

# VCE Bulletin Supplement 3

## Implementation of VCE Studies in 2004: Summary of Changes

### Art, Economics, Health and Human Development, Physics, Studio Arts and Visual Communication and Design

#### Art

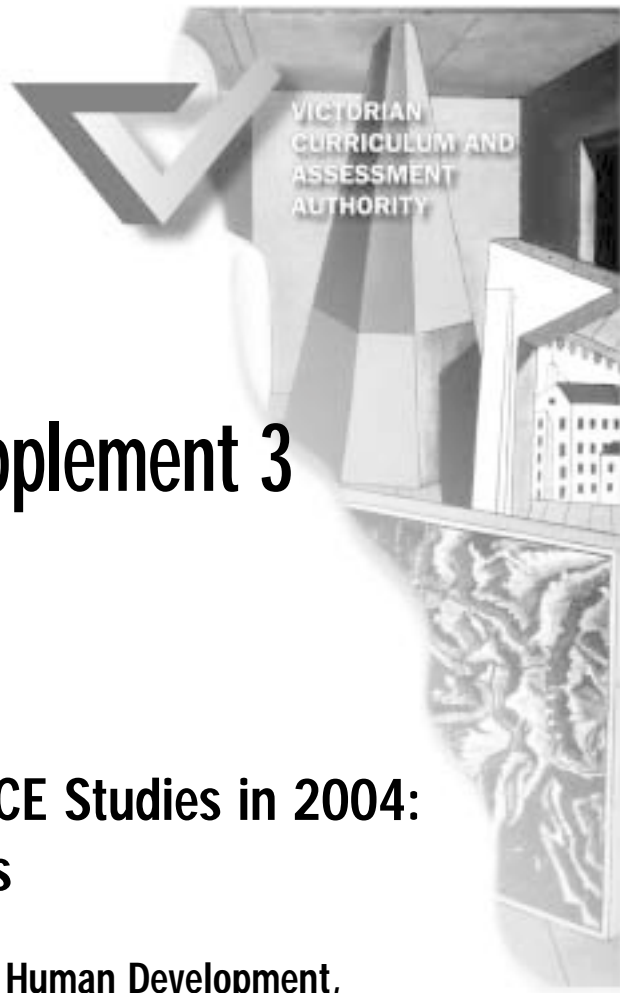
In most respects the revised Art Study Design does not vary significantly from the current study design. In each unit two areas of study have been retained; one focusing on 'art production', the other on 'art appreciation and criticism'. The areas of study in all four units are relatively similar, although there are revisions to the key knowledge and skill statements.

The titles of all areas of study are unchanged. The school-assessed task is still completed in Units 3 and 4 and submitted as a body of work in Unit 4. The school-assessed coursework continues to be linked to Unit 3 Outcome 2 and Unit 4 Outcome 2 and contributes 20 per cent towards the final Study Score (Unit 3 and Unit 4 each contribute 10 per cent respectively).

The reference to 'inter media and cross media' in the production focused outcomes (Outcome 1 in all units) has been replaced with the phrase 'art form(s) and or media' in order to clarify the expectations of the study. In addition, in Outcome 1 in all units the key knowledge and skills now include reference to knowledge about 'the formal elements' and their use in the realisation of visual solutions and the preparation of a body of work. Changes have been made in the description of the assessment tasks in Units 1 and 2, Unit 3 Outcome 2 and Unit 4 Outcome 2 to provide teachers with greater flexibility in developing their own assessment tasks and in the content of these tasks.

#### Unit 1

- Minor changes in wording have been made to the focus and general description of area of study 1.
- The first key knowledge bullet point in area of study 2 has been modified and now requires a consideration of 'the range of art that is created for specific social contexts'. Otherwise the intent and wording of the key knowledge and skills bullet points in this area of study are unchanged.
- Outcome 2 has been rephrased to reflect in more specific terms the wording of area of study 2.



## **Unit 2**

The focus and general description of the areas of study are very similar to the current study. Both Outcomes 1 and 2 have been reworded to better reflect the areas of study.

## **Unit 3**

### ***Area of study 1***

Minor changes include:

- Outcome 1 now requires that the investigation undertaken be completed in a ‘considered and insightful way’ rather than the ‘broad and innovative investigation’ description in the previous study design.
- The key skills have been expanded to reflect this new emphasis in Outcome 1. For example, progressive documentation of thinking and working practices should be demonstrated and there should be ‘progressive development and refinement of art ideas with appropriate written and visual material’.

### ***Area of study 2***

The following aspects of area of study 2 have been retained:

- the focus on ‘interpretive frameworks’
- the study of artists and artworks produced before 1970 and since 1970
- the number of artists and artworks to be studied

Aspects of area of study 2 that have changed include:

- The inclusion of new interpretive frameworks, for example Formal interpretation and Postmodernism.
- An expanded description of each of the interpretive frameworks to clarify what should be covered under each.
- The inclusion of a requirement that in addition to the ‘Formal interpretation’ framework, at least two additional interpretive frameworks should be studied.
- Where an artist has produced work before 1970 and since 1970, only the works produced before 1970 or since 1970 may be chosen for study in Unit 3
- Minor revisions to Outcome 2.

## **Unit 4**

### ***Area of study 1***

The focus and general description of area of study 1 and Outcome 1 remains basically unchanged. An additional skill has been added that requires students to demonstrate the ‘ability to critically appraise the resolution of intentions and achievements in the development of a sustained body of work’.

### ***Area of study 2***

The emphasis of area of study 2 retains its focus on the visual analysis of artworks, the use of commentaries and the application of interpretive frameworks to support the development of personal points of view about the meanings and messages of artworks. Minor revisions to the wording of this area of study have focused on clarifying the key knowledge and skills relevant to this focus of Outcome 2.

Please note that the number of artists and artworks to be studied in Unit 4 has remained the same.

Enquiries about the reaccredited study design can be directed to Imre Hollosy, Manager Arts Key Learning Area on (03) 9651 4451 or email: hollosy.imre.i@edumail.vic.gov.au

## **Economics**

The course has been restructured to provide a more cohesive approach to the study. The changes to content have been made in particular to update the course in terms of current trends in industry and economics. The revised study design also allows teachers greater flexibility in choosing case studies that are relevant to their students and the regions in which they live.

## **Unit 1**

The focus in Unit 1 is still on the Australian economy.

Area of study 1 introduces students to economics through the study of the market system. Teachers are able to select one or more case studies to develop students’ knowledge and understanding about the nature, operation and role of markets in contexts relevant to their particular interests or local environment.

Area of study 2 deals with economic issues and the Australian economy. A consideration of two or more contemporary issues is undertaken to develop students understanding about how economic decision making impacts on the standard of living and the stability of the economy.

## **Unit 2**

The major change in Unit 2 is a decrease in the number of outcomes from three to two.

Area of study 1 deals with Australia’s external relationships through an exploration of the key economic concepts, principles, theories and models. A case study will focus on one of Australia’s trading partners.

Area of study 2 uses a case study of a multinational or transnational corporation to explore the meaning of the concept of globalisation and the social, environmental and ethical dimensions of economic decision making in a global context.

## **Unit 3**

Unit 3 has maintained the focus of economic activity in Australia and the factors that affect the achievement of the Australian Government’s economic objectives.

Area of study 1 develops understanding about how the market operates within the Australian economy, differences between microeconomics and macroeconomics and the effect of supply and demand on the level of economic activity.

Area of study 2 considers the trend in the performance of the Australian economy and the factors affecting this trend over the past decade in terms of the Australian Government’s economic objectives.

Unlike the current study, particular assessment tasks for each outcome are not specified. Teachers will have more flexibility in choosing the format for the assessment task/s for each outcome. The student’s level of performance can be assessed using one or more of the tasks as listed in the study design.

## **Unit 4**

Unit 4 focuses on the management of the Australian economy.

Area of study 1 considers the nature, operation and evaluation of macroeconomic policies – a general knowledge of the operation over the past ten years and a more detailed understanding of the operation of policies over the last three

years. Outcome 1 concentrates on macroeconomic policy and the evaluation of its effectiveness in terms of achieving the Australian government's economic objectives.

Area of study 2 develops an understanding of the nature, operation and evaluation of microeconomics reform policies and their effectiveness in achieving economic objectives over the past decade. A critical perspective is developed about the role of these policies in the current government policy mix.

As in Unit 3, the assessment tasks for these outcomes are not specified. The student's level of performance on outcomes should be assessed using one or more of the specified task types. The weighting of each outcome has changed as indicated by the marks allocated to the outcomes. In Unit 4, Outcome 1 is worth 50 marks and Outcome 2 is worth 50 marks.

Enquiries about the reaccredited study design can be directed to Jennifer Quick, Manager SOSE Business Studies Key Learning Area on (03) 9651 4436 or email: quick.jennifer.m@edumail.vic.gov.au

## Health and Human Development

Whilst much of the current curriculum content remains in the newly accredited Health and Human Development Study Design, there has been significant reorganisation and some content change. The changes have been made to provide a clearer understanding of both Health and Human Development and the relationships between them. There is also a greater focus on the inequalities that can exist both within and between groups with regard to health and development. The study focuses on issues pertinent to gender, social and cultural grouping (especially indigenous people) and socioeconomic status. The study also takes into account the intellectual changes that occur to provide a more balanced approach to the study of human development.

The titles of all units have been changed as follows:

Unit 1: Youth Health and Development

Unit 2: Individual and Community Health and Development

Unit 3: Nutrition, Health and Development

Unit 4: Global Health and Development

### Rationale

The introduction to the study has been expanded to provide a fuller description of the study of Health and Human Development. The interrelationships that exist between health and development are explained as well as the reasons why this study provides a valuable learning experience for students. The progressive shift in focus that underpins the structure of the study, from the individual to groups to an analysis of health and development from a community and global perspective are clearly set out.

### Unit 1

In Unit 1 the term 'adolescence' has been updated to reflect a more contemporary understanding about youth. This was seen as a way of including the full spectrum of young adults. Where the focus in the current study is on a wide range of transition issues for the adolescent, the new study design has been designed to enable a more in-depth and focused investigation of at least one issue. This provides a framework on which to

base an investigation of the risk and protective factors government policies that impact on young people and strategies to optimise health and development.

The number of outcomes has increased from two to three and each outcome is linked to an area of study.

#### Area of study 1

Area of study 1 has shifted its focus from defining adolescence and the major issues affecting this stage of the lifespan to the interrelationship between the concepts of health and development. This area of study provides students with understanding that is critical for an investigation of the varying health and developmental outcomes for individuals and for populations.

#### Area of study 2

This area of study remains relatively unchanged and includes intellectual changes. The physical, social, emotional and intellectual changes that occur in transition from childhood to adolescence and onto adulthood remain as a focus for study but the title has been changed from 'Changes during adolescence' to 'Transition to adulthood' to reflect the shift of emphasis in the study design.

#### Area of study 3

Area of study 3 has also been renamed and is no longer called 'Supportive environments for adolescents' but rather 'Challenges for youth'. Although the content to be covered remains similar, there has been significant rewording of the key knowledge and skills to reflect the change of emphasis. Students are also provided with greater opportunity to study a challenge in more detail which provides a framework for investigating protective environments, government policies and strategies to promote health and development. It is also designed to allow students to reflect on the role they can play in making a difference to the world they belong to and ways of bringing about social change.

### Unit 2

Whilst Unit 2 still focuses on the family as a major influence on individual health and development there is a broadening of focus to include the influences upon health and development associated with community services and programs such as school and the media. In particular, the impact on health and developmental outcomes for specific social and cultural groups is investigated.

#### Area of study 1

As in the current study, this area of study focuses upon understanding the role that families play in optimising health and development; however, the emphasis is on the health and development of children. This area of study also considers the role and impact of governments and community services in health intervention and ways in which the health and development of all Australian children can be optimised. There is particular attention given to those groups within the community for who there are marked differences in health outcomes, especially indigenous Australian children.

#### Area of study 2

This area of study differs from the current study with its focus upon adulthood and the factors that contribute to the health and development of adults. The focus remains on the family;

however, broader influences are also examined. Examination of issues across the lifespan, such as ageing, is retained.

### **Area of study 3**

This area of study investigates the provision, organisation and delivery of health care in Australia and examines the degree to which it promotes health and development. The students are given an opportunity to explore contemporary issues affecting the health care system such as the role of alternative and complementary medicine and the issues surrounding the use of medical technology.

### **Unit 3**

The structure of the unit has changed from three areas of study and two outcomes, to two outcomes and two areas of study.

Nutrition has been broadened to incorporate a more integrated and social approach to its relationship with contemporary health issues. The content is outlined in more detail to give teachers greater direction in what should be studied. Towards this end, the nutrition content with a focus on development is now found in area of study 1 in Unit 4.

### **Area of study 1**

The content of this area of study is similar to the existing study design although there has been some refocusing of this area of study with emphasis upon the research and investigation of health issues and the role that nutrition plays in the development of many of these health issues. Much of the terminology has also been updated. Students will also develop an understanding of how health and nutrition status in Australia are measured.

### **Area of study 2**

The emphasis of this area of study is on the range of initiatives, both nutrition and non nutrition, that have been implemented to promote health and development. The content has been updated and made more specific to reflect a range of government initiatives such as National Health Priority Areas, Eat Well Australia Strategy and Australian Guide to Healthy Eating. Students are still required to investigate a nutrition and non nutrition related initiative introduced to optimise health and development. Students will evaluate government policy and programs in the light of behavioural, social, economic and environmental determinants.

### **Unit 4**

The structure of the unit remains the same as the current study, two outcomes and two areas of study.

The focus of Unit 4 remains on understanding of development across the lifespan but focuses more on an international perspective. There is, however, more emphasis placed on analyses of health and development both between and within developing and industrialised nations and considers the implications to health and development of the globalisation in the areas of food, tobacco and alcohol. By comparing similarities and differences, students are asked to draw inferences and critically evaluate strategies and initiatives designed to optimise health and development in developing countries.

### **Area of study 1**

The content of this area of study is similar to the current design placing emphasis on the characteristics of development across the lifespan. Analysis of the impact of inherited and environmental factors is undertaken as students consider the variations that occur in health and developmental outcomes across populations.

### **Area of study 2**

As with the current study design, this area continues to focus on comparisons in health outcomes between industrialised and developing nations and to assess and evaluate strategies and initiatives that have been implemented. However, the focus is now more on strategies implemented in developing countries rather than industrialised countries.

### **Assessment**

As described above, Units 1 and 2 now have three outcomes rather than two and a wider range of assessment tasks from which teachers can choose. Teachers are advised in the study design to select a variety of assessment tasks for their assessment program to reflect the range of knowledge and skills students are required to demonstrate within each unit.

A significant change has been made to school-assessed coursework in Units 3 and 4 in accordance with the feedback from teachers on the current study design. In Units 3 and 4 there is more flexibility in the reaccredited study design for Outcome 1 to allow teachers to choose from a range of formats for the assessment task without specifying the content for the task. Similarly for Unit 3 Outcome 2, teachers have more choice in both the format of the task and greater scope to choose their own diet-related issue and non-diet related health issue. For Outcome 2 in Unit 4 there is also greater flexibility for the teacher to select the topic and format for the task. This was one of the key areas that teachers widely reported as a constraint in the current study.

Enquiries about the content of the study design can be directed to Peter Hopwood, Manager Health and Physical Education on (03) 9651 4444 or email:

[hopwood.peter.f@edumail.vic.gov.au](mailto:hopwood.peter.f@edumail.vic.gov.au)

### **Physics**

The reaccredited Physics Study Design combines much that is similar to the present study with some new material. The major change has been in the structure of the study, which has been designed to enable choice in approximately one-third of the study. Two areas of study in each unit are common for all students. The third area of study, entitled *Detailed study*, enables students to further develop the physics of one or both of these common areas of study.

The study has been designed to enhance the scientific literacy of students. To this end a greater emphasis has been placed on the nature and role of theories and models. Several aspects of some common areas of study and detailed studies provide opportunities for students to develop understanding about the use and development of theories and models.

The areas of study and related detailed studies are as follows:

Unit	Area of study	Title
1	1	Wave-like properties of light
	2	Nuclear and radioactivity physics
	3	Detailed study:
		3.1 Astronomy 3.2 Medical physics 3.3 Energy from the nucleus
2	1	Movement
	2	Electricity
	3	Detailed study:
		3.1 Astrophysics 3.2 Investigations: aerospace 3.3 Investigations: alternative energy sources
3	1	Motion in one and two dimensions
	2	Electronics and photonics
	3	Detailed study:
		3.1 Einstein's relativity 3.2 Investigating structures and materials 3.3 Further electronics
4	1	Interactions of light and matter
	2	Electric power
	3	Detailed study:
		3.1 Synchrotron and applications 3.2 Photonics 3.3 Recording and reproducing sound

### Unit 1

The major change to Unit 1 has been the removal of *Heating and cooling* as a discrete area of study. The kinetic particle model of matter and concepts of energy transfer and energy transformation have been retained in area of study 2: *Radioactivity and nuclear physics* and can be explored further through the detailed study: *Energy from the nucleus*, in Unit 1 and *Investigations: Alternative energy sources* in Unit 2.

In Unit 1 students will be exposed to the role and function of modelling in physics as they study the *Wave-like properties of light*. They can return to a deeper understanding of these issues in Unit 4, *Interactions of light and matter*. The Newtonian model of motion is covered in Unit 2, where Aristotelian and Galilean theories are compared and contrasted; and again in Unit 3, where the Newtonian model can be contrasted with Einstein's model in the related Unit 3 detailed study. Models of the solar system (Ptolemaic and Copernican), and of the universe and its origin are studied in the detailed studies of *Astronomy* (Unit 1) and *Astrophysics* (Unit 2). Modelling is seen to be mechanical, conceptual and mathematical.

### Unit 2

In Unit 2 the common areas of study, *Movement* and *Electricity*, are similar to the current study design, with some aspects being relatively straightforward extensions of the understanding students are expected to have demonstrated as

part of the middle years curriculum based on the *Curriculum and Standards Framework*.

### Unit 3

In Unit 3, *Motion in one and two dimensions* combines and enhances the current Unit 4 area of study: *Motion and Gravity*. The study of Newtonian motion has been moved to Unit 3 and supports two detailed studies: *Einstein's relativity*, which is introduced for the first time in Physics, and *Investigating structures and materials*, which is similar to the current Unit 4 area of study: *Structures and materials*.

In Unit 3 the *Electronics and photonics* area of study replaces *Electronic systems*. Photonics has been included in Physics for the first time; and is also one of the Unit 4 detailed studies. The digital part of the current study has been removed but students may study an enhanced *Further electronics* detailed study.

### Unit 4

*Electric power* has been placed in Unit 4 but continues as a common area of study for all students. *Sound* has also been moved to Unit 4 as a detailed study. *Sound* has been modified to relate more directly to *Electric power*.

The Unit 4 area of study, *Interactions of light and matter*, is similar to the current study. It supports the detailed study: *Photonics*. The two Unit 4 common areas of study support the detailed study: *Synchrotron and applications*, which is introduced for the first time in Physics.

### Practical Investigations

In the revised study design there is an increased emphasis on student engagement in practical investigations. In Unit 1 and Unit 2 students are expected to undertake at least one investigation that develops their capabilities in adapting, extending and designing practical investigations. By Unit 3 students must be able to undertake a *student-designed, extended practical investigation* that involves at least two independent, continuous variables. This enhances the requirements placed on the well-established and valued, *student-designed investigation*, and is in line with expectations of student development consistent with the *Skills, processes and procedures* of the *Curriculum and standards framework*. In Unit 4 the compulsory school assessed coursework task is the *summary report of selected practical activities from the student's logbook*, a task that has been valued in the current study. Throughout the four units, students are also expected to be able to use relevant sources such as material safety data sheets (MSDS), manufacturer's specifications, occupational health and safety publications, Australian Standards, government publications, guidelines for safe use of equipment, school policy documents to assess risk in the conduct of practical work.

### Assessment

The overall assessment structure remains the same: Units 3 and 4 coursework constitute 34 per cent (17 per cent respectively) to the final Study Score; and the mid-year and end-of-year examinations, of one and a half hours duration, constitute 33 per cent. In school-assessed coursework, teachers will have more flexibility in selecting from a range of assessment task formats to provide diversity in their overall

assessment program for students. The assessment tasks for coursework provide opportunities for students to use a range of capabilities, such as ICT skills, in demonstrating the outcomes.

Enquiries about the reaccredited study design can be directed to Neil Champion, Manager Science Key Learning Area on (03) 9651 4655 or email:

champion.neil.d@edumail.vic.gov.au

## Studio Arts

The overall curriculum and assessment structure of Studio Arts has been retained. The unit titles of the revised study are almost exactly the same as in the current study. The focus of production work remains the same in each unit although the areas of study and outcomes have been modified in order to clarify expectations of the study. The revisions to the key knowledge and skill statements reflect these changes. Two school-assessed tasks with their current foci are still required; one in Unit 3, the other in Unit 4. Note that now each school-assessed task is composed of two outcomes rather than one outcome as is the case in the current study design. The current emphasis in the 'theory/analysis' component of the study in each unit is generally the same. Changes though have been made in each unit to better describe the content of the areas of study, outcomes and related key knowledge and skills. This aspect of the study design continues to be assessed in the end-of-year examination and teachers still have the option of developing their own assessment tasks for the 'theory/analysis' component of the study design. Changes have also been made in the description of the assessment tasks in Units 1 and 2 to provide teachers with flexibility to develop their own assessment tasks and in the content of these tasks.

### Unit 1

- Each area of study is now linked to a single outcome. To accommodate this change area of study 3 has been included in this unit.
- Area of study 1 'Developing art ideas' is virtually unchanged from area of study 1 in the current study even though the title of the area of study has been reworded. The wording of Outcome 1 is exactly the same.
- Area of study 2 continues to be entitled 'Materials and techniques' and is virtually unchanged in its requirements. Minor changes have been made to the wording of Outcome 2.
- Area of study 3 has the same focus as the current Outcome 3 although related key knowledge and skills description have been expanded to clarify the requirements of this outcome. Minor changes have also been made to the wording of this outcome.

### Unit 2

- This unit continues to have two areas of study and two outcomes. In both areas of study the reference to 'design elements and principles' has been replaced with the phrase 'formal elements' in order to ensure greater consistency with the terminology in the Art Study Design.
- Area of study 1 continues to be entitled 'Design exploration' and is virtually unchanged in its requirements. Minor changes have been made to the related outcome.

- Area of study 2 has retained its analytical focus. While changes have been made to this area of study and the related outcome the emphasis continues to be on ways in which artists have created aesthetic qualities, in artworks, communicated ideas and developed styles.

### Unit 3

- Area of study 1 and Outcome 1 in the current study design have been reorganised into two Areas of study and into two outcomes. This restructuring has been done so that the requirements of the work brief are more clearly articulated in the study design.
- The focus of the revised area of study 1 is the preparation of a work brief that defines the content of the design process. The emphasis in the key knowledge and skills related to this outcome is generally consistent with the curriculum and assessment information currently provided in the Studio Arts Study Design and the Assessment Guide.
- The focus of the revised area of study 2 is the presentation of a design process that produces a range of potential solutions to the aims and ideas documented in the work brief. The emphasis in the key knowledge and skills related to this outcome is generally consistent with that outlined in area of study 1 in the current Studio Arts Study Design. The title of the revised area of study 2 is the same as the title of area of study 1 in the current study design. An explanation of the term 'potential' solutions' is also provided in the revised study design.
- The focus of the revised area of study 3 is the nature of art practices in particular artforms and the ways in which artists develop distinctive styles in their artworks. Area of study 2 was the equivalent area of study in the current study design. While the general thrust of the current Outcome 2 has been retained, significant changes have been made in the key knowledge and skills. References to, for example, 'traditional and contemporary work environments', 'approaches to subject matter' and 'new and emerging media technologies' have been deleted. The curriculum now includes, for example, considerations involved in the artists' use of other artworks in the making of their own and ways in which artworks reflect artists' interpretation of subject matter. This latter point has been incorporated into Unit 3 from Unit 4 because it was felt that it was more appropriate to be studied in the context of art practices and the ways artists develop distinctive styles in their artworks.

### Unit 4

- A new area of study titled 'Focus statement' has been included as area of study 1 in this unit. The requirements of this area of study are generally consistent with the curriculum and assessment information currently provided in the Studio Arts Study Design and the Assessment Guide. The focus statement is begun prior to the completion of the folio and expanded upon completion of the folio. It will be one part of school-assessed task 2 and it will document how potential solutions will be used to produce the cohesive folio of finished artworks (the folio is the other part of school-assessed task 2).
- The focus of the revised area of study 2 is the presentation of a cohesive folio of finished artworks based on the potential solutions. The emphasis in the key knowledge and skills related to this outcome is generally consistent with that outlined in area of study 1 in the current Studio

Arts Study Design. The area of study specifies that final artworks may be created in art form/s and that the folio will consist of no less than two finished artworks where relationships are established between the final artworks to create a cohesive folio.

- The focus of the revised area of study 3 is generally consistent with that outlined in Area of study 2 in the current Studio Arts Study Design. Changes in the revised area of study include a definition of the word 'current' with reference to the requirement that current art industry issue/s be studied, the requirement that research of media and other sources should be undertaken in analysing art industry issue/s, a stipulation of the considerations which must be studied in looking at the conservation of artworks and a rewriting of the key knowledge about curatorial and exhibition design to allow for the study of exhibitions and/or displays occurring in the community.

Enquiries about the reaccredited study design can be directed to Imre Hollosy, Manager Arts Key Learning Area on (03) 9651 4451 or email: hollosy.imre.i@edumail.vic.gov.au

## Visual Communication and Design

The overall curriculum and assessment structure of Visual Communication and Design has been retained. The rationale and aims of the revised study are essentially unchanged and the unit titles are the same as in the current study. The number of areas of study in Units 3 and 4 has remained the same whilst Units 1 and 2 have increased from three areas of study to four. This has created a one to one relationship between the outcomes and the areas of study. All areas of study have been retained in the units in which they are currently placed. The number of outcomes in all units has also remained the same. The current emphasis on freehand and instrumental drawing in the different units has been retained, as has the current Unit 3 and 4 assessment program. The contribution to the student's final study score is as follows: Unit 3 school-assessed coursework 33 per cent, Unit 4 school-assessed task 33 per cent and the Unit 3 and 4 one and half hour examination 34 per cent.

The focus of visual communication production work generally remains the same in each unit although the areas of study and outcomes have been modified in order to clarify expectations of the study. The revisions to the key knowledge and skill statements reflect these changes. Equally the emphasis of the 'theory/analysis' components of the study have also generally remained the same.

The use of information and communications technology (ICT) is now mandated in Units 1, 2 and 3 in one of the outcomes related to the preparation of folio work. The use of ICT in Unit 1 is mandated for the first time. In Units 2 and 3 the term 'electronic productions systems' in the current study design has been replaced by the requirement that ICT be used in the preparation of folio work. Also within each unit more references are provided on how ICT may be used in the context of specific outcomes.

Changes have also been made in the description of the assessment tasks in Unit 3 to provide teachers with greater

scope to develop their own assessment tasks, and greater flexibility in the content of these tasks. In Unit 4 while the existing assessment tasks have been retained, their descriptions have been simplified.

A specific list of design elements (eight in all) and design principles (eight in all) are identified for study in both Units 1 and 3. This is in contrast to the currently accredited study design where the number of design elements and design principles to be studied was not identified. The specification of the design elements and principles was undertaken because it was felt that most (if not all) of these elements and principles were already being studied in the implementation of the current study design. The design principles to be studied have also been slightly modified in that 'composition' has been deleted and 'figure' and 'ground' have been combined.

Terminology in the areas of study, outcomes, key knowledge and skills statements has been revised so that the descriptions are more focused and/or consistent with industry use. The phrase 'visual communication production process' has been replaced by the term 'design process' throughout the study design. The aim of this revision is to bring about greater consistency between industry practice and study design terminology. In addition the words 'production systems' have been replaced by the term 'methods' (for example, drawing, printing, ICT). The word 'methods' should be understood in the sense that in the production of visual communications materials are modified by materials and media to create final presentations.

### Unit 1

- All areas of study are now linked to a single outcome. The addition of an area of study in this unit reflects a changed focus to an existing outcome. This change in focus further distinguishes the content of Unit 1 from that of Unit 2.
- Area of study 1 'Instrumental drawing' is virtually unchanged from area of study 1 in the current study. The wording of Outcome 1 is exactly the same.
- Area of study 2 'Freehand drawing and rendering' no longer requires the use of freehand drawing to develop explanatory diagrams. The wording of Outcome 2 is exactly the same.
- Area of study 3 has a similar focus to the current Outcome 3 though some significant changes have been made. The key knowledge and skills now require the study of eight design elements and eight design principles and the use of information and communications technology. In addition, in completing the outcome there is no longer the requirement that the 'visual communication production process' be used, rather the focus of the work should be on exploring and applying design elements and principles for a stated purpose. Minor changes have also been made to the wording of this outcome.
- Area of study 4 is now entitled 'Design process'. The focus and intent of this area of study and Outcome 4 remains essentially the same in the revised study despite the change in wording. The changes in this area of study reflect the change in terminology adopted throughout the study design, that is, from the 'visual communication production process' to the 'design process'. This change is also reflected in the rewording of the outcome.

## Unit 2

- All areas of study are now linked to a single outcome. Whilst an additional area of study has been included the number of outcomes is unchanged.
- Area of study 1 is now entitled 'Representing and communicating form' and is virtually unchanged from the requirements of Outcome 1 in the current study design. The reference to letterform conventions has been deleted from Outcome 1. Minor changes have also been made to Outcome 1.
- Area of study 2 is now entitled 'Developing imagery'. It is virtually unchanged from the requirements of Outcome 2 in the current study design. The reference to the application of letterform conventions has been deleted from Outcome 2. Minor changes have been made to Outcome 2.
- The focus of the revised area of study 3 and its related outcome is significantly different to Outcome 3 in the current study design in that visual communication solution/s should be developed in response to set task/s rather than existing presentations being used to develop the student's own final presentation. (Of course that particular activity still remains an option as a set task in the revised study design.) ICT has to be used in the development of visual communications solutions. There are however similarities to the requirements of the current outcome, for example, the design process has to be applied in the completion of the set task/s. Significant changes have been made to the wording of this outcome.
- Area of study 4 has retained the same title as in the current study design and the same general focus. The changes require an analysis of historical examples of visual communications as well as contemporary examples. This change in emphasis is reflected in the changes to Outcome 4.

## Unit 3

### Area of study 1

The focus and general description of area of study 1 and Outcome 1 remains basically unchanged. Changes that have been made include

- the study of eight design elements and eight design principles
- the use of ICT
- application of the design process rather than the 'visual communication production process'.

### Area of study 2

The focus and general description of area of study 2 remains basically unchanged. An additional key knowledge and skills bullet point that requires in some circumstances a consideration of standards and/or conventions in the analysis of visual communications has been included. The wording of the outcome has remained the same.

## Area of study 3

The overall focus area of study 3 and Outcome 3 is generally consistent with the current study design in that a study of roles and relationships in professional practice is still required. However, significant changes have been made; these include:

- specific reference to the role of a client/s and the design brief/s in establishing and/or defining a communication need/s
- the requirement for students to develop an understanding of the design **and** production of visual communications at different stages in professional practice with reference to, for example, role of client and brief, use of ICT
- a focus on professional designers and, where appropriate, their working relationship with specialist/s in the design and production of visual communications.

These changes have been made to more accurately reflect the work undertaken, and the terminology used, by designers in the context of professional practice.

## Unit 4

### Area of study 1

The focus and general description of area of study 1 remains basically unchanged. The main change is that the key skills now require information about the possible resolutions to the brief to be described by the identification of two distinct final visual communications presentations on two presentation formats. Minor changes have also been made to the wording of this outcome.

### Area of study 2

The focus and general description of area of study 2 remains unchanged. The wording of Outcome 2 is exactly the same.

### Area of study 3

The focus and general description of area of study 3 and Outcome 3 remains basically unchanged. The changes that have been made are generally consistent with the curriculum and assessment information currently provided in the Visual Communication and Design Assessment Guide. These changes are essentially in the key skills statements and refer to the production of two distinct final presentations that are

- distinguishable in terms of purpose (where appropriate), context and presentation format
- distinguishable from the developmental work
- demonstrate technical competence in the production of visual communications.

Note that on pages 56–57 of the study design examples of final presentations and presentation formats are provided.

Enquiries about the reaccredited study design can be directed to Imre Hollosy, Manager Arts Key Learning Area on (03) 9651 4451 or email: [hollosy.imre.i@edumail.vic.gov.au](mailto:hollosy.imre.i@edumail.vic.gov.au)



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**VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY**

41 St Andrews Place East Melbourne Victoria 3002 Australia

TELEPHONE +61 3 9651 4300 FACSIMILE +61 3 9651 4324

EMAIL [vcaa@edumail.vic.gov.au](mailto:vcaa@edumail.vic.gov.au)

WEB [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

