comprehension)  
Oral presentations - role plays  
Cultural Assignment

## 8 SCIENCE

In Level 8, the curriculum focus is on explaining phenomena involving science and its applications.

In biological sciences, students focus on form and function at a cellular level and explore the organisation and interconnectedness of body systems.

In chemical sciences, students explore changes in matter at a particle level, and distinguish between chemical and physical change.

Students will learn about forms of energy through physical sciences. Furthermore, they will describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

Students will develop their key science skills through scientific investigation. They will take accurate measurements and control variables in experiments to analyse relationships between system components and explain these relationships through appropriate representations. They will make predictions and propose explanations, drawing on evidence to support their views.

### ASSESSMENT TASKS

#### TOPICS

Elements and Compounds

Mixtures

Cells

Body Systems

Energy Transformations

Reproduction

Chemical reactions

#### ASSESSMENT

Topics Tests

Practical Investigations

Research Assignment

## 8 MATHEMATICS

Mathematics in Year 8 allows students to explore numbers in detail. Throughout the Year 8 Mathematics course, students will undertake problem-solving exercises, investigations, and learn how mathematics is applicable in real life. Throughout all of the topics, students will continue to develop mathematical skills and understanding, and will apply this knowledge to real life scenarios in their world.

### TECHNOLOGY & SOFTWARE

Texas Instrument TI-30XB  
Mathspace  
Desmos

### COMPETITIONS

The Australian Maths Trust- Australian Maths Competition  
Australasian Problem Solving Mathematical Olympiad and Games

### ASSESSMENT TASKS

#### SEMESTER 1

Integers Test  
Coding Project  
Decimals, Fractions and Percentages Test  
Measurement Test  
Problem Solving

#### SEMESTER 2

Equations and Geometry Test  
Statistics Investigation  
Rates and Ratio Test  
Linear Graphs Assignment

## 8 WELLBEING - MENTOR GROUPS

In Year 8 Wellbeing, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students develop the ability to find and engage with resources to enhance their health and wellbeing. Students evaluate the benefits of relationships on wellbeing and respecting diversity and gender. They analyse factors that influence emotional responses and mental health and apply these to everyday experiences. They investigate strategies that enhance their own and others' health, safety and wellbeing. They also examine how connecting to the environment can enhance wellbeing.

### THEMES

Mental Wellbeing  
Expectation and the Law  
Power and Privilege  
Building Respectful Relationships  
Peer Support  
Empathy and Resilience  
Inclusion and Diversity  
Body Kindness

# YEAR 9 ACADEMIC

## 9 ART

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

### ASSESSMENT TASKS

Body of Artworks  
Written Assessment

## 9 DRAMA

In this unit, students develop more sophisticated approaches to making and responding to drama. They continue to explore drama as an art form through improvisation, scripted drama, rehearsal and performance. They refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement and maintain their use of focus. They manipulate space, time, language, ideas and dramatic action. They experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences. Students continue to engage with diverse performance styles and ways of presenting drama. They explore and drama from a range of cultures, times and locations, in a range of theatrical styles as sources of ideas for their practice. Students develop their personal and social capabilities such as collaboration, and critical and creative thinking skills over the course of the unit.

### PERFORMANCES

Devised Ensemble Performance

### ASSESSMENT TASKS

Devised Ensemble Performance  
Research Task - Theatrical Styles

## 9 ENGLISH

In Year 9 English, students explore how authors use language, structure and imagery to shape meaning, influence audiences, and create distinct voices. Through the close study of literary and media texts, students analyse how different techniques position readers and how meaning can be manipulated for effect. They are encouraged to form their own interpretations, supported by evidence and informed by class discussion.

Students craft their own writing across a range of forms and purposes, experimenting with vocabulary, grammar and structure to develop voice and precision. They learn to respond creatively and critically to ideas and issues, integrating insights from their reading and peer perspectives.

Speaking and listening skills are developed through active participation in presentations, performances and collaborative discussions. Students learn how audience, purpose and context shape communication, and reflect on different viewpoints with empathy and ethical awareness.

### ASSESSMENT TASKS

#### SEMESTER 1

Analytical writing based on a persuasive text.  
Text Response

#### SEMESTER 2

Reflective writing  
Close analysis based on a text  
Oral presentation (multi-modal)

## 9 HUMANITIES

In Year 9 Humanities, students focus on the “making of the modern world” from 1750 to 1918. The modern period is one of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914-1918), the ‘war to end all wars’.

Biomes and food security examines the characteristics of the world’s biomes and their production of biomass, which is the source of the world’s food. Students develop an understanding of the factors that influence food production (from climate to agricultural innovations) and of the impacts of food production and its methods on environments.

#### HISTORY

Investigation: Australia (1750-1914)  
Australians at war (1914-1945)

#### GEOGRAPHY

Biomes and Food Security  
The Green Revolution

### ASSESSMENT TASKS

#### SEMESTER 1

The Industrial Revolution Presentation  
World War I Source Analysis  
Food Security Poster

## 9 KERRUPON PROGRAM

Kerrupon means ‘community’ in the language of the Boonwurrung people, the original custodians of the land on which our campus stands. The Kerrupon Program is designed to deepen students’ understanding of the diverse communities they may one day engage with through their creative practice. Kerrupon students undertake a range of activities on and off the school site. These include creative, project-based cultural and environmental activities.

The program aims to broaden students’ perspectives, foster meaningful connections with the community, and encourage cross-disciplinary learning. Students also have the opportunity to volunteer at a local special school, an experience that encourages empathy, collaboration, and a deeper appreciation of inclusive education and community engagement. Students reflect on their experiences through writing, visual media, in-class discussions, and presentations.

### Each term has a distinct thematic focus:

- Term 1 – Place and People
- Term 2 – Issues of Equality
- Term 3 – Self Efficacy
- Term 4 – Showcase Production

## EXPERIENCES

Aboriginal Heritage Walk  
Islamic Museum  
The Big Issue  
LGBTQIA+ Guest Speaker  
Melbourne Multicultural Walk  
Immigration Museum

STEM Centre for Excellence  
Morrisby Careers Consultation  
SYN FM Radio  
Hardrock Climbing  
South Melbourne Beach

## ASSESSMENT TASKS

### SEMESTER 1

Community Artwork  
Kerrupon Exhibition

### SEMESTER 2

Suitcase Series (Malthouse)  
My Careers Portfolio

# 9 FRENCH

Completion of Year 8 French is the prerequisite for this course.

This course aims to enhance students' ability to communicate using French, by further developing their speaking, listening, reading and writing skills, and also their understanding of French culture. The topics explore students' interests by focusing on holiday plans, activities, how they're feeling and talking about what they've done in the past. New language structures include modal verbs, the perfect tense, simple direct object pronouns, simple interrogatives, negative expressions and expressing necessity.

Students also support their learning through the use of Education Perfect and they participate in the Berthe Mouchette French Poetry Competition.

## SEMESTER 1 TOPICS

Holidays/Making comparisons - Sur le départ  
Camping/Weather/Outdoor activities - En plein air

## SEMESTER 2 TOPICS

Ailments and food - À ta santé  
Transport and shopping - Vous payez comment?

## ASSESSMENT TASKS

"All about me" poster  
Unit tests (grammar and comprehension)  
Oral presentations  
Cultural Assignments

## 9 MATHEMATICS

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

### TECHNOLOGY & SOFTWARE

Texas Instrument TI-30XB Mathspace  
Desmos  
Microsoft Excel

### COMPETITIONS

The Australian Maths Trust - Australian  
Maths Competition

## ASSESSMENT TASKS

### TOPICS

Probability  
Algebra - Expansion and Factorisation  
Equations  
Linear Graphs Pythagoras'  
Theorem Similarity & Congruence  
Trigonometry  
Index Laws Statistics

### ASSESSMENT

Topics Tests  
Problem Solving

## 9 SCIENCE

In Level 9, the curriculum focus is on explaining phenomena involving science and its applications.

Students explore biological sciences through the roles of the human nervous system and endocrine system. They investigate control and coordination through the maintenance of internal environments and explore negative and positive feedback loops.

During the chemical sciences topic, students consider the structure of the atom, radioisotopes and nuclear reactions. Students investigate the law of conservation of mass, and explore energy transfer in chemical reactions, as well as reactions involving acids and bases.

Students learn about static electricity and electric circuits. Students will investigate the requirements of a simple electric circuit, as well as the relationship between current, voltage and resistance in a circuit. Furthermore, they will explore circuits connected in series and parallel.

### TOPICS

- Control and Coordination
- The Immune system
- Atomic Structure
- Energy transfer and electricity

### ASSESSMENT TASKS

- Topic Tests
- Research Assignments
- Practical Investigations

## 9 WELLBEING - MENTOR GROUPS

In Year 9 Wellbeing, students work to develop an understanding of the communities that they belong to. They investigate social and cultural diversity while adopting leadership skills to promote social consciousness within VCASS and the wider community. Furthermore they explore their own identity, respectful relationships, and themes that relate to their personal health and wellbeing.

### THEMES

- Social and Emotional Wellbeing
- Drugs, Alcohol and Vaping
- Respectful Relationships
- Careers Planning
- Organising Safe Events
- Sexual Health
- Inclusion and Diversity
- Body Kindness

# CONTINUOUS REPORTING

Throughout each semester, teachers will use a continuous reporting model to provide feedback on specific assessments to parents and guardians. These reports will be released progressively during each course of study, utilising 'Learning Tasks' via Compass. This model of reporting will enable students and families to receive feedback throughout each semester, and provide students with greater opportunities to implement feedback in subsequent assessments.

At the end of each semester, 'Learning Task' reports for every subject will be collated, and will be available to download as a comprehensive PDF report.

# HOMEWORK

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

# GUIDELINES

- Homework is set by the teachers to reinforce, supplement and extend classroom teaching into the home environment.
- Set homework should provide an opportunity for students to achieve goals, extend learning and develop self-discipline.
- Where possible, homework should give students opportunities to develop as individuals by encouraging the use of their preferred 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.

# HOMEWORK RECOMMENDATIONS

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

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

## YEAR 7, 8 & 9

### Year 7

30 minutes each week in English, Mathematics, Humanities, Science, French and Classroom Music. 30 minutes each fortnight in each other subject.

### Year 8

45 minutes each week in English, Mathematics, Humanities, Science, French and Classroom Music. 45 minutes each fortnight in each other subject.

### Year 9

60 minutes each week in English, Mathematics, Humanities, Science, French and Classroom Music. 60 minutes each fortnight in each other subject.

## HOMEWORK EXAMPLES

- Completion of unfinished class work
- Set exercises and activities
- Research for assignments
- Writing tasks
- Reading a novel
- Observation of relevant media content
- Revision of class notes and creation of summaries

## YEAR 7 - 9 OVERDUE WORK PROCESS

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

### FOR STUDENTS WHO DO NOT FOLLOW THE ABOVE PROCEDURE THE FOLLOWING WILL APPLY:

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

# TIMETABLES

## YEAR 7 OR 8 EXAMPLE TIMETABLE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8.30	Maths	Specialist Time	English	Specialist Time	Science
Period 2 9.15	Humanities	Specialist Time	Humanities	Specialist Time	Maths
Recess 10.00	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>
Period 3 10.20	Drama/Visual Arts	Specialist Time	French	Specialist Time	English
Period 4 11.05	Drama/Visual Arts	Specialist Time	Wellbeing	Specialist Time	Drama/Visual Arts
Period 5 11.50	French	Lunch	Maths	Lunch	Wellbeing
Period 6 12.35	Lunch	Humanities	Lunch	Science	Lunch
Period 7 1.20	Specialist Time	English	Specialist Time	Science	Specialist Time
Period 8 2.05	Specialist Time	French	Specialist Time	English	Specialist Time
Period 9 2.50	Specialist Time	Maths	Specialist Time		

### NOTE:

On Monday, Tuesday and Wednesday, Period 9 finishes at 3.35pm. On Thursday and Friday classes conclude at 2.50pm.

Dance and Music students take part in after school rehearsals throughout the week.

In Year 7 and 8, Art and Drama are Semester based subjects and alternate.

# TIMETABLES

## YEAR 9 EXAMPLE TIMETABLE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8.30	Maths	Specialist Time	Humanities	Specialist Time	Kerrupon Program
Period 2 9.15	Humanities	Specialist Time	French	Specialist Time	Kerrupon Program
Recess 10.00	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>
Period 3 10.20	French	Specialist Time	Drama/Visual Arts	Specialist Time	Kerrupon Program
Period 4 11.05	French	Specialist Time	Drama/Visual Arts	Specialist Time	Kerrupon Program
Period 5 11.50	English	Lunch	English	Lunch	Wellbeing
Period 6 12.35	Lunch	Humanities	Lunch	Humanities	Lunch
Period 7 1.20	Specialist Time	Maths	Specialist Time	Maths	Specialist Time
Period 8 2.05	Specialist Time	English	Specialist Time	Maths	Specialist Time
Period 9 2.50	Specialist Time	Humanities	Specialist Time		

### NOTE:

On Monday, Tuesday and Wednesday, Period 9 finishes at 3.35pm. On Thursday and Friday classes conclude at 2.50pm.

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

In Year 9, Science, Humanities, Art and Drama are Semester based subjects and alternate.