

VICTORIAN COLLEGE OF THE ARTS SECONDARY SCHOOL 2026 VCE ACADEMIC CURRICULUM HANDBOOK



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



Victorian College of the Arts
SECONDARY SCHOOL



Department
of Education

VCA
SECONDARY SCHOOL



VCE ACADEMIC CURRICULUM 2026

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VCE

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

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

In Year 11 and 12, students have access to a 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 consistently achieve outstanding results.

HOW IS VCE STRUCTURED?

The Victorian Certificate of Education (VCE) is generally delivered in Year 11 and 12; however, some students at VCASS commence their VCE studies in Year 10. All VCE studies are organised into units, (each subject typically consists of four semester units). A unit comprises a set number of Learning Outcomes, (usually two or three). Units 3 & 4 of a subject must be studied in sequential order. Students are not required to complete all the units of a subject as part of the VCE course, meaning they are able to change subject choice between Year 11 and Year 12. On completing a unit, a student receives either an S (Satisfactory) or N (Non- satisfactory) result.

HOW TO OBTAIN THE VCE?

To achieve your VCE you must successfully complete 16 units including:

- three units from the English group, two of which must be a Unit 3 and 4 sequence.
- at least three additional Unit 3 and 4 sequences.

Students usually study from 20 to 24 units (five or six studies) in Years 11 and 12.

WHAT IS A STUDY SCORE?

If you obtain at least two graded assessments and achieve an S for both Units 3 and 4 in a study in the same year, you will receive a study score. A study score is a number between 0 and 50 that indicates your ranking in terms all students that study in that year.

WHAT IS AN ATAR?

Tertiary institutions look at the Australian Tertiary Admission Rank (ATAR) and the combinations of VCE studies students have completed before offering places. The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) on the basis of study scores and is presented as a ranking between 0.00 and 99.95. If you want to obtain an ATAR, you need to have at least four study scores, one of which must be from the English group.

The maximum number of VCE Unit 3 & 4 study sequences that can be included in a university entrance score (ATAR) is six. The final ATAR is made up of the students' score in English or Literature, their best three and 10% of the next two, to produce the tertiary rank.

Because the ATAR is a rank (not a percentage or mark) and it is measured in increments of 0.05, the highest ATAR you can achieve is 99.95.

You can find out more information about the ATAR, subject combinations and course choices through VTAC.

ABS ACADEMIC PROGRAM

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

Students in the 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 Drama, English, Health and Human Development and Psychology as part of the ABS Diploma of Dance/Advanced Diploma of Dance course.

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).

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 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.

VCE CURRICULUM

Students at VCASS enrol in and receive a unique education and training package. They complete a full load encompassing the specialist and academic programs. In general terms, VCASS policy regarding subject load ensures students get the most out of their VCE studies.

LOAD POLICY

FULL LOAD STATUS

Year 11

Four (4) VCE Unit 1 & 2 Academic studies + Specialism studies

OR

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

Year 12

Students will complete between four and five Unit 3 and 4 sequences across their Academic and Specialist programs.

EXEMPTIONS TO FULL LOAD STATUS

In cases where students or families wish to apply for alternative loads:

- They must enrol in existing VCASS subjects first and achieve full load status
- They then write to the Assistant Principal to ask for an exemption from this, providing clear evidence
- Detailed explanatory notes and medical certificates must be provided.

EXAMPLE FULL LOAD STATUS

WHAT YEAR 12 LOOKS LIKE FOR...

Theatre Arts & Visual Arts Students:

- 2 x Unit 3 & 4 studies in Specialist Areas
- 3 x Unit 3 & 4 studies including an English

Music & Dance Students:

- 1 x Unit 3 & 4 study in Specialist Areas
- 4 x Unit 3 & 4 studies including English

AUSTRALIAN BALLET SCHOOL ACADEMIC LOAD

VCE for ABS students can be quite complicated. Every student comes from a different background, and students join the course at different ages and stages in their schooling. The most important thing to realise is that the ABS Advanced Diploma in Dance includes the satisfactory completion of VCE, but not a scored VCE that would enable the student to achieve an ATAR score for university entry. To achieve the ATAR score, extra study in a later year is necessary. For information regarding Level 6 and beyond please refer to the section of the handbook on the Australian Ballet School website.

WHAT YEAR 12 LOOKS LIKE FOR...

Level 7 ABS Students Diploma of Dance

- Units 3 & 4 English
- Units 3 & 4 Dance
- Units 3 & 4 Health and Human Development
- Unit 4 Drama
- Unit 2 Psychology.

VCE STUDIES

Most VCE studies are made up of four semester units. VCE units are numbered 1, 2, 3 or 4. Units 1 and 2 are benchmarked to a Year 11 standard, however some students at VCASS commence their VCE Unit 1 and 2 studies in Year 10. Units 3 and 4 are benchmarked to a Year 12 standard. VCASS offers a comprehensive range of VCE units across the all curriculum areas.

VCE UNITS 1 & 2

At VCASS, it is recommended that students undertake one study across the two semesters. However, in some cases, Unit 1 and 2 studies can be mixed and matched. This means that students are able to change study choice between semesters.

Unit 1 & 2 Subjects Offered:

- ART MAKING AND EXHIBITING
- BIOLOGY
- CHEMISTRY
- ENGLISH
- FRENCH
- HEALTH & HUMAN DEVELOPMENT
- HISTORY
- LITERATURE
- GENERAL MATHEMATICS
- MATHEMATICAL METHODS
- MEDIA
- PHILOSOPHY
- PSYCHOLOGY
- THEATRE STUDIES

VCE UNITS 3 & 4

Units 3 and 4 of all studies must be undertaken as a sequence.
Unit 3 is offered in Semester 1 and Unit 4 is offered in Semester 2.

Unit 3 & 4 Subjects Offered:

- ART MAKING AND EXHIBITING
- BIOLOGY
- CHEMISTRY
- ENGLISH
- FRENCH
- HEALTH & HUMAN DEVELOPMENT
- HISTORY (Revolutions)
- LITERATURE
- GENERAL MATHEMATICS
- MATHEMATICAL METHODS
- MEDIA
- PHILOSOPHY
- PSYCHOLOGY
- THEATRE STUDIES

VCE EXAMPLE TIMETABLE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8.30	Specialist Time	Academic	Specialist Time	Academic	Specialist Time
Period 2 9.15	Specialist Time	Academic	Specialist Time	Academic	Specialist Time
Recess 10.00					
Period 3 10.20	Specialist Time	Academic	Specialist Time	Academic	Specialist Time
Period 4 11.05	Specialist Time	Academic	Specialist Time	Academic	Specialist Time
Period 5 11.50	Lunch	Academic	Lunch	Academic	Lunch
Period 6 12.35	Academic	Lunch	Academic	Lunch	Academic
Period 7 1.20	Academic	Specialist Time	Academic	Specialist Time	Academic
Period 8 2.05	Academic	Specialist Time	Academic	Specialist Time	Academic
Period 9 2.50	Academic	Specialist Time	Academic		
Period 10	Specialist Rehearsal Time Seminar / Gallery Studies				
Period 11					

NOTE

The example above is intended as a general depiction of a VCE VCASS student timetable. Every VCE student at VCASS will have a unique timetable based on the combination of specialist program, instrument, ensembles, academic subject selection and study periods.

Depending on a student's subject load, specialism, and year level, students may have a number of study periods. Instrumental lessons are scheduled within regular school hours.

PERFORMING ARTS

VCE THEATRE STUDIES

In VCE Theatre Studies students interpret scripts from the pre-modern era 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

In Unit 1, students will study *The history of theatre styles and conventions pre-1945* and explore styles. 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 Unit 2, students will study Contemporary theatre styles and movements. 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 be exposed to a range of scripts and performance workshops and can work in two of any of the following:

- actor
- director
- designer – any one or more of costume, hair and make-up, props, set, lighting, sound.

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

UNIT 3: PRODUCING THEATRE

In Unit 3, students will work around the concept of Producing Theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Playlist and analyse and evaluate the interpretation of the script of the performance.

For Area of Study 1, students select two production roles from the following list:

- actor
- director
- designer – any one or two of costume, hair and make-up, props, set, lighting, sound.

For Area of Study 1, more than one student may specialise in each production role and schools may decide to focus only on specific production roles. These decisions will be influenced by the script selected for interpretation and/or the size of the class and/or the available resources.

In this unit, students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively to interpret and realise the production of a script. They apply the knowledge developed during this process to analyse and evaluate how production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge of elements of theatre composition and safe, ethical, inclusive and sustainable (where possible, environmentally sustainable) working practices in the theatre.

UNIT 4: PRESENTING AN INTERPRETATION

In Unit 4, students work on Presenting an Interpretation. Students study a scene and an associated monologue from a script. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop an interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, students work in production roles as an actor and director, or as a designer.

Students' work for Areas of Study 1 and 2 is supported through the analysis and evaluation of a production they attend for their work in Area of Study 3. The production must be selected from the prescribed VCE Theatre Studies Playlist and must be different from the production they analyse in Unit 3. The playlist is published annually on the VCAA website. Students analyse and evaluate acting, direction and design in the selected production and consider the application of theatre technologies.

In conducting their work in Areas of Study 1 and 2, students further develop their knowledge and application of inclusive and sustainable (where possible, environmentally sustainable) theatre practices.

In Unit 4 Areas of Study 1 and 2, the production roles are:

- actor and director – students must work in both roles

OR

- designer – any two of costume, hair and make-up, props, set, lighting, sound.

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

VISUAL ARTS

VCE MEDIA

The relationship between audiences and media is evolving, with audiences engaging with media products in various ways. In this unit, students learn about audiences and the key concepts in constructing representations and meaning across different media forms. They explore media codes, conventions, and how these elements build media realities that audiences interpret and engage with.

UNIT 1: MEDIA FORMS, REPRESENTATION AND AUSTRALIAN STORIES

This unit explores the evolving relationship between audiences and media, focusing on how audiences engage with and construct meanings from media products. Students develop an understanding of core concepts in media representation and meaning across various forms. They analyse media codes, conventions, and the construction of media realities, considering the impact of creators and institutions. By working with different media forms, students produce representations to demonstrate their understanding of how these forms communicate meaning.

The unit also covers the features of Australian narratives, emphasising the influence of media professionals and the contributions of Aboriginal and Torres Strait Islander creators to cultural identity. Through studying media representations, students examine how media shapes societal values and beliefs, and understand audiences as both consumers and producers of media products.

On completion of this unit, students will understand how to explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.

UNIT 2: MEDIA FORMS IN PRODUCTION

This unit delves into fictional and non-fictional narratives fundamental to media, examining their presence across various forms such as film, television, digital media, audio news, print, photography, games, and interactive digital forms. Students explore how new media forms and technologies challenge traditional narratives and enhance audience engagement. They analyse the influence of media technologies on individuals, society, and narrative production and distribution. Through hands-on production activities, students design and create narratives, demonstrating an understanding of media structures, codes, and conventions. They also study the personal styles of media creators, genre influences, and the role of historical and cultural contexts in narrative construction. Finally, students investigate the impact of new media technologies on society, evaluating social, ethical, and legal issues.

On completion of this unit students should be able to:

- analyse the distinctive styles of media creators and the influences of narratives on audiences across different media forms, understanding the development and communication of style, manipulation of media codes and conventions, historical and cultural influences, genre subversion, and the role of audiences in narrative construction
- apply the media production process to create, develop, and construct narratives, focusing on the stages of production, technical skills, ethical and legal constraints, and media language
- discuss the influence of new media technologies on society, audiences, individuals, media industries, and institutions, exploring the nature and forms of new media technologies, audience characteristics, interactions with media, and recent social, ethical, and legal issues in the media industry.

UNIT 3: MEDIA NARRATIVES CONTEXTS AND PRE-PRODUCTION

In this unit students delve into the stories that circulate within society by closely analysing media narratives. These narratives are defined as depictions of events in a cause-and-effect relationship within physical and/or virtual spaces, in both fictional and non-fictional media products. Students will explore how media codes and narrative conventions structure meaning and the role they play in media narratives. Through this analysis, students will develop media language and terminology and gain a deeper understanding of how these elements combine in narratives. They will study the influence of social, historical, institutional, cultural, economic, and political contexts on the construction of media narratives and audience readings.

Students will investigate media forms aligned with their interests, learning how to engage audiences using specific codes and narrative conventions. They will design and document pre-production plans, experiment with media technologies, and reflect on their progress.

Upon completion of this unit, students will be able to analyse the construction of media narratives, discuss audience engagement, consumption, and reading of narratives, and analyse the relationship between narratives and their production contexts. They will understand the use of codes, narrative conventions, and the influence of social, historical, institutional, cultural, economic, and political contexts. Additionally, students will be able to research and document aspects of media forms, codes, narrative conventions, style, genre, story, and plot to inform the planning and production of media products, using both written and visual documentation to create a comprehensive pre-production plan for a specified audience.

UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

In Unit 4, students will focus on the production and post-production stages of the media production process, transforming the pre-production plans created in Unit 3 into completed media products. They will refine their productions through feedback and personal reflection, documenting each iteration of their work. This unit emphasizes the essential framework of social, historical, institutional, cultural, economic, and political contexts in which media products are produced, distributed, and consumed.

Students will analyze a range of media products to understand the role media plays in reflecting and shaping cultural norms. Additionally, they will explore the dynamic relationship between the media and audiences, considering the challenges and opportunities presented by contemporary developments in the media industry, and examine the role of government regulation in the media.

On completion of this unit, students will be able to produce, refine, and distribute a media product designed in Unit 3 to a specified audience by utilising production and post-production processes. They will operate equipment, materials, and technologies to create media products, applying relevant media codes and conventions. Students will reflect on their work and seek feedback to refine and resolve their media products, documenting the development and refinement process. Additionally, they will discuss audience agency, media influence, media regulation, and ethical and legal issues in the media using evidence, arguments, and contemporary examples.

Students will analyse the changing relationship between media and audiences, evaluating the extent of their influence, and understand how media is used by globalised institutions, governments, and individuals. They will also discuss the regulatory challenges and ethical issues associated with media control and use appropriate media language in the construction, evaluation, and discussion of media representations and issues.

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

VISUAL ARTS

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.

UNIT 3: COLLECT, EXTEND AND CONNECT

On completion of this unit students should be able to:

- collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making
- make artworks in specific art forms, prepare and present a critique, and reflect on feedback
- research and plan an exhibition of the artworks of three artists.

UNIT 4: CONSOLIDATE, PRESENT AND CONSERVE

On completion of this unit, students should be able to:

- refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making
- plan and display at least one finished artwork in a specific art form, and present a critique
- understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

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

ENGLISH

VCE ENGLISH

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

UNIT 1

On completion of this unit students should be able to:

- make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text
- demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

UNIT 2

On completion of this unit students should be able to:

- explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning
- explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

UNIT 3

On completion of this unit students should be able to:

- analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning
- demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; explain tier decisions made through writing processes.

UNIT 4

On completion of this unit students should be able to:

- analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning
- analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

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

VCE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Students are eligible for EAL status if both of the following conditions are satisfied:

- The student has been resident in Australia for a period of not more than seven calendar years immediately prior to 1st January of the year in which the study is taken at Units 3 & 4
- English has been the student's major language of instruction for a total period of not more than seven years prior to the commencement of the year in which the study is taken at Units 3 and 4.

Students are also eligible for EAL status if they have not undertaken English over their entire education and do not have English as their first language. Students wishing to take this must apply to the Principal and provide supporting documentation relating to their application. EAL students at VCASS can expect to be placed in a class with mainstream English learners. The work provided to EAL students in lessons will be EAL specific and extra tuition will be provided outside of class, as needed.

For further information on this subject: [VCAA VCE English \(EAL\)](#)

ENGLISH

VCE LITERATURE

The Year 11 Literature curriculum invites students to delve into the intricate layers of meaning embedded within texts, exploring the connections between different literary works, their contexts, and the reader's personal experiences. Through this course, students are encouraged to engage in deep, critical, and extensive reading, appreciating the aesthetic qualities of texts, while honing their skills in both creative and analytical writing.

The prerequisite for this study is a B+ average in Year 10 English.

UNIT 1

Unit 1 provides students with an opportunity to closely analyse the forms, features, and language employed in various texts. Additionally, they delve into a selected movement or genre, identifying and examining distinctive attributes, patterns, and shared elements that position each text within its specific grouping.

On completion of this unit, students should be able to:

- respond to a range of texts through close analysis
- to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

UNIT 2

In Unit 2, students embark on a captivating journey, "Voices of Country," as they engage with Aboriginal and Torres Strait Islander texts. They explore the profound interconnections between place, culture, and identity. Moreover, they meticulously study textual details, examining how specific passages contribute to their comprehensive understanding of the entire text.

On completion of this unit, students should be able to:

- to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.
- to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

UNIT 3

For students considering undertaking Literature Units 3 & 4, it is strongly recommended to have completed Units 1 & 2. This will provide a solid foundation for engaging profoundly and critically with a wide range of literature, including poetry, multimodal texts (e.g., film), contemporary texts, Australian texts, as well as texts from past eras and other cultures.

The Year 12 VCE Literature course explores the intricate meaning derived from texts, the interplay between different texts, the contextual factors that shape the production and interpretation of texts, and the personal experiences and perspectives that readers bring to the texts. Through close analysis, students delve into the workings of language, literary elements, and techniques within a text. The course emphasises recognizing a text's complexity and significance and how its meaning is embodied in its literary form.

Form and Transformation revolves around investigating how the form of a text influences its meaning and how authors construct their texts. Students explore the ways in which texts can be adapted and transformed and how such adaptations impact their meaning. Additionally, they examine how the perspectives of those adapting the texts can inform or shape these adaptations. Drawing upon their understanding of adaptations and transformations, students creatively respond to the texts they study.

On completion of this unit, students should be able to:

- to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form
- to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

UNIT 4

Interpretation of Texts focuses on developing critical and analytical responses to texts. Students analyse context surrounding their responses, as well as the ideas explored within the texts, the language style employed, and the various points of view presented. They also explore literary criticism that informs texts' reading and writing. The culmination of this unit is the development of an informed and sustained interpretation supported by meticulous textual analysis.

Assessment in VCE Literature includes tasks such as adapting a text into a different form, devising a creative response to a text, interpreting a text using two different literary perspectives, and presenting an interpretation supported by close textual analysis.

On completion of this unit students should be able to:

- respond creatively to a text and comment critically on both the original text and the creative response.
- Be able to analyse literary forms, features and language to present a coherent view of a whole text.

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

LANGUAGES

VCE FRENCH

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

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

UNIT 1

On completion of this unit students should be able to:

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

UNIT 2

On completion of this unit students should be able to:

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

UNIT 3

On completion of this unit students should be able to:

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

UNIT 4

On completion of this unit students should be able to:

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

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

HEALTH

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 should be able to:

- 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 should be able to:

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

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

On completion of this unit students should be able to:

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

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBALIZED WORLD

On completion of this unit students should be able to:

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

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

HUMANITIES

VCE HISTORY

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past 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 historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also 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 VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of historical sources that are used as evidence. Furthermore, judgments about historical significance made by historians are central to the discipline. Historians do not always agree about the meaning of the past; historical interpretations are often subject to academic and popular debate. Therefore, history is contested, and students develop an ability to work within this contested space to form their own opinions and to defend them using evidence. The study of VCE History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

UNIT 1 (MODERN HISTORY): Change and Conflict

On completion of this unit students should be able to:

- explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two
- explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

UNIT 2 (MODERN HISTORY): The changing world order

On completion of this unit students should be able to:

- explain the causes of the Cold War and analyse its consequences on nations and people
- to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

UNIT 3 (REVOLUTIONS): THE RUSSIAN REVOLUTION (1896-26 October 1917)

On completion of this unit students should be able to:

- analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements
- analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

UNIT 4 (REVOLUTIONS): THE CHINESE REVOLUTION (1912-1 October 1949)

On completion of this unit students should be able to:

- analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements
- analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

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

VCE PHILOSOPHY

Philosophy is broadly concerned with questions of ethics, epistemology and metaphysics. Philosophy is the founding discipline of logic, and it continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophers grapple with the problems that lie at the foundation of issues of public debate such as the concept of artificial intelligence, justification for a charter of human rights and freedom of speech.

Philosophers are concerned with thinking rigorously and rationally about ideas, and exploring their meaning, context, coherence and implications. The nature of the questions studied, together with the techniques of reasoning and argument used to study them, can in turn help to create new ideas and insights.

VCE Philosophy explores foundational ideas and enduring questions related to diverse fields including the humanities, sciences and the arts. It is a challenging study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour.

Studying VCE Philosophy involves explicitly developing the habits of clarifying concepts, analysing problems and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent worldview.

Exploring big philosophical questions and the ideas of some of history's greatest thinkers promotes a satisfying intellectual life. The ability to think philosophically is highly regarded in careers that involve conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments.

UNIT 1: PHILOSOPHY EXISTENCE AND KNOWLEDGE

On completion of this unit, the student should be able to:

- analyse the distinctive nature of philosophy and recognise and apply techniques of philosophical reasoning
- analyse metaphysical problems and evaluate viewpoints and arguments arising from these and analyse metaphysical problems in relevant contemporary debates
- analyse epistemological problems and evaluate viewpoints and arguments arising from these, and analyse epistemological problems in relevant contemporary debates.

UNIT 2: QUESTIONS OF VALUE

On completion of this unit students should be able to:

- analyse problems in ethics and moral philosophy and related contemporary debates, evaluate viewpoints and arguments in response to these problems, and explain the interplay between ethical and moral problems and contemporary ethical and moral debates
- analyse selected problems in value theory and evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates;
- explain and evaluate the nature, purpose and value of philosophy.

UNIT 3: THE GOOD LIFE

On completion of this unit students should be able to:

- discuss philosophical questions related to the good life and the individual
- discuss philosophical questions relating to the good life and others.

UNIT 4: ON BELIEVING

On completion of this unit students should be able to:

- discuss philosophical questions relating to belief, belief formation and justification, and discuss the interrelationship between believing well and living well
- discuss case studies in light of epistemological issues associated with belief, belief formation and justification.

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

MATHEMATICS

VCE GENERAL MATHEMATICS

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

The General Mathematics course is designed to extend students mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or other specialist tertiary institutions.

University Courses

Bachelor of Agricultural Science
Bachelor of Computer Science
Bachelor of Health Sciences
Bachelor of Nursing
Bachelor of Food Technology & Nutrition

Career Pathways

Software Engineering, Architecture
Building and construction
Sport and outdoor recreation
Teaching, Health professionals

UNITS 1 & 2

On completion of this unit students should be able to:

- define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures
- on completion of each unit the student should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts
- select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

UNITS 3 & 4

Units 3 and 4 General Mathematics focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2.

UNIT 3

Unit 3 comprises *Data analysis and Recursion and financial modelling*

On completion of this unit students should be able to:

- define and explain key concepts and apply related mathematical techniques and models as specified in Area of Study 1 in routine contexts
- select and apply the mathematical concepts, models and techniques as specified in Area of Study 1 in a range of contexts of increasing complexity
- select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

UNIT 4

Unit 4 comprises *Matrices and Networks and decision mathematics*.

On completion of this unit students should be able to:

- define and explain key concepts and apply related mathematical techniques and models as specified in Area of Study 2 in routine contexts
- select and apply the mathematical concepts, models and techniques as specified in Area of Study 2 in a range of contexts of increasing complexity
- select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

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

VCE MATHEMATICAL METHODS

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

The major themes of the Mathematics Methods course are calculus and statistics. They include studies of algebra, functions and their graphs, as well as probability. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

University Courses

Bachelor of Engineering
Bachelor of Medicine
Bachelor of Science

Career Pathways

Engineer, Architect
Medical Practitioner, Scientist
Actuary, Professor, Teacher

Year 11

UNIT 1

This unit reviews algebraic techniques required for the study of functions and calculus. The study of probability involves its fundamental rules and introduces conditional probability and independence. Trigonometric functions covers triangles, graphs, applications and a wide range of settings are explored.

UNIT 2

This unit covers exponential functions, their properties and graphs. The introduction of calculus uses average rate of change of functions to link with the derivative as an instantaneous rate of change. The calculus topic continues with simple applications of the derivative to sketch curves, calculate slopes, determine instantaneous velocities, and solve optimisation problems

On completion of this unit students should be able to:

- define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
- apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics
- use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

YEAR 12

UNIT 3

This unit introduces the derivatives of exponential and trigonometric functions; the concept of a second derivative further develops calculus applications. Integration, a process that reverses differentiation and a way of calculating areas is explored. Discrete random variables are introduced, as are their uses in modelling random processes.

UNIT 4

In this unit, the logarithmic function and its derivative are studied. Continuous random variables and their applications are examined. Probabilities associated with continuous distributions are calculated using definite integrals. Statistical inference is introduced, which enables an estimate of an unknown parameter associated with a population using a sample of that population. Inference is restricted to estimating proportions in two outcome populations

On completion of this unit students should be able to:

- define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
- apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics
- select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

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

SCIENCE

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.

UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

On completion of this unit students should be able to:

- explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance
- analyse advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies
- explore the biological importance of genetic diversity and the structural, physiological and behavioural adaptations that enable species to survive in an ecosystem
- explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

On completion of this unit students should be able to:

- analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA
- analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

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

On completion of this unit students should be able to:

- analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease
- analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time
- design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

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

VCE CHEMISTRY

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and can lead 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 human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

On completion of this unit students should be able to:

- explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures
- calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers
- investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

UNIT 2: HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

On completion of this unit students should be able to:

- explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society
- calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities
- draw evidence-based conclusions from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

UNIT 3: HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

On completion of this unit students should be able to:

- compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society
- experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

UNIT 4: HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

On completion of this unit students should be able to:

- analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society
- apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified
- design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

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

VCE PSYCHOLOGY

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial 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 should be able to:

- 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 INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

On completion of this unit students should be able to:

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

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

On completion of this unit students should be able to:

- analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning
- apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

UNIT 4: HOW IS WELLBEING SUPPORTED AND MAINTAINED?

On completion of this unit students should be able to:

- analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning
- discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing
- design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

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

ABS ACADEMIC PROGRAM

ABS Level 5 YEAR 10 & VCE ACADEMIC STUDIES

In Level 5 students study for the Diploma of Dance, combining dance training with allied dance subjects. Students in Level 5 are enrolled at VCASS in Year 10, 11 or 12. The academic year is dependent on the student's age and previous study. Students choose their course of study from the curriculum offerings outlined in the VCASS Year 10 Academic and VCE Academic programs.

ABS Level 6 & 7 DIPLOMA OF DANCE & ADVANCED DIPLOMA OF DANCE

Level 6 & 7 students are enrolled in the Diploma of Dance & Advanced Diploma of Dance respectively. This course incorporates selected VCE studies as well as other allied academic and dance studies. The academic component of the course allows students to complete their secondary education whilst committing the required hours to their dance training.

Students study VCE Units in English, Drama, Health and Human Development, Psychology and Dance. The majority of students in Level 6 undertake academic studies in VCE Units 1 & 2, while students in Level 7 undertake academic studies in VCE Units 3 & 4. Students who have previously completed Health and Human Development, Drama or English at VCE/HSC Year 11 or 12 levels may apply for credit.

VCE STUDY SCORES

The Australian Tertiary Admission Rank (ATAR) is the overall ranking based on the student's study scores. Universities and some TAFE institutes select students for undergraduate courses using ATAR scores.

The high demands of the ABS Diploma of Dance & Advanced Diploma of Dance do not allow students to undertake a VCE course in a way that generates an ATAR.

ABS Level 6 VCE Units

VCE enrolment is managed by VCASS and follows the rules and regulations as set by the Victorian Curriculum and Assessment Authority (VCAA). As part of the Diploma of Dance, students in Level 6 study:

Semester 1

- VCE Dance Unit 1
- VCE Drama Unit 3
- VCE English Unit 1
- VCE Health and Human Development Unit 1
- VCE Psychology Unit 1

Semester 2

- VCE Dance Unit 2
- VCE Drama Unit 3
- VCE English Unit 2
- VCE Health and Human Development Unit 2
- VCE Psychology Unit 1

ABS Level 7 VCE Units

VCE enrolment is managed by VCASS and follows the rules and regulations as set by the Victorian Curriculum and Assessment Authority (VCAA). As part of the Advanced Diploma of Dance, students in Level 7 study:

Semester 1

- VCE Dance Unit 3
- VCE Drama Unit 4
- VCE English Unit 3
- VCE Health and Human Development Unit 3
- VCE Psychology Unit 2

Semester 2

- VCE Dance Unit 4
- VCE Drama Unit 4
- VCE English Unit 4
- VCE Health and Human Development Unit 4
- VCE Psychology Unit 2

HOMEWORK

The ability to develop regular practice in specialist areas balanced with focused homework and home study is a valuable aspect of the learning process at the Victorian College of the Arts Secondary School. Music students are expected to undertake at least two hours of music performance study or practice each day. It is recognized that dance 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/HOMESTUDY POLICY

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.

HOMEWORK *Continued*)

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.

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.

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

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