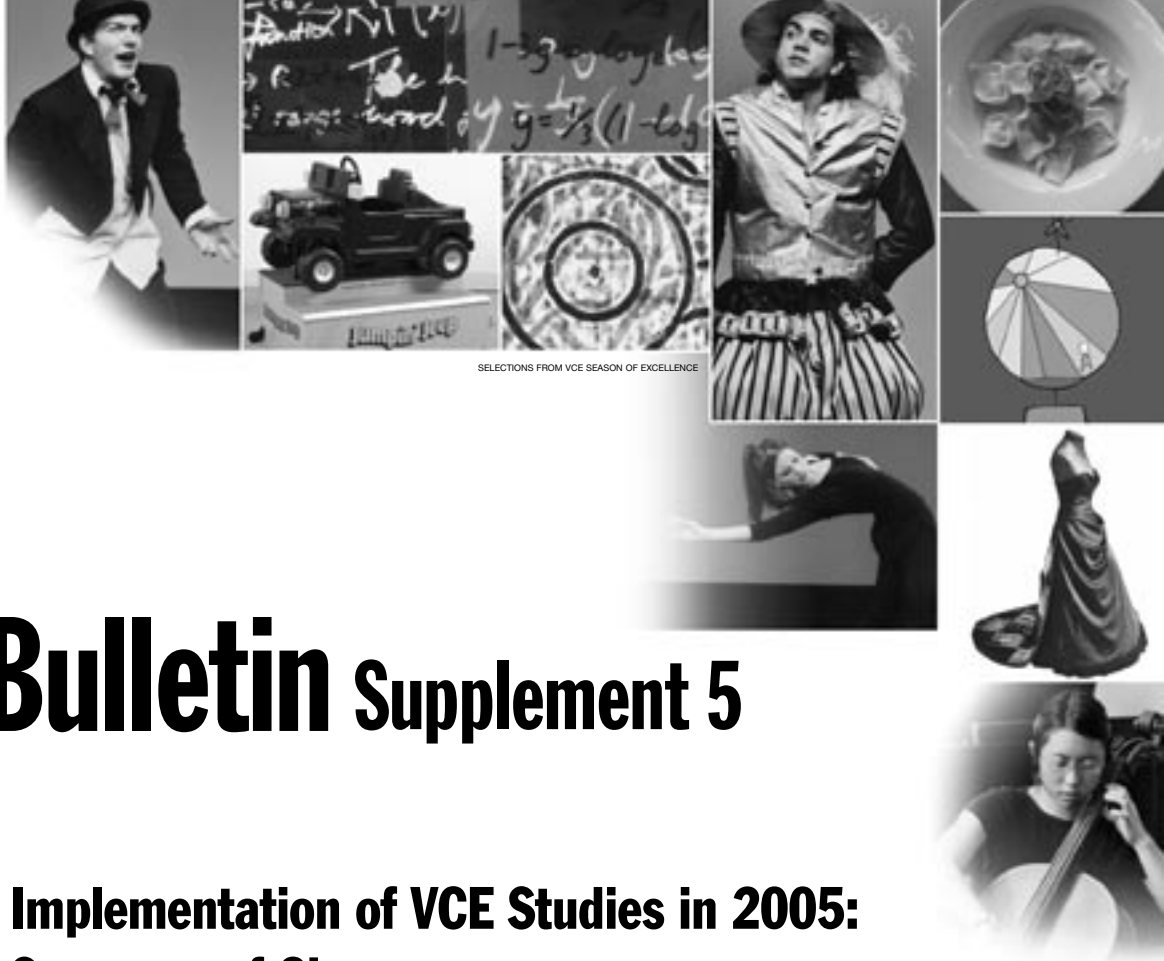


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Victorian Certificate of Education
Victorian Certificate of Applied Learning



SELECTIONS FROM VCE SEASON OF EXCELLENCE

VCAA Bulletin Supplement 5

Implementation of VCE Studies in 2005: Summary of Changes

Business Management, Media and Psychology

(A summary of changes for History and the LOTE studies will be published in the April 2004 VCAA BULLETIN, No. 12)



Business Management

The VCE Business Management study design has been reviewed and reaccredited for the period 2005–2008.

Summary of Changes

The rationale of the study has been revised. By studying Business Management students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors. The issues of ethical business behaviour and the social responsibilities of business have therefore been incorporated into the study design across Units 1–4.

Unit 1 – Small Business Management

There are now three (3) areas of study and three (3) outcomes for this unit. Area of Study 1 – Business concepts – introduces students to generic business concepts which apply to the management of organisations of varying size, complexity or industry setting. Area of Study 2 – Small business decision-making, planning and evaluation – considers the many decisions and planning undertaken prior to the commencement of a business as well as how success of the business can be evaluated. Area of Study 3 – introduced to deal with day-to-day operations, examining the essential on-going activities which sustain an ethical small business and promote its successful growth. Six options are provided, with students required to complete the key knowledge and skills from one option to achieve Outcome 3. This restructure has reduced the topics to be covered in Unit 1 and allows for a more in-depth study of a particular operation.

Unit 2 – Communication and Management

This unit focuses on the importance of effective communication in achieving business objectives. The three areas of study in this unit have been reorganised: Area of Study 1 deals with Communication in business, its importance and the methods and forms communication can take. Area of Study 2 – Managing the marketing function – involves an examination of planning used by management to position its products and services in the marketplace. Area of Study 3 reintroduces Managing the public relations function to the study design. This area of study involves an examination of the role management plays in creating and maintaining the image of the business. The management, change and innovation area (in the current study design) has been incorporated into Unit 4.

Unit 3 – Corporate Business

Units 3 and 4 of the study design have been restructured to enable a more logical progression across the units. Unit 3 maintains a focus on large-scale organisations. Area of Study 1 – Large-scale organisations in context – involves an examination of the role and importance of large-scale organisations to the Australian economy. Area of Study 2 – Internal environment of large-scale organisations – looks at internal factors affecting the achievement of business objectives; and Area of Study 3 – The operations management function – considers the best and most responsible use of all available resources for the production of a quality final product or service.

Unit 4 – Managing People and Change

The human resource management function in Area of Study 1, examines the practices and processes within large-scale organisations in Australia. Area of Study 2 – The management of change – examines the importance of change management to large-scale organisations and the ways in which it can be managed effectively. The number of outcomes for this unit has been reduced from three (3) to two (2) – one for each area of study.

Assessment Tasks

The assessment tasks for Unit 3 and 4 are not prescribed as they are in the current study design. The students' performance on each outcome is now assessed by using one or more of a variety of task types, which are listed for each unit. This allows greater flexibility for teachers to structure their assessment tasks in order to best meet the approach they adopted in their teaching and learning program.

Enquiries about the content of the study design can be directed to Jennifer Quick, Manager, SOSE Business Studies on (03) 9651 4436 or email:

quick.jennifer.m@edumail.vic.gov.au

Media

The VCE Media study design has been reviewed and reaccredited for the period 2005–2008.

In most respects the revised Media Study Design does not vary significantly from the current study design. The number of outcomes in each unit and across the study is unchanged. A balance between theory and production activities has been retained across all units. Greater emphasis has been placed on new media technologies and cross media processes with opportunities for studying these incorporated into units one and two. This emphasis is also evident in the type and scope of practical activities and assessment tasks possible in Media. The language and content of the study design has been revised to accommodate new thinking about the media.

The overall assessment structure of Media has been retained although there have been changes in the types and number of assessment tasks that may be set. These changes are designed to allow greater flexibility in the ways knowledge and skills may be assessed.

Unit 1

There are now three areas of study in Unit 1: Representation, Technologies of Representation and New Media. Each area of study has an associated outcome. Area of Study 2 in the current study has been substantially reorganised and is now reflected in Areas of Study 2 and 3.

Area of Study 1 – Representation – has been expanded to include notions of realism in media texts. Area of Study 2 – Technologies of Representation – requires students to work in at least two media forms producing and comparing representations in both. This is consistent with the expectations in the current study design. Area of Study 3 – New Media – expands on the existing outcome through the provision of detailed examples. In addition, the key skills focus on developing an understanding of the relationship between new and existing media and how the new media technologies have affected media production and the circulation and consumption of media products. Outcome 3 key skills have a revised focus and should be understood as modifying the expectations of this outcome.

Unit 2

There are now three areas of study in Unit 2: Media Production, Media Industry Production and Australian Media Organisations. Each area of study has an associated outcome. Whilst this unit bears similarity to the existing Unit 2, close reading reveals changes of emphasis and the inclusion of new material to the study. Note specifically that Area of Study 2 in the current study is now included in Areas of Study 2 and 3 of the revised study.

Area of Study 1 – Media Production – contains the knowledge and skills of the existing outcome and recognises as a key skill the collaborative dimensions involved in the production of media texts. Area of Study 2 – Media Industry Production – emphasises industry issues and/or developments related to the stages and roles of media production. These stages and roles are considered within a framework which includes the industrial context of production and how developments in the media industry impact on production.

The issues and/or developments focused on may be local to the Australian media industry and/or considered more broadly in a particular location (that is, production in a specific country) or may involve more global considerations. Area of Study 3 – Australian Media Organisations – is an expansion of the existing course. As the title of the outcome suggests, the focus is on Australian media organisations (at least two) and focuses on developing an understanding of each organisation prior to comparing the nature and operation of each of the organisations selected for study. The outcome seeks to develop an understanding of the characteristics of media organisations with reference, where appropriate, to historical patterns of media ownership and the production of media texts overseas and their subsequent distribution/ circulation in Australia. The approach to Outcome 3 in the revised study is significantly different in these ways to the current study design.

Unit 3

The existing areas of study in Unit 3 have been retained in the revised study design although the material contained in them has undergone some reorganisation, expansion and revision. Area of Study 1 – Narrative – requires students, as is the case in the current study design, to study two or more fictional media narratives. Outcome 1 continues to focus on an analysis of the nature and function of production and story elements in fictional media texts. Consistent with the current study design fictional films, radio or television programs may be studied.

Outcomes 2 and 3 in Unit 3 no longer share a common area of study. The focus of each of these outcomes has however remained the same. Area of Study 2 – Media Production skills continues to require the use of technical equipment, applications and media processes in relation to media production design plan specifications. However, significant changes have been made in Area of Study 2 and Outcome 2; these include:

- the completion of self-contained production exercises where the intention/s of these exercises are documented
- the exploration of aesthetic and/or structural qualities and characteristics of a media product.

Area of Study 2 specifies in more detail, than the current study, the key knowledge and skills expected to be focused on as students develop media production skills relevant to the production design plan specification areas (as outlined on pages 25–27 of the revised study design).

The focus and general description of Area of Study 3 remains basically unchanged. The wording of the outcome has remained the same, changes that have been made maybe summarised as:

- inclusion of a table about the duration and lengths of media products to be produced in the School-assessed Task
- additional detail in the specifications for the selected media products
- the restructuring of the set of key skills.

The outcomes associated with both Areas of Study 2 and 3 are now included in the School-assessed Task (see below).

Unit 4

The existing areas of study in Unit 4 have been retained in the revised study design although the material contained in them has undergone some expansion and revision.

Area of Study 1 – Media Process – continues to be assessed as part of the School-assessed Task (see below). The focus and general description of Area of Study 1 remains unchanged. The wording of Outcome 1 is basically the same. Area of Study 2 – Social Values – has undergone some revision in that in addition to analysing the relationship between a media text and social values (as is currently the case), there also has to be a consideration in general terms of how social values shape the content of media texts. A substantiated understanding of the social and production contexts of the text has been included in the knowledge and skills of this outcome. Apart from these changes the key knowledge and skills have remained essentially the same. Area of Study 3 – Media Influence – has been revised to better reflect ways in which Media Influence is discussed and understood. In addition, the area of study now includes a study of a range of media forms and texts and an understanding of arguments and evidence surrounding the regulation of media content. Outside of these changes this area of study has remained essentially the same, for example the wording of Outcome 3 is unchanged.

School-assessed Task

The School-assessed Task has been retained and expanded to include Unit 3 Area of Study 2 – Media Production Skills. To satisfy Unit 3 Outcome 2 students will be required to present evidence, in the form of production exercises, of the use of technical equipment, applications and/or media processes in production design plan specification areas appropriate to media forms. Details of the type and scope of this evidence will be published in the Media Assessment Handbook. As part of the School-assessed Task, Outcome 2 is now subject to review and should be submitted together with the production design plan and the production completed for Unit 4 Outcome 1. The School-assessed Task contributes 35 per cent to the Study Score.

In the School-assessed Task the product duration and/or length for each media product has been revised to recognise technological changes in media production over recent years. Details of product length and/or duration have been expanded to clarify exactly what is required in each production. Examples of the type of product students may undertake have been included as suggestions only and are not mandated.

A reduction in the minimum possible length of audio visual and/or video sequences to 4 minutes has been made in recognition of the nature of these media forms. The maximum

length of audio visual and/or video sequences has been retained at 10 minutes including titles and/or credit sequences.

Photographic productions will comprise a minimum of 10 original or source images and/or negatives, which may be presented as any number of finished works numbering up to 15 in total. This adjustment allows students to work in photomontage and employ digital techniques. It recognises the range of degrees of complexity involved in different types of photography and image production.

The range of print productions possible has been expanded to mirror the types of works available in professional print media productions. The number of pages or layouts is now numbered as between 8 and 12. The size of each page or layout is no longer mandated. Students are required to print their own print layouts.

Multimedia productions may be in any form and in recognition of developments in these technologies the product duration has been set at approximately 10 minutes. This limit assumes a reasonable level of technology and a product appropriate to the intended audience.

Recognition has been made of the impact in recent years of the convergence of media forms and processes, in the revised study design students may work in cross media formats. Teachers should guide students as to the scope of task for such productions to ensure that they are consistent with those required by students working in other media forms.

Assessment structure

The weighting of outcomes in Units 3 and 4 has undergone significant change. In Unit 3 the School-assessed Coursework includes Outcome 1 – Narrative – only. It contributes 8 per cent to the Study Score. In Unit 4 School-assessed Coursework includes Outcome 2 – Social Values – and Outcome 3 – Media Influence – each contribute 6 per cent to the Study Score. School-assessed Coursework continues to contribute 20 per cent to the Study Score. The School-assessed Task contributes 35 per cent to the Study Score.

The end-of-year examination will assess all three outcomes that constitute the School-assessed Coursework in the Media Study Design, namely Narrative, Social Values and Media Influence. All areas of study that comprise the School-assessed Coursework will be weighted approximately equally in the examination. It will be two hours in duration and contribute 45 per cent to the Study Score.

Enquiries about the content of the study design can be directed to Helen Champion, The Arts Project Manager on (03) 9651 4668 or email:

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Psychology

The VCE Psychology study design has been reviewed and reaccredited for the period 2005–2008.

In many respects the revised Psychology Study Design does not vary significantly from the current study design. The integration of statistics, research design and ethical principles into all units has strengthened the link between the development of theory and empirical investigations. The bullet points under each area of study indicate where there has been substantial change. Teachers should note that in each area of study there is significant retention of current content.

Unit 1

Area of Study 1 – Introduction to psychology

- the outcome statement has changed to include reference to scientific method as an approach to research and the nature of psychology as a scientific study
- a study of the historical development of psychology has been included in the key knowledge
- the use of examples from research studies to identify methods and ethical principles that apply to the conducting of research has been included as a key skill.

Area of Study 2 – Social relationships

This area of study replaces the current Area of Study 2 – Behaviour in groups. It now focuses on behaviour as a consequence of environmental experiences.

- the outcome statement focuses on factors affecting pro-social and anti social behaviour
- descriptive and inferential statistics and ethical principles related to studies of conformity or obedience have been included as key knowledge
- the use of evidence to explain when conformity or obedience are likely to occur, the collection and use of quantitative data, and the interpretation of graphical representations of data in psychological research have been included as key skills

Area of Study 3 – Development of individual behaviour

This area of study is very similar to the current Area of Study 1 in Unit 2.

- research methods used to study early perceptual skills and the implications of sample size and population on research conclusions have been included as key knowledge
- the use of secondary data to explain effects of sample size on research conclusions in studies of human development has been included in the key skills

Unit 2

Area of Study 1 – Introduction to the nervous system

This area of study replaces the current Unit 2 Area of Study 2 – Biological bases of behaviour.

- the role of neuromodulators, major functions of the spinal cord, the role of somatic and autonomic nervous systems, interference to the functions of the nervous system and ethical issues associated with studies of the nervous system have been included as key knowledge
- application of research design methods applied to studies of the nervous system have been included as key skills

Area of Study 2 – Individual differences

This area of study is similar to the existing Area of Study 3 in Unit 2 – Differences among people.

- the study of one approach to assessing and classifying mental health has been included as an option in the key knowledge
- the strengths and limitations of definitions of normality and abnormality and an evaluation of the ethical principles related to the use of intelligence or personality tests have been included as key skills

Area of Study 3 – Social attitudes

This area of study is similar to the current Area of Study 3 in Unit 1 – Attitudes.

- the study of factors which may reduce prejudice and social and cultural differences and prejudice has been included as key knowledge
- ability to analyse results gathered from a student-designed questionnaire and the use of appropriate ethical standards in the design of a briefing statement and consent form have been included as key skills.

Unit 3

Area of Study 1 – Brain and nervous system

This area of study replaces the current Area of Study 1 in Unit 3 – Biological bases of behaviour.

- divisions of the nervous system and understanding of ethical principles in the conduct of brain research have been included as key knowledge
- explaining the functions of the four lobes of the brain, the role of the right and left cerebral hemispheres, analysis of data from brain research methods, and ethical principles in the conduct of brain research have been included as key skills

Area of Study 2 – Visual perception

This area of study is very similar to the current Area of Study 2.

- understanding of research methods in visual perception and ethical principles in the conduct of psychological research related to visual perception have been included as key knowledge
- designing a research investigation has been included as a key skill

The study of the structure and functions of the eye has been removed from this Area of study.

Area of Study 3 – States of consciousness

This area of study is very similar to the current Area of Study 3.

- an improved definition of consciousness and a clarification of sleep phenomena have been included as key knowledge
- research design has been included as key knowledge.

Unit 4

Area of Study 1 – Memory

This area of study is similar to current Area of Study 1 although the outcome statement is more specific.

- working memory and the features of the forgetting curve (the contribution of anterograde and retrograde interference in recall) have been included as key knowledge
- the formation of operational hypotheses and the interpretation of data and ethical principles in the conduct of psychological research related to memory have been included as key knowledge

Area of Study 2 – Learning

This area of study is similar to current Area of Study 2. The outcome statement is however more specific.

- A new skill distinguishing one trial learning from classical conditioning has been included in this area of study.

Area of Study 3 – Research Investigation

This area of study requires students to report on a research investigation that relates to either Area of Study 1 – Memory or Area of Study 2 – Learning.

Students design a research investigation, formulate an hypothesis, apply a research method, collect, analyse, interpret and report the data.

School-assessed Coursework

The mark allocation to each outcome in the Unit 3 School-assessed Coursework is the same as for the current Unit 3. There is a choice of at least three different tasks to be selected from the list of assessment tasks provided in the study design.

The mark allocation for Outcomes 1 and 2 are each 40 marks in the Unit 4 School-assessed Coursework. There is a choice of at least two different tasks to be selected from the list of assessment tasks provided in the study design for Outcomes 1 and 2. Outcome 3 is worth 20 marks and must be submitted as a report on a research investigation relating to either Outcome 1 or 2.

Enquires about the content of the study design can be directed to Ann Osman, Science Key Learning Area Manager on (03) 9561 4512 or email:

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