

VICTORIAN COLLEGE OF THE ARTS SECONDARY SCHOOL 2026 YEAR 10 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



YEAR 10 ACADEMIC CURRICULUM 2026

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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.

BRING YOUR OWN DEVICE (BYOD) PROGRAM

The Victorian College of the Arts Secondary School believes that Bring Your Own Computer (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).

From Year 10 and beyond, a laptop device is recommended to complete ongoing schoolwork.

AUSTRALIAN BALLET SCHOOL ACADEMIC PROGRAM

The partnership between The Australian Ballet School (ABS) and VCASS allows students to commence a full-time training program whilst maintaining a broad-based comprehensive academic education. At VCASS, students in ABS 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/Advanced Diploma of Dance. ABS Level 6 & 7 students are required to complete studies in VCE Drama, VCE English, VCE Health and Human Development and VCE Psychology as part of the ABS Diploma of Dance/Advanced Diploma of Dance course.

STUDENT SUPPORT PROCESS

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 the Assistant Head of Student Services, 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 know that support is being provided.

CURRICULUM FOCUS

The Year 10 curriculum sets out to enable students to experience new areas of study before Year 11 & 12, specialise in areas of interests and follow up on career 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 specialise their academic studies as well as support their intended pathways. The approach taken enables students undertake 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.

- All students undertake core units in each semester that cover the Victorian Curriculum standards in English, Mathematics, Humanities and Science
- Students have the opportunity to study Year 10 French, a range of VCE Units 1 & 2 studies or a language via the Victorian School of Languages.

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.

COURSE SELECTION

In Year 10 students will have to make some decisions about what subjects they want to study. It's important to think carefully about these choices, as future pathways may be affected if students do not select units at Year 10 that 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 1. 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

All Year 10 students study core units from the English and Mathematics learning areas.

ENGLISH

For English, students are required to undertake:-

- 10 ENGLISH - Semester 1
- 10 ENGLISH - Semester 2

MATHEMATICS

For Mathematics students are required to undertake:

- 10 MATHEMATICS - Semester 1

In Semester 2 students will begin preparing for VCE Mathematics options in:

- VCE Mathematical Methods in the Pre Methods course
- VCE General Mathematics - in the Pre General course

HUMANITIES

For Humanities, students are required to undertake:

- 10 HUMANITIES

SCIENCE

Year 10 students are required to study a minimum of 1 semester of Science.

- 10 SCIENCE

LANGUAGES

VCASS offers French in both semesters. Students who are planning to continue with French into VCE are advised to undertake the Year 10 French program.

VCE UNITS

Students have the option of completing one VCE Unit 1 and 2 sequence in the Academic Program while in Year 10. Students who complete a VCE Unit 1 & 2 study in Year 10 are then able to complete a VCE Unit 3 & 4 study in Year 11. Before course approval is granted, suitability for acceleration will be discussed at Subject Selection interviews and, if necessary, with the Curriculum Leader and/or Head of Students Services.

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 organised and motivated to succeed
- Display strength and interest in the proposed study

VCE ELECTIVES

- Unit 1 & 2 Art Making And Exhibiting
- Unit 1 & 2 Biology
- Unit 1 & 2 Media
- Unit 1 & 2 Theatre Studies
- Unit 1 & 2 Health And Human Development
- Unit 1 & 2 Psychology

ABS students can choose VCE Electives from the following

- Unit 1 & 2 Art Making And Exhibiting
- Unit 1 & 2 Biology
- Unit 1 & 2 Media
- Unit 1 & 2 Theatre Studies

Note:

ABS students undertake Unit 1 & 2 Psychology and Unit 1 & 2 Health and Human Development as part of the Diploma and the Advanced Diploma of Dance. These VCE Studies are therefore not offered at Year 10 level for ABS Level 5 Students.

YEAR 10 UNIT DESCRIPTIONS

ENGLISH

10 ENGLISH

SEMESTER 1 & 2

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 a variety of different text types including a play and a novel and analyse how the text has been constructed for meaning. Students will learn about a framework of ideas within which they will study different forms of texts such as reflective and explanatory. They will then apply this learning to crafting their own texts on the framework of ideas. They will also explore the art of persuasive language by examining Media Texts and Media Issues.

ASSESSMENT TASKS

Semester 1

Text Response
Persuasive Language Analysis Semester 1
Examination

Semester 2

Crafting texts - constructing a text based on the framework of ideas with a focus on audience, purpose and form.

VCE PATHWAYS

English
Literature
Media

HUMANITIES

10 HUMANITIES

A Journey through Rights, Freedoms and Ethics

In this subject, we explore the 20th century as a critical period in the transformation of the modern world. It was a time of political turmoil, global conflict and international cooperation, which provides a necessary context for understanding the concepts of ethics, rights and freedoms. Students will gain knowledge and understanding of World War 2, the Jewish Holocaust, the dropping of the atomic bomb and the Indigenous rights movement within Australia. Students explore, debate and construct arguments around the ethics of these topics as well as applying historical concepts and skills such as: using historical sources as evidence, identifying continuity and change, analysis of cause and effect and determining historical significance.

ASSESSMENT TASKS

Source Analysis Research Task
Exam - Historical Essay

VCE PATHWAYS

Media
Philosophy
Literature

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 become adept at using a range of past, present, future and conditional tenses, as well as making more sophisticated sentences using object pronouns. Students will explore and engage in activities associated with their own world and personal identity, including personality, relationships, childhood, the environment and education and career choices. They participate in the Berthe Mouchette French Poetry Competition.

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

ASSESSMENT TASKS

SEMESTER 1

Unit test (Grammar and comprehension)
Oral presentation (Childhood)

SEMESTER 2

Unit test (Grammar and comprehension)
Oral presentation (My career)

MATHEMATICS

10 MATHEMATICS

Mathematics is a compulsory core unit for all Year 10 students 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.

SEMESTER ONE

Students develop their knowledge and skills in:

- Basic Algebra and Index Laws
- Linear Relationships
- Trigonometry and Surds

The unit has a strong emphasis on problem solving and using technology such as CAS calculators and computers. Learning activities will require students to work on set skill practice tasks and complete tests.

ASSESSMENT TASKS

Topic Tests

Assignments/Investigations

Technology Free Examination

Technology Open Examination

SEMESTER TWO

Year 10 Mathematics in Semester Two is an introductory course for General Mathematics and Mathematical Methods at the VCE level.

PRE GENERAL

This preparatory General Mathematics course emphasises 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
- Matrices and Networks

ASSESSMENT TASKS

Topic Tests

Technology Open Examination

Assignments/Investigations

MATHEMATICS *(Semester Two Continued)*

PRE METHODS

Exploring the preparatory Mathematical Methods course students will develop key skills and knowledge in:

- The real number system - including surds, indices and logarithms
- Advanced trigonometry and the Unit Circle
- Quadratic, hyperbolic and exponential functions and graphs
- Probability

ASSESSMENT TASKS

Topic Tests

Assignments/Investigations

Technology Free Examination

Technology Open 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

Topic Tests

Practical Investigation

Semester Examination

VCE PATHWAYS

Biology

Chemistry

Health and Human Development

Physics

Psychology

10 WELLBEING

In Year 10 Wellbeing, students 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, wellbeing and study habits in preparation for their VCE and future courses in their academic and/or specialist fields.

THEMES

Comparison

Respectful Relationships

Consent

Study Habits

Body Kindness

VCE BIOLOGY

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, and the development of a product, process or system. Knowledge and application of the safety and ethical guidelines associated with biological investigations is integral to the study of VCE Biology.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in biology has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary biological challenges.

VCE Biology provides for continuing study pathways within the discipline and can lead 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 human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists 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 ORGANISMS REGULATE THEIR FUNCTIONS

On completion of this unit students should be able to:

- explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation
- explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated
- adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

VCE THEATRE STUDIES

In VCE Theatre Studies students interpret scripts from pre-1945 to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners.

Throughout the study, students work individually and collaboratively in various production roles to creatively and imaginatively interpret scripts and to plan, develop and present productions. Students study the contexts – the times, places and cultures – of these scripts, as well as their language. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience. They examine ways that meaning can be constructed and conveyed through theatre performance. Students consider their audiences and in their interpretations incorporate knowledge and understanding of audience culture, demographic and sensibilities. Students learn about innovations in theatre production across different times and places and apply this knowledge to their work.

Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition. Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in theatre production.

UNIT 1: HISTORY OF THEATRE STYLES

This unit focuses on the application of acting, direction and design in relation to theatre styles and their conventions pre-1945, that is, from the era up to and including 1944. Students work in production roles with scripts from specific periods that fall between the beginning of theatre history until the end of 1944 focusing on at least two theatre styles, their conventions and histories. They study innovations in theatre production through the styles they explore and apply this knowledge to their interpretations of works.

Students develop knowledge and skills about theatre production processes, including dramaturgy, planning, development, and performance to an audience, and they apply this knowledge and skill to their own work. They study safe, ethical, inclusive and sustainable (where possible, environmentally sustainable) working practices in theatre production.

Theatre up to and including 1944 encompasses scripts from a wide range of styles including, but not limited to, Agitprop, Ancient Greek, Ancient Roman, Beijing Opera, Bunraku, Commedia Dell 'Arte, Epic Theatre (early works), Elizabethan, Expressionism, Kabuki, Liturgical, Medieval, Miracle plays, Musical theatre, Naturalism, Neoclassical, Noh, Melodrama, Realism, Surrealism, Theatre of Cruelty and Wayang Kulit Theatre.

UNIT 2: CONTEMPORARY THEATRE STYLES AND MOVEMENTS

In this unit, students study contemporary theatre practice through the exploration of scripts from 1945 to the present day. They select scripts from either two distinct theatre styles OR a theatre movement between 1945 and the present day. In either option, students should study at least one Australian play.

Contemporary theatre movements can be defined as performance styles from 1945 onwards that push the boundaries of traditional theatre styles and conventions. They often consist of a range of conventions and features and can cut across art forms, genres and disciplines.

This unit focuses on the application of acting, direction and design in relation to contemporary theatre practice from 1945 to the present day. Students work in production roles to interpret scripts. They study developments and innovations in theatre and apply this knowledge to their own work.

Students develop knowledge of, and skills relating to, theatre production processes that include dramaturgy, planning, development and presentation to an audience, and they apply these to their own work. They study safe, ethical, inclusive and sustainable working practices (where possible, using environmentally sustainable approaches) in theatre production. They develop skills in theatre production analysis and evaluation, which they apply to their own work and to the work of other practitioners.

Examples of theatre styles post-1945 include Kitchen Sink Drama, Immersive theatre, Verbatim theatre, Theatre of the Absurd, Australian realism, Musical theatre, Butoh, Forum theatre.

Examples of theatre movements post-1945 include Theatre-in-education, Aboriginal and Torres Strait Islander theatre, Feminist theatre, Post-Colonial theatre, Queer theatre, Black Rights theatre, Theatre for Climate Justice, Physical theatre, Cross-cultural theatre, Post-Dramatic theatre, Memory plays.

Students will also attend a range of performances for assessment purposes.

For further information on this subject: [VCAA VCE Theatre 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 should be able to:

- 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 should be able to:

- 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 ART MAKING AND EXHIBITING

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making.

A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions, are key aspects of the study.

UNIT 1: EXPLORE, EXPAND AND INVESTIGATE

On completion of this unit students should be able to:

- explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making
- make and present at least one finished artwork and document their art making in a Visual Arts journal
- research Australian artists and present information about them in a format appropriate for a proposed exhibition.

UNIT 2: UNDERSTAND, DEVELOP AND RESOLVE

On completion of this unit students should be able to:

- select a range of artworks from an exhibition and other sources to design their own thematic exhibition
- explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme
- progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

For further information on this subject: [VCAA VCE Art Making and Exhibiting Information](#)

VCE HEALTH & HUMAN DEVELOPMENT

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health.

Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health 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 human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community and global level.

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

On completion of this unit students should be able to:

- explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse sociocultural factors that contribute to variations in the health status of youth
- interpret data to identify key areas for improving youth health and wellbeing, and analyse one youth health area in detail
- apply nutrition information, food selection models and initiatives to evaluate nutrition information.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

On completion of this unit students should be able to:

- explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during the prenatal and early childhood stages of the human lifespan and explain health and wellbeing as an intergenerational concept
- explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth
- 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.

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

VCE PSYCHOLOGY

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

Students study contemporary research, models and theories to understand how knowledge in psychology has developed and how this knowledge continues to change in response to new evidence and discoveries in an effort to solve day-to-day problems and improve psychological wellbeing. Where possible, engagement with Aboriginal and Torres Strait Islander ways of doing, being and knowing has been integrated into the study, providing students with the opportunity to contrast the Western paradigm of psychology with Indigenous psychology. An understanding of the complexities and diversity of psychology provides students with the opportunity to appreciate the interconnectedness of concepts 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 should be able to:

- discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development
- analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning
- identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

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

On completion of this unit students should be able to:

- analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour
- explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions
- adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

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

HOMework POLICY AND RECOMMENDATIONS

1. PURPOSE

1.1. The Victorian College of the Arts Secondary School (VCASS) implements an evidence-based and context-specific approach to homework. The VCASS school day is longer than normal and classes, lessons and rehearsals are regularly conducted after the end of a standard school day, especially during performance seasons. Additionally, students often experience long commutes to and from school, reducing the time available for homework to be completed. These factors are a key consideration of this policy.

2. SCOPE

2.1. This policy applies to all teaching staff and students at the Victorian College of the Arts Secondary School.

3. ADMINISTRATION OF HOMEWORK

3.1. Teachers at VCASS assign a range of homework activities to students including reading or preparing for work in future lessons, or practising and completing tasks already taught or started in lessons. Homework may also include extended activities to develop inquiry skills.

3.2. Research indicates that on average homework has a positive impact on student learning. Homework should be used as a short and focused intervention, such as in the form of a project or specific target connected with a particular element of learning.

3.3. Evidence also suggests that how homework relates to learning during class time is important. At VCASS teachers only assign homework that is an integral part of learning, rather than an add-on; this is considered to be more effective than routine homework that is not linked to in-class learning.

3.4. When homework tasks involve the submission of work, teachers provide students with timely, high-quality feedback to maximise the impact of the homework task on student growth.

3.5. When assigning homework, teachers should be aware that the optimum amount of homework is between 60 - 120 minutes per school day, increasing for older students. As the time that students spend on homework increases, the positive effects diminish, and the quality of homework tasks is more important than the quantity. A variety of tasks with different levels of challenge is likely to be beneficial.

3.6. All teachers at VCASS should communicate homework tasks via email or Google Classroom, so that there is a clear record of the task expectations and due date. This also enables students who are absent to keep up-to-date.

3.7. Students are responsible for recording all homework tasks in a physical or digital planner in order to plan their time and enable parents and teachers to monitor the student's studies and progress. Students are expected to complete all homework tasks in a timely manner and in the form prescribed by the teacher.

3.8. The Department of Education states that schools should:

- a) advise parents of homework expectations at the beginning of the school year and provide them with a copy of the homework policy,
- b) follow up with parents if a student regularly fails to complete homework, and
- c) ensure that secondary school students use homework diaries to provide regular communication between parents and the school. Diaries may be electronic.

3.9. VCASS recommends that Year 7-10 students should complete homework on four nights a week, and additionally on one day of the weekend. This includes tasks assigned in all academic subjects, classroom music, and dance homework. This expectation is in addition to practice, conditioning and performance for music and dance.

Year 7 - 30 minutes per week per subject.

Year 8 - 45 minutes per week per subject.

Year 9 - 60 minutes per week per subject.

Year 10 - 90 minutes per week per subject.

Year 10s studying Unit 1 and 2 subjects should follow the VCE guidelines below.

3.10. VCASS recommends that VCE students should complete homework tasks for 1-3 hours per weeknight, and up to 6 hours on weekends during peak VCE periods. This roughly translates to 1-3 hours per week per subject, including specialist Dance, Music, Visual Arts and Theatre Arts. This expectation is in addition to practice, conditioning and performance for music and dance.

Note: this does not include revision time for SACs or other assessments.

3.11. All Music students are expected to undertake at least two hours of music performance study or practice each day.

3.12. All Dance students are expected to undertake at least 45 minutes of independent practice or conditioning each day.

3.13. All Visual Arts students are expected to undertake at least one hour of artwork development and documentation each day.

3.14. All Theatre Arts students are expected to undertake at least one hour of performance practice each day.

3.15. Home study is an activity initiated by students to assist them in achieving individual goals related to academic or specialist learning. This is at the student's discretion and in excess of homework.

4. REFERENCES

Education Endowment Foundation. (n.d.), Evidence for learning: homework (secondary) Retrieved from:

<https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/homework-secondary/>

POLICY REVIEW AND APPROVAL

Policy last reviewed 2023

Consultation EdPol Committee - School Council

Approved by Principal

Next scheduled review date 2026