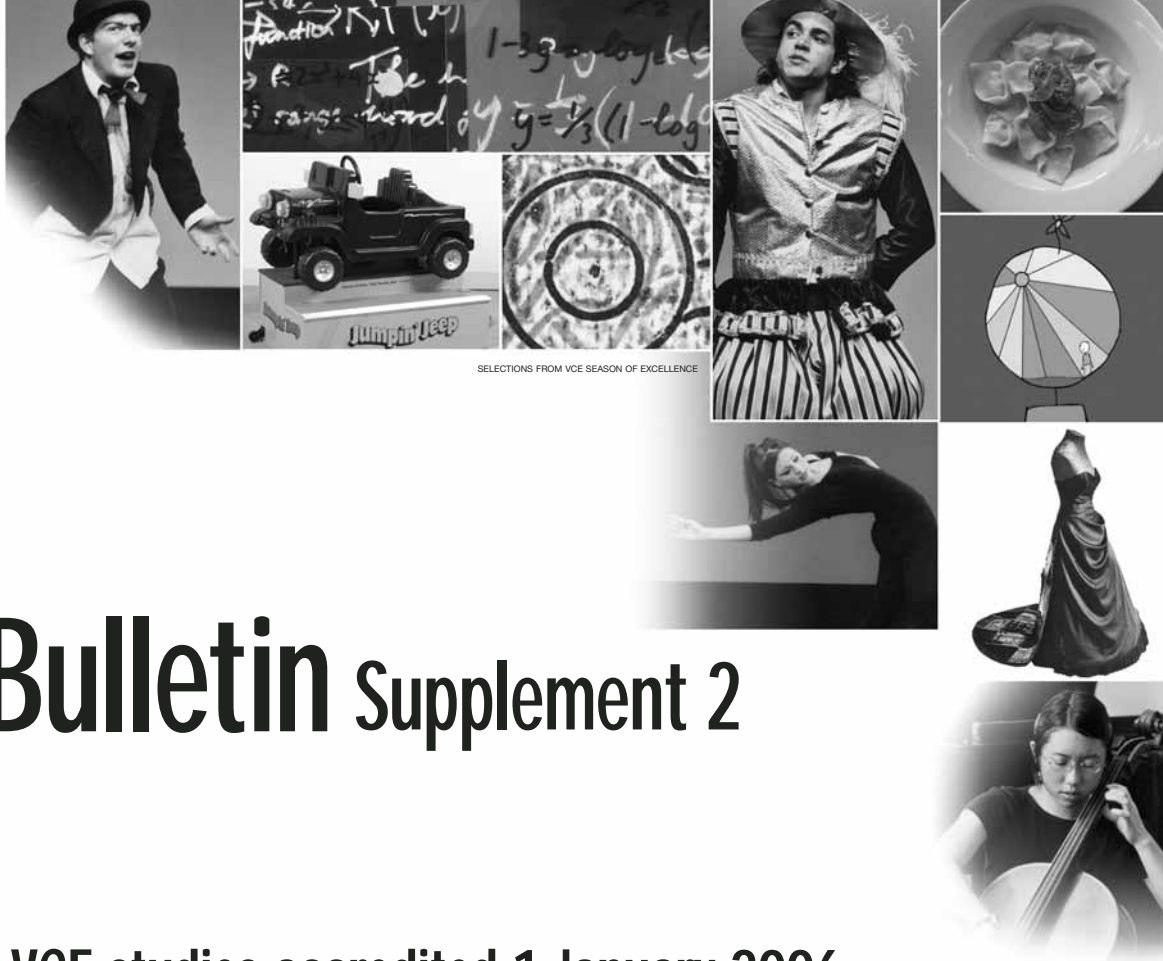


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Victorian Certificate of Education
Victorian Certificate of Applied Learning



SELECTIONS FROM VCE SEASON OF EXCELLENCE

VCAA Bulletin Supplement 2

VCE studies accredited 1 January 2006: Summary of changes

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VCE Agricultural and Horticultural Studies

The VCE Agricultural and Horticultural Studies Study Design has been reviewed and reaccredited for the period 2006–2010.

Summary of changes

The revised and reaccredited study continues to emphasise application of theoretical knowledge and skills to real world primary industry business and practices. In the current study, students acquire knowledge to manage an agricultural or horticultural enterprise. The terminology has changed in the revised study design to 'small business'. A list of examples of suitable small business projects students may undertake is included in the study design. Units 1 and 2 each comprise two areas of study and two outcomes, with most content redistributed from the three areas of study and three outcomes in the current study design. Unit 3 has the greatest degree of change in that it includes a new area of study, which focuses on new and emerging technology. Areas of innovation are listed, as are the commercial business areas students may focus on in Unit 3 – Technology, innovation and business design.

In Unit 3 Area of Study 3, Outcome 3 and Unit 4 Area of Study 1, Outcome 1, students will be assessed on two parts of an Extended coursework task. This task is completed over a period of time and includes a number of components. The development and demonstration of students' production work skills form an integral part of this task.

A glossary of terms used in the study design is included in the Advice for teachers section.

Unit 1: Agricultural and horticultural operations

Unit 1 now comprises two areas of study and two outcomes.

Area of Study 1 provides a focus on **Australian** agricultural and horticultural systems. The elements (including basic biological aspects) that constitute agricultural and horticultural systems and how these influence where they are located (the focus of Area of Study 2 in the current study design) are considered.

Area of Study 2 – Agricultural and horticultural operations, allows students to work individually **and in a group** to plan and conduct a small business project involving the care of living plants or animals. A list of examples of small business projects is included.

Unit 2: Production

Unit 2 now comprises two areas of study and two outcomes.

Area of Study 1 – Biological factors in agriculture and horticulture, is largely unchanged from Area of Study 1 in the current study design, however, the influence of biological factors and scientific research on production has now been incorporated.

Area of Study 2 – Production systems and processes, explores the role of agricultural and horticultural businesses in adding value to products. This understanding is developed through the student's small agricultural and/or horticultural business project. Introduced are **risk management** and **marketing processes**, and how these, along with production processes contribute to the value of a product.

Unit 3: Technology, innovation and business design

The focus of this unit (Area of Study 1 – Current technology) is on current technology being used by commercial agricultural and/or agricultural businesses and **assessment of the impacts of new and emerging innovations and developments** in (Area of Study 2 – New and emerging technology). Students should focus on one or two commercial agricultural and/or horticultural business/es listed in the study design (page 19). The business/es selected may be related to the small business project being undertaken by the student.

It is expected that a case study approach be taken when covering Area of Study 1. Included are **decision making and management tools** used by businesses to assist in maintaining or improving outputs. The areas included have been extended to **water management** and **treatment of weeds**.

For Area of Study 2, students assess the impacts of innovative developments in areas such as biological pest or disease control, genetic manipulation, alternative energy sources, reproduction manipulation, communication innovation, chemical pest or disease control, resource management methods and so on, in relation to modifying climate, soil/growing media and topography, soil management techniques, water management, preventing and treating pests and diseases. They also consider **new developments in decision making and management tools**. Students evaluate the predicted impact of these innovations on an agricultural and/or horticultural business/es selected from the list provided.

Area of Study 3 includes the design and implementation of a small business project plan. Examples of suitable business types students may develop are listed on page 22. **Risk management** is an essential part of the project plan. Students need to be aware of **quality standards** applicable to the business and report on whether these are being met.

Unit 4: Sustainable management

This unit continues the focus in Unit 4 of the current study design, on development of knowledge and application of skills in the management of agricultural and/or horticultural systems in the context of ecological sustainability.

Area of Study 1 – Business plan implementation and evaluation, focuses on the continued operation, monitoring, recording of progress and evaluation of the performance of the small business against the business plan. Students also make recommendations to improve the sustainability of the business. In the current study design, this was covered in Area of Study 2 – Management and Maintenance, and demonstrated in Outcome 3.

Area of Study 2 – Sustainability in agriculture and/or horticulture, and the key knowledge and skills related to this area of study are largely unchanged from Area of Study 1 in the current study design.

Area of Study 3 – Resource Management and maintenance, and Outcome 3 relate to Area of Study 2 – Management and maintenance and Outcome 2 of the current study design. There are some additions in the key knowledge, including reference to **how property management plans are developed**, and to **government policies and regulations**. The roles of external agencies have been removed.

Assessment

The range of assessment tasks in Unit 3, Outcomes 1 and 2 and Unit 4 Outcome 2 has been expanded to provide greater flexibility. Demonstration of outcomes may be assessed using one or more of the listed formats. This means that students will not necessarily need to complete two tasks to demonstrate achievement of an outcome as is the case in the current study design.

The use of a property management plan is mandated for the assessment task for Unit 4 Outcome 3.

An Extended coursework task has been introduced. It comprises: Part 1, a written business plan; production work and a record of production; and an interim report on the progress of the small business completed during Unit 3. Part 2, completed during Unit 4, comprises: production work and record of production including pictorial and written material; and an evaluation report of the outcomes of the small business project with recommendations for improvement. The report is to include pictorial and written material.

School-assessed Coursework for each of Units 3 and 4 continues to contribute 33 per cent each to the Study Score. The examination continues to contribute 34 per cent. In recognition of the time spent on the Extended coursework task and its nature and complexity, the marks allocated are greatly increased from those allocated to components of the enterprise in the current study design. Correspondingly, the mark allocations for each of the other outcomes have been reduced to 20 each. The examination will not require students to demonstrate practical skills related to the production of the student's small business project; however, their knowledge and understanding of these is examinable.

Enquiries about the content of the study design can be directed to Lorraine Tran, Curriculum Manager, Technology on (03) 9651 4407 or email: tran.lorraine.i@edumail.vic.gov.au

VCE Biology

The VCE Biology Study Design has been reviewed and reaccredited for the period 2006–2009

Summary of changes

Each unit now has two areas of study.

The key knowledge in each unit has undergone changes ranging from slight in Unit 4, to more significant in Units 1 and 3. Unit 1 now includes cells and functioning organisms and Unit 2 deals with adaptations of organisms and dynamic ecosystems.

Unit 3 maintains a focus on molecular biology and Unit 4 continues to focus on heredity and evolution

New/emerging areas of biology such as proteomics and the design of new pharmaceuticals and the expansion of molecular genetics into genomics have been included.

A set of key skills applicable to each unit has been developed. As the complexity of key knowledge increases from Units 1 to 4, students should demonstrate progressively the skills at a higher level. Assessment of these skills must be included in deciding a student's level of achievement.

These skills include the ability to:

Investigate and inquire scientifically

- formulate questions and construct hypotheses appropriate for conducting first-hand and second-hand investigations
- plan, design and conduct first-hand investigations: select and use equipment and materials appropriate to the investigation; evaluate experimental procedures and reliability of data
- collect, process and record information systematically; analyse and synthesise data; draw conclusions consistent with the question under investigation and the evidence obtained
- act responsibly when conducting investigations: maintain safe practices; work independently and collaboratively as appropriate.

Apply biological understandings

- apply understandings to familiar and new contexts; make connections between concepts; solve problems
- analyse issues and implications relating to scientific and technological developments
- analyse and evaluate the reliability of information and opinions presented in the public domain.

Communicate biological information and understandings

- interpret, transpose and communicate information and ideas effectively
- use techniques of communication appropriate to different audiences and purposes
- use scientific terminology and conventions appropriately.

Unit 1: Unity and diversity

This Unit has some similarities with the current Unit 2 but the emphasis now is on a more detailed exploration of cellular activity and the relationship between cells.

The unit name has changed from 'Organisms in their environment' to 'Unity and diversity' to reflect the focus on cells and cellular activity. There are two areas of study and two outcomes for the unit. Area of Study 1 – Cells in action focuses on the activities of cells and the relationships between the specialised structures of cells and the processes that maintain life. Area of Study 2 – Functioning organisms focuses on relationship between features of organisms and how organisms meet their requirements for life.

Unit 2: Organisms and their environment

This unit has some similarities with the current Unit 1 but emphasises how resources with ecosystems are utilised.

The unit name has changed from 'Functioning organisms' to 'Organisms and their environment. There are two areas of study and two outcomes for the unit. Area of Study 1 – Adaptations of organisms focuses on the kinds of environmental factors that are common to all habitats and how organisms use resources and adapt to their particular ecological niche. Area of Study 2 – Dynamic ecosystems focuses on the complex and finely balanced relationships that exist between living things and resources in their particular habitat.

Unit 3: Signatures of life

This unit contains new and emerging areas of Biology although it remains focused, as in the current design, on Molecular Biology.

The name of the unit has changed from ‘Challenge to survival’ to ‘Signatures of life’. There are two areas of study and two outcomes for the unit. Area of Study 1 – Molecules of life focuses on the activities of cells at molecular level, the synthesis of biomolecules that form components of cells and the role of enzymes in catalysing biochemical processes. Area of Study 2 – Detecting and responding focuses on how biomolecules respond depending on whether molecules are ‘self’ or ‘non-self’ and the role of signalling molecules in coordination and regulation.

Unit 4: Continuity and change

This unit has the least amount of change from the current Unit 4 although the name of the unit has changed from ‘Biological continuity and change’ to ‘Continuity and change’. There are two areas of study and two outcomes for the unit. Area of Study 1 – Heredity focuses on molecular genetics and the investigation of individual units of inheritance and the genomes of individuals and species. Included is an investigation of asexual and sexually reproducing organisms. Area of Study 2 – Change over time focuses on change to genetic material that occurs over time and the changing nature and reliability of evidence that supports the concept of evolution of life forms.

Assessment

In Unit 1 a student-designed and/or adapted and/or extended practical investigation has been included as a required task with at least three others selected from a list provided.

In Unit 2 a written report on fieldwork is the required task with at least three others selected from a list provided. Fieldwork may include a study of habitat within or outside the classroom

The number of School-assessed Coursework tasks has been reduced to four in each of Units 3 and 4. The tasks are more specific in type but still allow flexibility for the teachers to select the practical activity that best suits their teaching and learning program.

Enquiries concerning the content of the study design should be directed to Ann Osman Curriculum Science Manager on (03) 9651 4512 or email; osman.ann.e@edumail.vic.gov.au

VCE English Language

The VCE English Language Study Design has been reviewed and reaccredited for the period 2006–2010.

Summary of changes

In many respects the content of the revised English Language study design does not vary significantly from the current study design. There are, however, some significant structural changes. The major changes are as follows:

- There is a stronger link between the areas of study and the unit outcomes. Each outcome now relates to a specific area of study; there are now two areas of study per unit, with two corresponding outcomes to be assessed.
- The ‘metalanguage’ (the rich set of distinctions for describing, analysing and classifying language) has now become fully integrated into the different areas of study. Since metalanguage underpins the study of English Language the ‘Language Description’ area of study has been incorporated into the other areas of study, rather than

remaining as a separate content area. New to the revised study design is the inclusion of ‘The role of the subsystems’ for each unit; this lists the necessary linguistic terminology required for each area of study.

- There is a reduction in the number of outcomes and their assessment tasks; there are now two outcomes per unit.
 - The revised study design also offers opportunities for the development of generic skills and competencies (e.g. working in teams, researching material, writing skills) through learning activities and assessment tasks. The Advice for teachers section provides examples of how such competencies and skills can be achieved.
 - Information and communications technology once again can be applied most successfully in English Language, most particularly in the area of research.
 - There is a greater scope of assessment tasks from which to choose, allowing for greater flexibility in assessing outcomes. Teachers may use either one or a combination of assessment tasks per outcome.
- Changes specific to each unit are outlined below.

Unit 1: Language and communication

Area of Study 1 – The nature and functions of language

- This area of study incorporates both Outcomes 1 and 3 of the current study design.
- This outcome focuses on the special qualities of human language – what makes it unique – and introduces students to the subsystems and metalanguage they need to be able to analyse language in a systematic and objective way.
- The nature and functions of speech and writing (Outcome 3 in current study design) are dealt with. Students are introduced to transcripts of spoken monologues and are expected to be able to read and interpret these.

Area of Study 2 – Language acquisition

- This area of study is the same as in the current study design.
- There is a strong focus on the IPA as phonology forms a major component of this area. A key skill is to be able to read a phonetic transcription of English.

The metalanguage required for both areas of study in Unit 1 is covered in the ‘role of the subsystems’ section at the end of the unit.

There is a wide range of assessment tasks from which to choose in order to assess both areas of study in this unit. Teachers may choose to use one or more assessment tasks for each outcome.

Unit 2: Language change

Area of Study 1 – English across time

- This area of study combines both Outcomes 1 and 2 from the current study design.
- The origins of English and its development over time are covered in detail; students analyse changes to English through each of the subsystems.
- Another key aspect of this area is *attitudes* towards language change.
- One of the key skills for this area is the ability to conduct etymological research using appropriate sources (e.g. *The Oxford English Dictionary*).

Area of Study 2 – Englishes across the globe

- This area is very similar to the current Outcome 3, and focuses on the role of English in today’s world.
- The development of English as a world language, and the distinctive features of different ‘Englishes’ (national,

regional, pidgins, Creoles, 'New Englishes') are covered in this area.

- Another key aspect is the role of English in the decline of other languages (for example, Australian Aboriginal languages). Students are expected to be able to summarise the advantages and disadvantages of globalisation for the world's languages.

Unit 3: Language in society

Area of Study 1 – Language variation according to users

- This area combines both Outcomes 1 and 3 of the current study design.
- The focus is on the language variation according to *users* (personal, regional, social, cultural etc.) and how language helps to shape and reflect our identity. As the question of identity is integral to language variation, it seems only natural to deal with this issue in outcome one, rather than deal with it in a separate outcome.
- Attitudes towards language variation are also a key focus of this area of study.
- Although the concept of a 'standard language' and the role of Standard English remains part of this outcome, the processes of codification are no longer part of the key knowledge for this unit (codification is dealt with in Unit 2 Outcome 1).
- A key skill in this outcome is being able to explain and analyse how identity is expressed in a text.
- The assessment for this outcome is now worth 50 marks and can be any one, or a combination of, the following formats: a written report, a folio, a test, a multimedia report, an essay or an oral presentation.

Area of Study 2 – Language variation according to use

- This area is very similar to the current Outcome 2 and focuses on the way speakers alter language to suit the *occasions* in which it is used; in other words, how situational factors influence language use.
- 'The principle of appropriateness' applies to societal interaction – function, context, audience, topic and mode – all have an impact on language choice.
- Key concepts in this area are: language as a means of creating group solidarity or social distance; euphemism, taboo and double-speak and their use with respect to changing social expectations and political correctness; jargon and slang; and discriminatory or pejorative language.
- Mark allocation and assessment task choices are the same as for Outcome 1.

Unit 4: Texts in their Australian contexts (formerly 'Language in use')

Area of Study 1 – Spoken language

- The first outcome of the current study design has been removed. It seemed unnecessary to dedicate an outcome to the features of speech and writing when these could be dealt with in greater depth in two separate outcomes.
- Whilst monologues and speeches do form part of this area of knowledge, the outcome assesses *dialogues* only. The metalanguage required for this is specified in the study design: conversational strategies, cooperative principles, features of speech etc.
- A *range* of different kinds of spoken English should be analysed, for example: scripted and spontaneous, face-to-face or telephone, television and radio commentaries and interviews.

Assessment for this outcome is different from the current requirements in that teachers have the option of using either (or a combination of) an essay, a short-answer test or a written report. The assessment for this outcome is now worth 50 marks.

Area of Study 2 – Written language

- This area is the same as Outcome 3 of the current study design. Written language is a very broad area to cover, but it is hoped that the reduction in the number of assessment tasks will allow teachers and students more time to cover the various text types and sources.
- Both informal and formal written pieces, from such sources as advertising, literature, bureaucracy, the media and email, should be analysed.
- Discourse and stylistic features are key areas of knowledge.

Once again, assessment for this outcome offers teachers greater flexibility. As for outcome one, assessment could take the form of any one (or a combination) of an essay, a short-answer test or a written report. The assessment for this outcome is worth 50 marks.

Enquiries about the content of the study design can be directed to Wendy Warren on (03) 9651 4580.

VCE Food and Technology

The VCE Food and Technology Study Design has been reviewed and reaccredited for the period 2006–2010.

Summary of changes

Food and Technology promotes an understanding of the links between food, food processing, nutrition, health and well being. Changing social, economic and environmental conditions lead to the development of innovative food products in the marketplace. In the revised study design greater emphasis is placed on the design process in the development of food products, the development of safe and hygienic work practices to maximise food quality, and understanding the functional, sensory, physical and chemical properties of food. There are now two areas of study and two outcomes in Units 1 and 2. A wider variety of assessment tasks are listed in Units 3 and 4. The School-assessed Task is commenced in Unit 3 and completed in Unit 4. A glossary of terms used in the study design is included in the Advice for teachers section.

Unit 1: Properties of food

There are now two areas of study and two outcomes in Unit 1. Both areas of study allow for the integration of practical work with theoretical knowledge. The emphasis of this unit is on the diversity of food, how it is stored and prepared to achieve quality in terms of safety, health and aesthetics.

Area of Study 1– Keeping food safe, focuses on safe work practices, causes of food spoilage, principles of food hygiene and safe food handling and storage, and safe use of tools and equipment. In the current study, hygienic and safe work practices when handling food is the focus of Outcome 2 in Unit 1.

Area of Study 2 – Food properties and preparation, emphasises the links between classification and properties of foods, and how enjoyment of food is associated with different

cooking methods and physical, sensory and chemical properties of key foods. It is expected that students apply this knowledge to optimise the quality of food products they prepare. Key foods are listed in the key knowledge. Analysis of the physical and chemical properties of food is the focus of Area of Study 1 in the current study.

Unit 2: Planning and preparation of food

There are now two areas of study and two outcomes in Unit 2. Both areas of study allow for the integration of practical work with theoretical knowledge, with opportunities for students to work individually and in teams. The emphasis of this unit is on the best methods and tools and equipment to produce optimum results, and what and how to prepare food for a range of situations. The design process is incorporated, including the use of a design brief.

Area of Study 1 – Food preparation processes, focuses on methods, tools and equipment used in food preparation and presentation to optimise nutrient content, appearance, flavour, texture and aroma. Technological developments in tools and equipment and their impact on food preparation are also incorporated. Food and technological developments is included in the current study design in Unit 2, Area of Study 2.

Area of Study 2 – Planning in food preparation, focuses on planning and preparation of meals that considers the impact of social and cultural factors, resource availability and how modifications can be made to suit nutritional needs of consumers. Students work individually and in teams to plan, modify recipes and prepare meals to meet the requirements of design briefs. They also evaluate the outcomes of planning and production activities. In the current study, planning considerations for meal preparation is included in Unit 2 Area of Study 1.

Unit 3: Food preparation, processing and food controls

The functions of the natural components of key foods, use of the best cooking techniques for key foods, food preservation and the prevention of food spoilage are covered in this unit. Students also develop knowledge of food safety and regulations, and apply safe work practices to food preparation. They develop a design brief, design plan and timeline, make decisions and choices about key foods, properties of food, tools, equipment, cooking and preservation techniques to suit a particular context. Modified foods products are not included in Unit 3 of the revised study design. Functional foods, novel foods and foods to meet particular dietary requirements and food sensitivities are now covered in Unit 4, Area of Study 3 – New and emerging food trends.

Area of Study 1 – Food preparation and processing, is intended to develop students' understanding of key foods and their natural food component functions. They analyse how these properties may impact on food preparation and processing techniques (in industry and small-scale production), whilst exploring a range of methods of cooking, food preparation, food processing and food preservation methods.

Area of Study 2 – Maintaining food safety in Australia, focuses on developing students' understanding of national, state and local authorities that govern food laws and standards in ensuring and maintaining food safety at all stages through the food supply chain. Two identified areas related to food safety are Hazard Analysis and Critical Control Points (HACCP) and

food labelling. Food production controls are covered in the current study design in Unit 4 Area of Study 2. The importance of covering food safety in Unit 3 (rather than in Unit 4) was a priority in the review of the study.

Area of Study 3 – Developing a design plan folio, focuses on the development of a design plan folio to meet the requirements of a specific design brief. The development of a design brief, criteria for evaluation, research and planning are undertaken in Unit 3 rather than Unit 4, as in the current study design. This will provide students with more time to work through the design process.

Unit 4: Food product development and emerging trends

In this unit, students implement the design plan established in Unit 3, Area of Study 3. They apply their knowledge of food safety and hygiene and evaluate the product, planning and processes they used. They also examine food product development; investigate emerging trends in product development, technological developments and environmental considerations.

Area of Study 1 – Implementing a design plan, focuses on the application of design and product development processes to implement the design plan for a set of five to eight food items, and evaluate the outcomes of the product against the design brief requirements students developed in Unit 3 Outcome 3. In the current study design, students implement food preparation and processing techniques and evaluate outcomes in Unit 4 Outcome 3.

Area of Study 2 – Product development, analyses factors related to food product development, including different types of developments, processes involved, product analysis, packaging, packaging systems and food marketing. In the current study design, product development and marketing is included in Unit 3 Area of Study 1.

Aspects of Unit 3 Area of Study 2 in the current study design have been expanded in the revised study. Area of Study 3 – New and emerging food trends, covers new and emerging developments in food production including composition of functional foods, technological developments, environmental issues, and innovations in food product development including plant breeding and genetic modification.

Assessment

The range of Assessment tasks in Unit 3 Outcomes 1 and 2 and Unit 4 Outcomes 2 and 3 has been expanded to provide greater flexibility. The components of the School-assessed Task, completed in Unit 3 Outcome 3, include: a design brief, criteria for evaluation, a design plan and a production plan. In Unit 4 Outcome 1, the components are: production work (implementation of the design plan developed in Unit 3 Outcome 3) accompanied by a pictorial and written record of progress and modifications, and an evaluation report. Due to the School-assessed Task being developed in Units 3 and 4, the assessment weighting has been increased to 40 per cent of the Study Score. School-assessed Coursework in the revised study contributes 15 per cent towards the Study Score for each of Unit 3 and Unit 4. The end-of-year examination will continue to contribute 30 per cent to the Study Score.

Enquiries about the content of the study design can be directed to Lorraine Tran, Curriculum Manager, Technology on (03) 9651 4407 or email: tran.lorraine.i@edumail.vic.gov.au

VCE Geography

The VCE Geography Study Design has been reviewed and reaccredited for the period 2006–2009.

Summary of changes

Some changes to VCE Geography apply across the study as a whole. The Key Geographic Ideas (KGIs) are now referred to as spatial concepts in the aims of the study and the units. There is a stronger emphasis on physical geography and the concept of sustainability through out the study. For the first time the study includes a glossary of terms. Fieldwork is mandated in Units 1, 2 and 3.

Unit 1: Natural environments

This is a new unit which focuses on the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth's surface. It also examines how the interactions between natural processes and human activities can also change natural environments. Students must study two natural environments at two different scales. There are two areas of study and two outcomes.

Unit 2: Human environments

This is a new unit which focuses on the characteristics of human environments and changes in them. It considers the dynamic nature of rural and urban environments and the factors contributing to change that affect the management and the sustainability of the human environments. Students must study two human environments in each area of study one of which must be a rural environment and one of which must be an urban environment. One environment must be located in Australia and one from another country. Each environment selected for study must focus on human geography at two different scales. There are two areas of study and two outcomes in this unit.

Unit 3: Regional resources

This unit considers the characteristics of resources as does Unit 3 in the current study design. However, in the reaccredited design focus is on the concept of region as well and situates the resource within a regional perspective. One of the most important changes in this unit is the mandating of a study of the use and management of an Australian water resource – the Murray Darling Basin region in Area of Study 1. It enables students to gain a regional perspective in determining the availability, utilisation and sustainability of water in this region. In Area of Study 2 students will study the use and management of a resource in their local area and within the region. They will justify a policy for the future use and management of the resource with an emphasis on its sustainability and importantly in their study of this resource students will undertake fieldwork. Fieldwork is mandated in this area of study.

Unit 4: Global perspectives

This unit is similar to Unit 4 in the current Geography study design. It focuses on the geographic characteristics of global phenomena and responses to them. It considers the factors primarily responsible for generating global phenomenon and focuses on the ways in which people and organisations respond to the impact of the global phenomenon. It analyses and evaluates policies and strategies including those that promote sustainability. Students study two global phenomena

in each area of study, one of which must be the study of Human population.

Assessment

There remains flexibility with assessment tasks for Units 3 and 4. Teachers can select from one or more assessment tasks from a list of eight to assess student performance against each outcome. It should be noted that Fieldwork is mandated in Units 1, 2 and 3 but not in Unit 4. Unit 3 Outcome 2 is a written fieldwork report.

Enquiries about the content of the study design can be directed to Maryellen Davidson, Curriculum Manager, SOSE on (03) (03) 9651 4439 or email: davidson.maryellen.m@edumail.vic.gov.au

VCE Industry and Enterprise

The VCE Industry and Enterprise Study Design has been reviewed and reaccredited for the period 2006–2009.

Summary of changes

The central theme of Industry and Enterprise is work and its place in Australian industry and society. Throughout the study, the term 'lifelong and work-related skills' is used to refer to a range of skills and competencies seen as being important for entry-level employees to develop. Lifelong and work-related skills include, but are not limited to, key competencies, employability skills and enterprise skills. For the purposes of the Industry and Enterprise study, work is considered to be an activity involving productive effort and may be in the context of paid or unpaid employment or student-initiated enterprise.

Unit 1: Workplace participation

The unit name has changed from 'The workplace in action' to 'Workplace participation' to reflect the emphasis on the skills and competencies required for effective participation in the workplace. The number of areas of study, (3) and outcomes, (3) has been maintained. Area of Study 1 – Work and my future introduces students to important life concepts such as career development and lifelong learning. Area of Study 2 – Work and my skills focuses on the broad concept of work and the settings in which work occurs in Australian society. An exploration of the importance of lifelong and work-related skills is undertaken as well as providing students with practical opportunities to develop these skills through work placement. Area of Study 3 – The workplace focuses on issues that affect employees in the workplace.

Unit 2: Enterprise and leadership in Australian industry

The unit name has changed from 'Enterprise in the workplace' to 'Enterprise and leadership in Australian industry' to better reflect the importance of enterprise, leadership and innovation in industry. The number of areas of study, (3) and outcomes, (3) has been maintained. Area of Study 1 – Industry as a setting for work focuses on an investigation of the wider environment in which workplaces operate. Area of Study 2 – Enterprise, innovation and leadership in industry focuses on an investigation of enterprise, innovation and leadership within the workplace and industry context, the characteristics and qualities of successful leaders and entrepreneurs and the

importance of these factors within Australian industry. Students are required to undertake work placement for this area of study. Area of Study 3 – Challenges facing Australian industry focuses on the challenges which impact on Australian industry. Five significant challenges are provided and teachers should select **one or more** for students to study.

Unit 3: Enterprise culture in Australian industry

The unit name has changed from ‘Pressures and opportunities for change’ to ‘Enterprise culture in Australian industry’. The unit focuses on the concept of enterprise culture and the role of leadership and teamwork in shaping attitudes, skills and behaviours within an industry. The number of areas of study, (2) and outcomes, (2) has been maintained. Area of Study 1 – Developing an enterprise culture encourages students to consider the role of enterprise and the development of an enterprise culture in relation to work and personal settings and includes a work placement for students. Area of Study 2 – Creating cultural change focuses on forces that have the potential to create cultural change in Australian industry.

Unit 4: Change in Australian industry

The unit name has been changed from ‘Meeting future challenges’ to ‘Change in Australian industry’ as it investigates how pressures and opportunities for change and enterprising responses are transforming the Australian workplace. The number of areas of study, (2) and outcomes, (2) has been maintained. Area of Study 1 – Pressures and opportunities for change examines a range of pressures and opportunities for change and industry responses. Area of Study 2 – Training and workplace learning focuses on the need for and importance of training and workplace learning as a response to change in Australian industry.

Assessment

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, Curriculum Manager, Business Studies on (03) 9651 4436 or email: quick.jennifer.m@edumail.vic.gov.au

VCE International Politics

The VCE International Politics Study Design has been accredited for the period 2006–2009.

Overview

This is a new study with six units. Students may study and receive credit for all six units.

The study comprises:

Unit 1 Politics, power and people

Unit 2 The global picture

Units 3 and 4: National Politics

Unit 3 Democracy in the making

Unit 4 The challenge of power

Units 3 and 4: International Studies

Unit 3 Global issues and conflicts

Unit 4 International relations

Units 1 and 2: International Politics

These units provide:

- an introduction to politics, government and international relations.
- do not have a specifically Australian focus
- act as a foundation for both sets of 3 and 4 units.

Unit 1: Politics, power and people

Unit 1 considers key concepts, processes and relationships within and between different political structures and systems. It introduces students to the study of politics by considering key concepts and ideas including representation, power and democracy. Students compare a democratic and non democratic system and consider leadership through the study of a post-World War II leader/s.

Area of Study 1 – Democracies and dictatorships

This area of study introduces key concepts, values, ideologies, structures and processes that define nation states. Students undertake a comparative study of a contemporary democratic and non democratic system.

Area of Study 2 – Leading people

This area of study focuses on the values, goals, style and impact of post-World War II political leader/s. Students consider the leader’s contribution to national and international politics and the extent to which the leader was/is able to exercise power.

Unit 2: The global picture

Unit 2 considers international relations through a consideration of key concepts, organisations and contemporary international relationships. Students consider key concepts and events in contemporary international relations. Students investigate how a selected state (or group of states) exercises power internationally and a current international conflict/area of instability

Area of Study 1 – Looking out

This area of study is an introduction to international politics. Students consider concepts in international relations and key events since World War II. Students investigate ways in which a particular nation state is able to exercise international and or regional influence.

Area of Study 2 – The international community

This area of study considers the extent to which the international community is cohesive and can manage conflict and instability. Students investigate an example of changed national borders or new nation states and a contemporary example of international cooperation and conflict/instability.

Units 3 and 4: National Politics

Unit 3: Democracy in the making

This unit provides students with an overview of Australia’s system of government with its influences from the British and the United States systems. Students undertake a comparative study of the Australian and United States systems by considering values, ideologies, structures and institutions. This provides a

context for Area of Study 2, which focuses on reforms to the Australian system to better fulfil democratic values.

Area of Study 1: Washington to Canberra focuses on a comparative study of the Australian and the United States political systems. Students compare both systems including the extent to which they uphold democratic values. Consideration is given to values, ideologies, and institutional structures, sources of power, participation, representation and accountability. Domestic issues that challenge the stability of each system are also analysed.

Area of Study 2: Continuity and change focuses on the strengths and weakness of and the need for change to the Australian political system. Students consider the extent to which the Australian political system reflects democratic values and is relevant to contemporary Australia. Students study an area of suggested change and forces promoting or resisting change.

Unit 4: The challenge of power

This unit considers influences on and challenges to Australian domestic and foreign policy making and implementation. Students investigate a domestic policy issue and key elements of Australia's foreign policy.

Area of Study 1 – People and policy

This area of study provides an overview of policy formulation and implementation and factors affecting these processes. Students analyse a contemporary Australian domestic policy issue including how it is presented by the media

Area of Study 2 – Contemporary Foreign Policy

This area of study focuses on a consideration of Australian foreign policy making and implementation and key international and national issues that challenge the foreign policy agenda. Students study a contemporary regional issue affecting Australian foreign policy.

Units 3 and 4: International Studies

Unit 3: Global issues and conflicts

Unit 3 investigates recent global politics and incorporates a detailed examination of the concepts of globalisation and internationalism. The second area of study in this unit examines the nature of conflict in the post-Cold War world including a look at key concepts such as 'superpower', 'terror' and 'terrorism' post September 11.

Unit 4: International relations

This unit focuses on the Asia-Pacific region and Australia's interaction with the international community. The Asia-Pacific Region unit specifically examines the concept of power and the way that states use power in their relations with each other as they pursue their national interest. The unit finishes with a study of Australian foreign policy which examines the nature of Australia's position in the region and the world.

Assessment

Student achievement of the outcomes in Units 1 and 2 will be based upon the student's performance on a number of assessment tasks. Teachers can choose to use one or more tasks for each outcome.

The variety of School-assessed Coursework tasks is the same for both National Politics and International Studies. To

assess the student's performance on each outcome teachers can choose to use one or more assessment tasks.

Enquiries about the content of the study design can be directed to Maryellen Davidson, Curriculum Manager, SOSE on (03) 9651 4439 or email: davidson.maryellen.m@edumail.vic.gov.au

VCE Legal Studies

The VCE Legal Studies study design has been reviewed and reaccredited for the period 2006–2009.

Summary of changes

While the key knowledge and key skills of Units 1 and 2 have remained the same, they have been reorganised. Unit 1 now deals with criminal law, with Unit 2 dealing with civil law.

Unit 1: Criminal law and justice

The unit name has changed from 'The individual and the law' to 'Criminal law and justice' to reflect the focus on criminal law. There are now two (2) areas of study and two (2) outcomes for the unit. Area of Study 1 – Criminal law focuses on an investigation of the importance of criminal law and the nature of criminal liability. Area of Study 2 – The courtroom focuses on the Victorian court hierarchy, its personnel and the adversary system of trial. An additional assessment task type has also been included – a report (written, visual, oral and multimedia).

Unit 2: Civil law and the law in focus

The unit name has changed from 'The law in operation' to 'Civil law and the law in focus' to reflect the content of the unit. The number of areas of study (3) and outcomes (3) for the unit has remained unchanged. Area of Study 1 – Civil disputes focuses on an investigation of the enforcement of civil rights and a comparison with the criminal process of trial. Area of Study 2 – Civil law in action focuses on civil procedures and the role of the jury in civil dispute resolution. Area of Study 3 – The law in focus involves an examination of one or more specific areas of law. Eight optional areas of law are provided, with students required to complete the key knowledge and key skills for **one or more** area/s of law. This investigation will allow students to effectively explore recent changes in the law and the implications for society.

Unit 3: Law-making

The unit name has changed from 'Making and changing the law' to 'Law-making'. The number of areas of study (3) and outcomes (3) has remained unchanged. Area of Study 1 – Parliament and the citizen focuses on the principles of the Australian parliamentary system and the passage of a bill through Parliament. Area of Study 2 – Constitution and the protection of rights focuses on an investigation of the role of the Commonwealth Constitution in establishing and restricting the jurisdiction of the law-making powers of Parliament. Students will also undertake an exploration of the importance of the Constitution in protecting democratic and human rights in order to develop an awareness of the rights and responsibilities of Australian citizens. Area of Study 3 – Role of the courts focuses on developing an appreciation of the role played by the courts in law-making.

Unit 4: Dispute resolution

The unit name has changed from 'Evaluation of the legal system' to 'Dispute resolution' as it explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. There are two (2) areas of study and two (2) outcomes for this unit, (reduced from three). Area of Study 1 – Criminal cases and civil disputes focuses on the varying jurisdictions and functions of courts in the State and Federal court hierarchy. Area of Study 2 – Court processes and procedures focuses on the elements of an effective legal system.

Assessment

The assessment tasks for Unit 3 and 4 are not prescribed as they are in the current study design. The student's 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, Curriculum Manager, Business Studies on (03) 9651 4436 or email: quick.jennifer.m@edumail.vic.gov.au

VCE Literature

The VCE Literature Study Design has been reviewed and reaccredited for the period 2006–2010.

Summary of changes

Teachers will recognise much of the content in the revised study design from the current study design although there have been a number of changes to the wording and emphasis of the key knowledge and skills and in the descriptions of the areas of study. As well, the number of outcomes has been reduced by one in Unit 4 and one in Unit 2.

Unit 1:

Area of Study 1 – Readers and their responses

As in the current study design, this Area of study provides a broad introduction to the study of Literature and introduces students to genre and some of the conventions associated with various forms of texts. The significance of characters, settings and events is explored as students develop informed responses to texts.

Area of Study 2 – Ideas and concerns in texts

This area of study focuses on central ideas and concerns of texts to which students respond both creatively and critically. The current requirement to use a text written 'since 1950' has been removed to allow teachers greater flexibility in text selection and course construction. Teachers should note the shift away from a study of theme.

Area of Study 3 – Interpreting non-print texts

Outcome 3 retains its focus on non-print texts but now includes radio to expose students to a broader range of texts. The emphasis, as in the current study design is on 'reading' non-print material to understand its structure and central concerns.

The key knowledge and skills have been reworded to place more emphasis on the point of view that is being represented as well as techniques used and their effects which are specific to non-print texts.

Text selection

Unit 1 is still based on a range of texts, one of which is to be Australian but the list of texts to be chosen now includes at least:

- one prose text (collection of short stories, novel biography, autobiography, collection of memoirs or letters)
- four poems
- one play for stage or screen
- one film or television or radio or multimedia text

Assessment tasks for Unit 1 have been broadened and a choice of nine formats is offered. Teachers should note the inclusion of on line discussion as an assessment task.

Unit 2

Area of Study 1 – The text, the reader and their contexts

Outcome 1 in the current design with its focus on the analysis of the development of student responses to and interpretations of texts, has been removed. Outcome 1 in the reaccredited study focuses on student analysis and responses, both critical and creative, to a text from a past era.

Area of Study 2 – Comparing texts

Area of study 2 Comparing texts is similar to Outcome 3 in the current study design. The key knowledge and skills have been clarified.

Text selection for Unit 2 is the same as outlined in the current study design with the additional proviso that one text must be from a past era. Details of text selection for Unit 2 can be found on pages 17–18 of the reaccredited study design.

Assessment tasks for Unit 2 in the reaccredited study design are the same as those outlined for Unit 1.

Unit 3

Area of Study 1 – Adaptations and transformations

Outcome 1 no longer focuses on text in performance but has been broadened to emphasise the construction of genre and how it contributes to the development of meaning. Students examine how the form of a text sets up expectations for meaning, identify some of the conventions appropriate to a particular genre and explore how meaning is changed when a text is adapted or transformed. The key knowledge and skills have been reworded and expanded.

Area of Study 2 – Views, Values and contexts

This area of study focuses on the well known area of views and values and little has changed from the current study design except for clarification.

Area of Study 3 Considering alternative viewpoints replaces Outcome 3 in the current study design where the task was to review a text of the student's own choosing. The current Outcome 2 in Unit 4 takes its place in the reaccredited study design. In this outcome, students examine alternative viewpoints about a text and focus on understanding how different views can be derived from and about the same text. The values and assumptions that underpin various interpretations are examined. There has been substantial reworking of this area of study.

Unit 4

Unit 4 retains two outcomes from the current study design, the creative response – Area of Study 1 Creative responses to texts and the close analysis – Area of Study 2 Close analysis. There has been substantial rewording of both areas of study.

Assessment

Assessment tasks for Unit 3 have been broadened and the option of using oral and multimedia formats included although teachers should note that in undertaking at least one assessment task for each of the outcomes, students must respond in written form to at least two of the outcomes.

The assessment weightings for Outcomes 1, 2 and 3 in Unit 3 have not been changed.

In Unit 4, teachers should note that the mark allocation has changed. The creative response is now worth 50 marks and the second part of Outcome 1 requiring students to write a reflective commentary on their creative response has been given an assessment weighting of 10 marks. Area of Study 2 Close analysis has 40 marks allocated to it.

Assessment tasks for Unit 4 have also been broadened and the option of using written or multimedia presentations included in Outcome 1. Responses to Outcome 2 however must be presented in written form. Specific tasks have been included as examples to provide guidance for teachers.

Text selection Units 3 and 4

The current stipulations regarding text selection remain although one text selected for review by the student is no longer prescribed. The requirements detailing text selection are on page 19 of the reaccredited study design.

Some teachers have been unclear as to why the text list has been divided into List A and List B from each of which two texts should be chosen. Literature is the study of text and therefore the wider the selection available to teachers the richer the course. The division into List A and B has been retained to maintain the wide range of texts currently available to teachers whilst making assessment of them manageable.

Enquires about the content of the study design can be directed to Jan Nicholl on (03) 9651 4369 or email nicholl.jan.m@edumail.vic.gov.au

VCE Mathematics

The VCE Mathematics study has been reviewed and reaccredited for the period 2006–2009.

Summary of changes

The principal developments in the revised study design are:

- the revision of topics and their reconfiguration within General Mathematics Units 1 and 2 using the six areas of study ‘Arithmetic’, ‘Data analysis and simulation’, ‘Algebra’, ‘Graphs of linear and non-linear relations’, ‘Decision and business mathematics’ and ‘Geometry and trigonometry’. A new topic, *Kinematics* has been included in the ‘Graphs of linear and non-linear relations’ area of study

- the inclusion of a new *Matrices* module in the ‘Applications’ area of study for Further Mathematics
- the inclusion of Mathematical Methods (CAS) as a fully accredited study available to all schools from 2006 (those schools wishing to offer Mathematical Methods (CAS) Units 3 and 4 for the first time in 2006 can enrol students in the (pilot) Mathematical Methods (CAS) Units 1 and 2 in 2005)
- a greater focus on the concept of discrete and continuous random variables in the ‘Probability’ area of study in Mathematical Methods
- a revised examination structure for Mathematical Methods, Mathematical Methods (CAS) and Specialist Mathematics. This includes the introduction of a *common* technology-free Examination 1 for Mathematical Methods and Mathematical Methods (CAS) and a technology-free Examination 1 for Specialist Mathematics.

The structure of School-assessed Coursework for VCE Mathematics has not changed.

Outline of key changes

Foundation Mathematics Units 1 and 2

Material related to maps and plans has been re-allocated from the current ‘Measurement and design’ area of study to the ‘Space and shape’ area of study, which have been re-named as ‘Measurement’ and ‘Space, shape and design’ respectively.

General Mathematics Units 1 and 2

The rules for construction of a course of study for General Mathematics Units 1 and 2 are unchanged. Topics have been revised and re-configured within the areas of study as:

<p><i>Arithmetic</i></p> <ul style="list-style-type: none"> Matrices Integer and rational number systems Real and complex number systems Sequences and series 	<p><i>Graphs of linear and non-linear relations</i></p> <ul style="list-style-type: none"> Linear graphs and modelling Sketching and interpreting linear and non-linear graphs Variation Kinematics (new topic, numerical and graphical emphasis)
<p><i>Data analysis and simulation</i></p> <ul style="list-style-type: none"> Univariate data Bivariate data Simulation 	<p><i>Decision and business mathematics</i></p> <ul style="list-style-type: none"> Networks Linear programming Financial arithmetic
<p><i>Algebra</i></p> <ul style="list-style-type: none"> Linear relations and equations Non-linear relations and equations Algebra and logic 	<p><i>Geometry and trigonometry</i></p> <ul style="list-style-type: none"> Shape and measurement Geometry in two and three dimensions Coordinate geometry Vectors Trigonometric ratios and their applications

These changes provide greater coherence in grouping like topics within an over-arching area of study.

In *Arithmetic*, work on number systems has been given a distinctive focus through the development of separate topics on integers and rational numbers, and real and complex numbers, respectively.

The work on sequences and series has been re-configured to emphasise mapping from the natural numbers to the real numbers, and the related use of technology in their representation, analysis and application.

In *Data analysis and simulation*, simulation has been given greater emphasis, with consideration of bernoulli trials, markov chains, simple queuing problems and multi-event problems.

A new topic, Kinematics, which takes a *graphical* and *numerical* approach to analysis of rectilinear motion of a single particle, has been included in the *Graphs of linear and non-linear relations* area of study, to support implementations of General Mathematics Units 1 and 2 designed to lead to Specialist Mathematics Units 3 and 4.

The *Geometry and trigonometry* area of study incorporates the former *Trigonometry* area of study with the single topic, Trigonometric ratios and their applications, as a topic of the same name within the combined area of study.

Further Mathematics Units 3 and 4

Changes to the 'Data analysis' and existing modules are generally minor and intended to account for changing real world practices, including the use of technology, as well as refining mathematical content. The inclusion of the new *Matrices* module reflects the importance of matrices in discrete mathematics and related applications.

Data Analysis

The core material requires students to make quantitative and qualitative analysis of various types of data, and minor changes to content include:

- the use of standardised scores (z scores) to assist in comparisons of data sets of different size
- explicit consideration of the relationship between the correlation coefficient and the least squares regression line of best fit where $b = r \frac{s_y}{s_x}$, $a = \bar{y} - b\bar{x}$ in the equation $y = a + bx$;
- explicit consideration of forecasting using trend lines with time series.

Applications

Module 1: Number patterns

- Ratios, proportions and percentages has been deleted as a separate topic.
- The use of numerical and graphical approaches to finding solutions to difference equations has been emphasised.
- Fibonacci and related sequences and their applications have been included as examples of sequences that can be expressed using a simple second order linear difference equation.

Module 2: Geometry and trigonometry

- Consideration of surface area and volume of solids has been made explicit, independent of change in linear dimension.
- The use of heron's formula for calculating the area of a triangle has been included.
- The use traverse surveys has been removed following advice that it is no longer a significant component of

surveying practice.

Module 3: Graphs and relations

- No changes have been made to this module.

Module 4: Business related mathematics

- The material in this module has been reorganised without major change to the content. The module addresses the key concepts of financial transactions, and the growth of assets and investments. It reflects the relative importance of compound interest in investments and loans with an appreciation that the TVM facility of approved calculators can be extensively used to support problem-solving and related calculations.

Module 5: Networks and decision mathematics

- Consideration of dominance and reachability in networks has been included to broaden the range of applications that can be used.
- The 'activity as edge' method for network construction in critical path analysis has been specified.
- Familiarity with the use of the Hungarian algorithm for optimal allocation is now required.

Module 6: Matrices

- This is a new module with content covering matrix representation, arithmetic and applications such as solving simultaneous equations and transition matrices.
- The intended approach is numerical, with the use of technology to assist computation.

Mathematical Methods Units 1–4

Specification of *common* key by-hand skills statements with Mathematical Methods (CAS) for Outcome 1 across Units 1–4. Description of common content with Mathematical Methods (CAS) has been aligned, as applicable and appropriate.

In Unit 1 'Functions and graphs' graphs of quartic polynomial functions with rule given in factorised form, simple power functions and inverse relations have been included.

In Unit 2, the content on permutations and the applications of permutations to probability, and the informal treatment of examples involving binomial and hypergeometric probabilities has been deleted, and calculation of probabilities for combinations of successive non-independent events emphasised.

The *graphical* treatment of circular functions has been generalised to simple cases of the form $a f(bx) + c$ for sine, cosine and tangent functions.

In Units 3 and 4, the content in the 'Functions and graphs' area of study has been re-configured to provide a more general description of transformation and combination (sum, difference and product) of functions and their graphs, including an explicit treatment of composition of functions (where the required composite is defined). The modulus function has also been included as a basic function.

The *Probability* area of study has been substantially revised to focus on the study of discrete *and* continuous random variables (*numerical* integration by graphics calculator technology for the latter), properties and applications, with the binomial and normal distributions used as specific examples. Simple markov chains are also included as an application of conditional probability (intended treatment by tree diagram).

The hypergeometric distribution and informal consideration of relationship between binomial, hypergeometric and normal distributions have been deleted.

Mathematical Methods (CAS) Units 1–4

Specification of *common* key by-hand skills statements with Mathematical Methods (CAS) for Outcome 1 across Units 1–4. Description of common content with Mathematical Methods (CAS) has been aligned, as applicable and appropriate.

The content for Units 1–4 is essentially unchanged with some minor refinement. The compound and double angle formulas for sine and cosine have been deleted from Unit 2.

For Units 3 and 4, the hypergeometric distribution and informal consideration of relationship between binomial, hypergeometric and normal distributions has been deleted from the ‘Probability’ area of study.

Specialist Mathematics Units 3 and 4

In general, only minor refinements and have been made to the areas of study, with more explicit description of some content. Consistent with the areas of study for Mathematical Methods and Mathematical Methods(CAS), topics have been grouped under the areas of study ‘Functions, relations and graphs’ (which combines the previously separate ‘Coordinate geometry’ and ‘Circular (trigonometric) functions’ areas of study), ‘Algebra’, ‘Calculus’, ‘Vectors’ and ‘Mechanics’.

The use of implicit differentiation has been made explicit, and the work on the relationship between the graph of a function and the graph of its anti-derivative function linked to direction (slope) fields of a differential equation. The numerical solution of certain simple differential equations has also been linked to numerical integration using technology.

Assessment

There are no changes to the examination structure for Further Mathematics Units 3 and 4.

For Mathematical Methods Units 3 and 4 and Mathematical Methods (CAS) Units 3 and 4 there will be a *common* one-hour technology-free Examination 1 where students are required to answer a collection of short-answer and some extended-response questions.

For each of Mathematical Methods Units 3 and 4 and Mathematical Methods (CAS) Units 3 and 4 there will be a separate two hour Examination 2 where students are required to answer a collection of multiple-choice questions and extended-response questions. Student access to an approved graphics calculator will be assumed for Mathematical Methods (the use of CAS is **not** permitted for examinations in Mathematical Methods) and student access to an approved CAS will be assumed for Mathematical Methods (CAS).

For Specialist Mathematics Units 3 and 4 there will be a one-hour technology-free Examination 1 where students are required to answer a collection of short-answer and some extended-response questions; and a two-hour Examination 2 where students are required to answer a collection of multiple-choice questions and extended-response questions. Student access to an approved graphics calculator or CAS will be assumed for Examination 2. This examination will be set so that is technology active, but neutral with respect to graphics calculator/CAS functionality.

For Examination 1 of Mathematical Methods, Mathematical Methods (CAS) and Specialist Mathematics, no calculators, CAS or notes of any kind are permitted. A sheet of formulas will be provided with the examination.

For Examinations 1 and 2 of Further Mathematics, and Examination 2 of Mathematical Methods, Mathematical Methods (CAS) and Specialist Mathematics, student access to approved technology, as applicable to each study, will be assumed. Approved technology and **one** bound reference, text (which may be annotated) or lecture pad may be brought into the examination. A sheet of formulas will be provided with the examination.

The revised examination structure takes account of developments in graphics calculator and other technology in recent years – in particular the enhanced functionality and substantial memory capacity of recent models of graphics calculators, and the increasing convergence between CAS functionality and the functionality of graphics calculators with supplementary programs. These developments are likely to continue.

Accordingly, the VCAA foreshadows that it will direct examiners to assume student access to an approved CAS for Examination 2 in Mathematics Methods and Specialist Mathematics examinations for 2009. As with the earlier introduction of graphics calculators into VCE Mathematics examinations in the late 1990s, this locates the process of familiarisation for all at the end of an existing accreditation period rather than at the beginning of a new accreditation period.

Details on the use of approved technology for VCE Mathematics examinations in 2006 are published on page 8 of the October 2004 VCAA Bulletin, No.19.

Enquiries about the content of the study design can be directed to David Leigh-Lancaster Curriculum Manager, Mathematics on (03) 9651 4537 or email: leigh-lancaster.david.d@edumail.vic.gov.au

VCE Music

The VCE Music Performance and Music Styles Study Designs have been reviewed and reaccredited as the VCE Music Study Design for the period 2006–2009.

Summary of changes

VCE Music includes 10 units:

- Performance Units 1 and 2
- Group performance Units 3 and 4
- Solo performance Units 3 and 4
- Styles Units 1–4.

Each unit in the study includes a focus on music making, listening and aural perception, music language and the study of music works and approaches to music making in diverse historical and cultural contexts. The content of the six Performance units is similar to equivalent units in the Music Performance study design. In the Styles units, there is a greater emphasis on listening and creative work than was evident in the Music Styles study. Requirements regarding selection of works for performance and study are included in the introduction to each unit and are similar to requirements in the Music Performance and Music Styles studies.

Throughout the study, there is now a one-to-one relationship between areas of study and outcomes. In general this approach retains the relationship between areas of study and outcomes used in the Music Performance and Music Styles study designs. Significant changes include the separation of solo and ensemble performance into two distinct areas of study (and outcomes) in Solo performance Units 3–4 and the inclusion of outcomes focusing on listening and critical response in Styles Units 1–4 should be noted.

The overall assessment structure of each of the Unit 3–4 sequences 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.

Area of study statements

The Area of study statements outline the content to be covered. They should be read in conjunction with the key knowledge and skills. Teachers should note that a range of examples are provided as a guide rather than mandated content. Where specific content is mandated, the word ‘including’ is used. For example, in Performance Unit 2 Outcome 1, key knowledge: ‘expressive use of solo instrument/s or instruments in combination, *including* balance of dynamics, and tones, and blend of tones.

Performance

Unit 1

Unit 1 now includes three outcomes rather than four because the area of study focusing on ‘Organisation of sound’ has been transferred to Unit 2. This change mirrors a change to the placement of outcomes across Group performance Units 3 and 4. Area of Study 1, ‘Performance skill development’ is very similar to Area of Study 1 in the Music Performance study design and includes knowledge and skills relating to solo and group performance, solo technical work and work that demonstrates unprepared performance skills. A significant difference is the reference to ‘participation in regular rehearsals’ in a key skill relating to group performance. Area of Study 2, ‘Music craft’ is based on content previously included in Area of Study 1 and focuses on approaches used by other performers to optimise performance that can contribute to the development of the student’s own solo or group performance. Area of Study 3, ‘Music language for performance’ is similar to Area of Study 2, ‘Music craft’ in Unit 1 of the Music Performance study. Further detail has been included in the key knowledge to clarify the scope of specific points, for example ‘conventions in music notation that will assist students to increase sensitivity interpreting music notation in performance’. Further detail including the statement that ‘the duration of the solo and group performance/s will vary depending on the works selected and whether the student is focusing mainly on solo or group performance’ is provided in the section on Assessment.

Unit 2

Unit 2 now includes four outcomes rather than three. Commentary about the nature of technical work and exercises which should be selected for Outcome 1 is included in the Area of Study statement. Area of Study 2 is now titled ‘Contextual

issues on and analysis of works’ rather than ‘Background of music works’. The revised title provides a more accurate description of the content to be covered in this area of study. As in Unit 1, Area of Study 3 ‘Music language for performance’ provides a detailed list of content to be covered. As in the Music Performance study content in this Area of study is designed to prepare students for Group performance Units 3–4 and/or Solo performance Units 3–4. Area of Study 4 ‘Creative organisation of sound’ allows students to focus on devising original work through composition or improvisation. Students are now required to use information and communications technology (ICT) when completing this outcome.

Group performance Units 3 and 4

The existing areas of study across these units have been retained in the revised study design but ‘Aspects of performance’ is now Unit 3 Area of Study 2 and ‘Part-writing or Improvisation’ is now Unit 4 Area of Study 2. This change allows teachers to integrate Outcomes 1 and 2 more closely in Unit 3, for example by making links between identification of technical and expressive performance skills students need to develop to interpret styles and investigation of music styles selected for performance. Teachers should note that this change means that the School-assessed Coursework for Unit 3 now contributes 10 per cent to the study score whilst School-assessed Coursework for Unit 4 will contribute 15 per cent. The overall contribution of School-assessed Coursework to the study score remains at 25 per cent. Area of Study 3 is now titled ‘Music language and aural perception’. This change reflects changes to the content designed to clarify the relationship between aural perception (comprehension) and performance skills across these units.

Unit 3

Unit 3, Area of Study 1 is now titled ‘Performing in a group’ and includes more specific detail about the skills students are required to focus on developing. The wording of Unit 3 Outcome 1 has been reworked to include references to ‘*present* and perform’ and ‘*offer creative interpretations* demonstrating stylistic awareness’. The wording of Unit 3 Outcome 2 has also been reworked to provide greater clarity about the knowledge and skills students are expected to develop in this area of study. Significant changes have been made to Area of Study 3 ‘Music language and aural perception’. These changes include

- Inclusion of key knowledge and skills relating to theoretical structure of scale forms and chords
- Listing of specific chord progressions which should be studied. Twelve progressions are listed for study in Unit 3 and the same progressions plus an additional four progressions are listed for study in Unit 4
- Detail about the characteristics of arrangements which should be studied is included.
- Inclusion of key skills relating to the reading and writing of traditional music notation. These skills do not add new content to the Area of study but rather, recognise skills that were implied in the Music Performance study design
- Inclusion of key skills focusing on recognition of chord progressions, rhythmic and melodic patterns from a series of given alternatives in Unit 3. This change is designed to provide greater distinction between the skill level required in this area of study between Unit 3 and Unit 4
- Transcription of melodies, rhythms and chord progressions is no longer required in Unit 3

Unit 4

Area of Study 1 is now titled 'Preparing and presenting group performances'. This change clarifies the development which should occur between Unit 3 and Unit 4 in this area of study. The area of study includes more detail about the scope of learning students are expected to engage in as they develop their ability to perform in a group context. More detail about the nature of the part-writing or improvisation required by this study is included in Area of study and Outcome 2, for example the key knowledge for Part-writing outlines stages of the part-writing process students could use and separate key knowledge and skills are listed for pitched and non-pitched instruments in the Improvisation section of this area of study. Changes to Area of Study 3 'Music language and aural perception' continue the direction established in Unit 3 Area of Study 3. Key skills focusing on transcription of melodies and rhythms now require students to notate two bars.

Group performance examination

The requirements and conditions for this examination have not been changed in any significant way from the current study. Further detail is provided in some sections of the description to clarify the requirements, scope and conditions of the examination.

Group performance Aural and written examination

The end-of-year examination will assess the four outcomes that constitute the School-assessed Coursework in the Group Performance Units 3 and 4 study design, namely Aspects of performance, Part-writing or Improvisation and Units 3–4 Music language and aural perception. All Areas of study that comprise the School-assessed Coursework will be weighted approximately equally in the examination. It will be one and a half hours in duration and contribute 25 per cent to the Study Score.

Solo performance Units 3 and 4

The existing content of these units has been retained in the revised study design although the material contained in them has undergone some reorganisation so that each area of study has a discrete focus. The following table shows the organisation of content and assessment across these units.

Area of study	Focus	Assessment
1. Solo performance	Development of instrumental/vocal skills to prepare and perform a recital program of notated solo works	Unit 3: S/N Unit 4: S/N End of year Solo performance recital examination
2. Solo technique	Practising to develop consistency in all technical aspects of performing relevant to the works selected for performance in this unit	Unit 3: School-assessed Coursework Unit 4: School-assessed Coursework
3. Ensemble performance	Practising and performing works as a member of an ensemble	Unit 3: School-assessed Coursework Unit 4: School-assessed Coursework
4. Music language for performance	Application of knowledge and development of aural perception skills that will assist students to successfully perform and interpret works in a range of styles and characters	Unit 3: S/N Unit 4: S/N End of year Aural and written examination

As in the Music Performance study, material selected for Outcome 2 in Units 3 and 4 should be selected on the basis of its relevance to the student's development as an instrumentalist or vocalist and the technical requirements of the works they are preparing for performance.

Area of Study 4, Music language for performance combines in a general sense the content from Outcomes 3 and 4 in Music Performance: Solo Units 3 and 4. The content and outcome of these areas of study is identical except for the requirement that schools should selected one work from the Prescribed list of ensemble works for study in Unit 3 and another work for study in Unit 4. Area of Study 4 now includes sections focusing on

- Theory and aural comprehension: notation conventions, intervals, scale forms, chord types and progressions, rhythms and melodies. Detailed information about the scope of content to be covered in this section including intervals, scale forms, chords and chord progressions to be studied is provided in the key knowledge and skills. Chord progressions to be studied include only root position chords.
- Analysis of works selected from the Prescribed list of ensemble works. Analysis of ensemble works involves study of excerpts from one work selected from the list, study of recorded interpretations identified on the Prescribed list, development of skills in identifying similarities and differences between two different interpretations in performance of the same excerpts from the selected ensemble work.

- Analysis of excerpts from ensemble works selected by the school. Schools should select excerpts from works that are similar in style and genre to works on the Prescribed list of ensemble works. Further information is provided under ‘Works selected for study’ in the introductions to Units 3 and 4.

Inclusion of key knowledge and skills focusing on music theory recognises the need for students to understand concepts that underpin structures such as chord progressions or melodies they are required to transcribe.

Solo performance Recital examination

The requirements and conditions for this examination have not been changed in any significant way from the current study. The duration of the examination remains at 25 minutes. Further detail is provided in some sections of the description to clarify the requirements, scope and conditions of the examination.

Solo performance Aural and written examination

This examination will assess Solo performance Units 3 and 4 Outcome 4. The duration of the examination will be ninety minutes and it will contribute 25 per cent to the study score. The examination will focus on: Music theory – writing of intervals, scale forms and chord types; Aural comprehension – recognition and description of chord progressions, transcription of melodies, analysis of selected works from the Prescribed list of Ensemble Works, previously unheard excerpts from interpretations in performance of ensemble works.

Styles

As in the Music Styles study, these units involve students in listening, analysing and responding critically and creatively to music from a range of geographical, social and cultural contexts.

Unit 1

Unit 1 focuses on characteristics of works in different styles and traditions. Students are required to study three short works, single movements and/or small collection/s of minor works each from a different style or tradition for Outcome 2. Area of Study 3 and Outcome 3 requires students to make creative responses to music that focus on elements of music and/or compositional devices. Students may select to work in one or more of composition, arrangement or improvisation.

Unit 2

In this unit students focus on ways that music is used in multi-disciplinary art works. This focus is retained from Music Styles Unit 2. Area of Study 1 focuses on ways elements of music and compositional devices are used to create effects and elicit responses. Area of Study 2 involves study of selections of music from two works each in a different art form focusing on ways the music interrelates with the non-musical features in the works. Area of Study 3 focuses on creation of music for a multi-disciplinary art work that combines musical and non-musical features. As in the Music Styles study, students are not required to create the non-musical features of the art work.

Unit 3

Unit 3 focuses on developing students’ understanding of similarities and differences in the practice of music creators

from different times and/or places. A number of excerpts selected for study in Area of Study 1 should focus on the use of the compositional devices of contrast, repetition and variation. At least one of the works selected for study in Area of Study 2 should be by an Australian composer or creator. Use of contrast as a compositional device should be studied in relation to selected works in Area of Study 2. Area of Study 3 requires students to explore ways of using contrast, repetition and variation to structure music ideas.

Unit 4

Unit 4 continues the focus on the compositional devices of contrast, repetition and variation begun in Unit 3. A number of excerpts selected for study in Area of Study 1 should demonstrate different ways of using these compositional devices. Selection of works from a style representative of one of the five nominated areas of music as required in Music Styles Unit 4 is not required in this unit. At least one of the two works or collections of minor works selected for study in Area of Study 2 must have been composed/created since 1910. This area of study requires students to compare use of repetition and variation in the selected works. Area of Study 3 focuses on use of a creative process/es to compose, arrange or improvise a short work that includes at least one of the compositional devices of contrast, repetition and/or variation. This work may be based on creative responses developed in Unit 3.

Styles Aural and written examination

This examination will assess all outcomes in Styles Units 3 and 4 Outcome 4. The duration of the examination will be two hours and it will contribute 50 per cent to the study score. The examination will include aural analysis and critical responses to excerpts of music, questions focusing on works selected for study in Units 3 and 4 and use of elements of music and compositional devices including contrast, variation and repetition in the creative responses prepared in Unit 3 Outcome 3 and the short work created in Unit 4 Outcome 3. The weighting given to Units 3 and 4 Outcomes 1 and 2 in the examination will be approximately equal to the weightings given for School-assessed Coursework. Consistent with the Music Styles Aural and written examination the weightings given to Units 3 and 4 Outcome 3 will be less than the weighting given to these outcomes in School-assessed Coursework. Students will not be required to complete creative work such as composing, arranging or improvisation in the examination.

Advice to teachers

Advice about approaches to developing a course and ways of managing the implementation of specific units/outcomes is provided at the start of the ‘Advice’ component for each set of units. Additional information including notation of scale forms and chord types listed in areas of study focusing on Music language and Aural perception will be provided on the VCAA website.

Resources

Most resources listed in this section of the study are not listed in the VCE Music Performance and Music Styles Study Designs. Information about other resources including titles listed in the VCE Music Performance and Music Styles Study Designs will be provided on the VCAA website.

Enquiries about the content of the study design can be directed to Helen Champion, Acting Manager, The Arts on (03) 9651 4668 or email: champion.helen.h@edumail.vic.gov.au

VCE Outdoor and Environmental Studies

The VCE Outdoor and Environmental Studies Study Design has been reviewed and recredited for the period 1 January 2006 until 31 December 2009.

In many respects the revised Outdoor and Environmental Studies study design does not vary significantly from the current study design however there is some change to the sequencing of the areas of study. In each unit two areas of study have been retained and the number of outcomes remains the same.

Key knowledge and key skills

The descriptions for each unit and area of study have been expanded to provide teachers with a clear understanding of the intent of the study. The key skills for all areas of study include two additional dot points requiring students to:

- Plan, participate in and reflect upon outdoor experiences
- Analyse information collected during outdoor experiences

Unit 1: Understanding outdoor experiences

Area of Study 1, 'Motivations for outdoor experience', will include material currently in Unit 2 that focuses on motivation and social response to risk taking behaviour. In all other respects, this area of study will not vary significantly from the current study design.

The current Area of Study 2 has been replaced and relocated to Unit 2 Area of Study 1. Unit 2 Area of Study 2 includes a reference to the value of nature as a 'resource', along with encountering and understanding a specific natural environment through economic perspectives. The effect of technology on outdoor experiences has been relocated from the current Unit 2 Area of Study 1. Other key knowledge in this area of study will be relocated from Unit 1 Area of Study 1 and will not vary significantly from the current study design.

Unit 2: Environmental impacts

Area of Study 1, 'Discovering natural environments', will replace the current area of study. Much of this key knowledge is currently located in Unit 1 Area of Study 2. There has been some blending of key knowledge as well as some clarification of language.

Area of Study 2, 'Impact on nature', is relatively unchanged apart from some clarification of language and the provision of examples to guide teachers when choosing examples for study.

Unit 3: Relationships with natural environments

The emphasis of Area of Study 1, 'Historical perspectives', does not vary significantly from the current study design. It retains several references to the practices of private land managers since the arrival of Europeans in Australia. The current reference to Australia before human habitation has been removed. Links to Area of Study 2 will be strengthened with the inclusion of key knowledge relating to changing human

relationships with the Australian environment since the 1970s. This key knowledge dot point draws on material currently located in Area of Study 2.

Area of Study 2, 'Contemporary relationships with natural environments', has undergone the most significant change to its current structure. Several pieces of key knowledge currently in Unit 2 Area of Study 1, have been relocated to this area of study and redeveloped, including those concerning images of the outdoor experience and environment, social responses to risk taking, the effect of technology on experiences and commercialisation of outdoor experiences. This area of study also includes the study of patterns and types of interaction with natural environments, currently located in Unit 4 Area of Study 1.

Unit 4: The future of human/nature interactions

Area of Study 1, Healthy natural environments, continues to refer to issues of biodiversity. The contemporary state of environments has been relocated from Unit 3 Area of Study 2.

Area of Study 2, Sustaining environments, is relatively unchanged apart from some clarification of language and terms. The term 'method' has been used in place of the current term 'strategy' when referring to actions undertaken by interest groups and others to influence decision-making processes.

Practical outdoor activities

The requirement for at least 20 hours of practical outdoor activities may be met in a variety of ways ranging from a visit to a local park or local conservation activities, day trips involving bushwalking or naturalist activities to self-sufficient experiences in more remote settings. However, the duration section includes the phrase 'Where possible, teachers are encouraged to include at least one experience in each unit that occurs over more than one day'. Experiences of natural environments should focus on the content of the key knowledge and skills as described in the study design.

Assessment

A greater range of assessment tasks has been recommended for all units. The assessment tasks are intended to draw specifically on the link between practical and theoretical work in all units, whilst maintaining standards and rigour. For example, in Units 1 and 2 the use of a journal has been suggested as a possible assessment tool, along with case study analysis.

The Unit 3 and 4 assessment program has been retained:

- School-assessed Coursework unit 3 – 25%
- School-assessed Coursework unit 4 – 25%
- Unit 3 and 4 end-of-year two-hour examination – 50%

However, the number of tasks for School-assessed Coursework in Units 3 and 4 has been reduced to 3 per unit. Teachers may choose to use more than three tasks if they wish. In Units 3 and 4 the mark allocation for Outcomes 1 and 2 has been changed to 40% and 60% respectively. For Outcome 1 in each unit, students must complete at least one of a range of tasks. Note that the list of suitable tasks differs between each unit. For Outcome 2 in each unit, students must complete two tasks.

Terminology

The term 'natural environment' has been used consistently in the study and it replaces the term 'outdoors'. When referring to actions undertaken by interest groups and others to influence

decision making processes the term 'method' should be used in place of 'strategy' in Unit 4 Area of Study 2.

VCE Physical Education

The VCE Physical Education Study Design has been reviewed and reaccredited for the period 2006–2009.

Summary of changes

Key knowledge and skills have been reordered and are more explicit in their description. Greater opportunities exist for students to integrate theory with practical classes; assessment tasks encourage students to report on participation in physical activity/practical classes and there is increased integration of information and communications technology (ICT) in learning through the opportunity for students to use multimedia presentations.

Unit 1: Learning and improving skill

Area of Study 1 – Movement analysis

The key focus is the explanation of how biomechanical and skill learning principles can be applied to motor skills to acquire and improve them.

- The outcome statement has changed to reflect the key knowledge and skills which are similar to those in the current Unit 2 Areas of Study 1 and 2, i.e. combining biomechanical and skill acquisition principles.
- Stages of skill learning; factors affecting skill learning; information processing systems, use of feedback and comparing skills for beginners through to elite performers cover key knowledge currently in Unit 2 Area of Study 1
- The biomechanical aspects relate to developing and refining basic movement patterns (striking, throwing, running and stopping) by applying principles such as force and momentum, impact, transfer of momentum, inertia, balance actin/reaction, pushing/pulling). The impact of equipment design and composition is no longer included as a performance enhancing consideration
- Students are still expected to perform, observe, analyse and report on a practical or laboratory exercise related to biomechanics and skill learning

Area of Study 2 – Coaching for enhanced performance

The key focus is how coaches, coaching principles and techniques bring about improved training and performance.

- The outcome statement has changed and incorporates aspects of the current Unit 4, Area of Study 2 that deals with sports coaching skills, characteristics of a respected coach, styles of coaching and catering for variations in skill levels.
- Greater emphasis has been placed on sports psychology in coaching and enhanced performance – specifically aspects of motivation, arousal, anxiety, confidence, mental imagery and concentration.
- The physiological and psychological limits to performance are considered in the new Unit 4 Area of Study 2. Biological limits have been omitted.

Unit 2: The Active Body

Area of Study 1 – Body systems and performance

The key focus examines how the musculoskeletal, cardiorespiratory and energy systems contribute to physical activity.

- Essentially this area of study draws upon the key knowledge of the current Unit 1 Area of Study 1. A significant inclusion is the introduction to energy systems, and the way the muscular and skeletal systems are integrated, with less emphasis on the skeletal system (naming major bones and growth mechanisms). Lung volumes during exercise are not specified.
- In learning about the various body systems, students are expected to identify and discuss the range of acute/short term effects resulting from physical activity. This was previously considered in Unit 3 Area of Study 2. Chronic training effects are considered in Unit 4 Area of Study 2.
- Students are encouraged to report on practical classes/laboratory exercises related to body system functions

Area of Study 2 – The Impact of physical activity on the individual

The focus of this area investigates physical activities available to communities and classifies these in terms of experiences.

This area of study is very similar to the current Unit 1 Area of Study 2, but rather than focusing on involvement in physical activity, it looks at the impact physical activity has on the individual, especially as a member of other communities.

- Similarities between different types of physical experiences – exercise, fitness and physical activity are considered.
- New to the area are dimensions of physical activity which include, type, frequency, intensity and duration as well as investigating physical activity across the lifespan.
- Community attitudes towards fitness and government/non-government organisations ability to provide opportunities for physical activity have been omitted. These have been replaced by factors that influence participation (individual, social and physical environment) in physical activity.
- The Stages of Change model also needs to be understood as a framework for understanding factors that influence participation in physical activity
- The health benefits of regular physical activity remain and, to this has been added the health consequences of physical inactivity (cardiovascular disease, type II diabetes, adverse mental health, etc.)

Unit 3: Physiological and participatory perspectives of physical activity

Area of Study 1 – Monitoring and promotion of physical activity

This area focuses on participation patterns in physical activity and the National Physical Activity guidelines, with students assessing their own or others' activity levels. Settings based models and strategies are also used to explain physical activity promotion.

This area of study contains many elements from the current Unit 4 Area of Study 1

- The inclusion of the National Physical Activity Guidelines in terms of participation in physical activity is a new addition. Students will investigate methods of assessing physical activity levels for themselves and other groups. **A written response focusing on an analysis of individual and community patterns of participation must be completed and assessed.**
- The promotion of physical activity is taken from a settings-based perspective rather than one of government and private campaigns. Various strategies, including population based ones, are investigated to promote physical activities in schools, communities and the workforce.
- Theoretical participation models such as 'Stages of Change' and 'self-efficacy' are included to allow students to critique physical activity promotion within specific population groups.
- Physical activity as a consumer product, including the range of services within the fitness industry, media promotion of fitness, etc. and physical activity for cosmetic purposes along with fitness myths have been omitted. The relevance of physical activity from a spectator's viewpoint has also been removed.

Area of Study 2 – Physiological requirements of physical activity

The focus of this area is on providing energy for physical activity as well as fatigue and recovery mechanisms.

This area contains similar aspects to those found in the current Unit 3 Area of Study 2

- Energy system interplay is considered during physical activity and recovery in relation to duration, intensity and type of activity. **A laboratory report analysing the relative energy contribution of energy systems whilst undertaking aerobic and anaerobic physical activity must be assessed.**
- The conversion of food to energy remains a key part of this area, whilst also considering the importance of oxygen in energy production. Oxygen intake in relation to age and gender has been omitted, and the delivery of oxygen to working muscles in Unit 2 Area of Study 1 – Body systems.
- Fatigue specifically considers fuel depletion, metabolic by-products and dehydration and linked to this are recovery strategies.

Unit 4: Enhancing physical performance

Area of Study 1 – Enhancing fitness through training

The focus of this area is on the components of fitness and fitness assessment from a physiological perspective. Students need to collect data (activity analysis) and consider aspects of fitness testing and training, including training principle application to various training methods, to apply theory in a practical way.

This area contains similar aspects to those found in the current Unit 3 Area of Study 1, but the focus is on improving fitness, rather than understanding it.

- Fitness components and definitions have been retained. These need to be incorporated into student's knowledge of, and application of, data collection as part of an activity analysis. This also includes muscle groups and muscle action (microscopic structure no longer specified). **A laboratory report on activity analysis and justification of fitness tests as part of a training program must be assessed.**

- Assessment of fitness is retained but has expanded to include assessment methodology, techniques and outcomes.
- The training principles of specificity, intensity, frequency, overload and duration need to be applied to various training methods to enhance various components and motor skill ability.

Area of Study 2 – Strategies for enhancing sports performance

This area of study contains many new inclusions to the course, whilst retaining aspects of the current Unit 4 Area of Study 2 that focus on performance enhancement.

- Injury prevention, assessment, treatment and rehabilitation has been replaced with sports injury risk management systems.
- Performance improvement via equipment and rule modifications has been replaced with nutrition for improving performance/dietary enhancement procedures. The comparison of performance improvements over time has also been omitted, and as in Unit 1 Area of Study 1, equipment design changes/modifications are also no longer considered.
- The influence of ergogenic aids in improving performance is treated, along with other illegal and legal measures, from an ethical perspective. This extends to training, performance and recovery. **A written report focusing on the chronic adaptations to training needs to be completed as part of the assessment.**
- The effects of training are considered in terms of chronic adaptations to the cardiovascular, respiratory and muscular systems, as well as physiological and psychological factors related to managing a training load. This extends to both overtraining and recovery.

Assessment

The mark allocation for each task in Unit 3 has changed, along with one less task being set. All four tasks (two per outcome) have equal weighting – 25 marks each. The mark allocation for Unit 4 remains unchanged and each outcome has two assessment tasks of equal weighting – 25 marks each. In all cases each outcome has a compulsory task along with an additional response for which there is a choice of formats available.

VCE Religion and Society

The VCE Religion and Society study design has been reviewed and reaccredited for the period 2006–2010.

Summary of changes

The language of the study design is clearer and there is more consistency in terminology. The areas of study and the knowledge they define have been clarified and made more specific.

The groupings of the religions can be found at the start of Unit 1 and have changed from the current design. The categories are now Primal, Asian and Semitic. Two or three religious traditions from more than one group are to be studied.

Unit 1: Religion in society

Area of Study 1 has been renamed **A brief overview of religious traditions**. It provides for a survey of religious

traditions throughout the world and then examines in more depth the core beliefs and practices of at least two different traditions and the origin and geographical distribution of the traditions. Key skills have been reduced to three and are closely aligned with the key knowledge. Area of Study 2 called **The diversity of religious communities in Australia** is similar to Area of Study 1 in the current design but extends it by asking for the distribution of religions in Australia as well as the ways in which particular religious communities express their collective identities and interact with other traditions and the wider society. Teachers should note that the skill requiring a critique of the media treatment of religious communities has been deleted. Area of Study 3 is the former Area of Study 2. It has the same title **Religious identity and life experience**. The wording of the area of study is almost identical with minor word changes. Its focus is still on the dynamic relationship that can exist between an individual and the religious community of which he or she is a member. The outcome, key knowledge and key skills remain the same.

Unit 2: Ethics and morality

The study of morality in Unit 2 has been highlighted with the title of the unit extended to include 'morality' and Area of Study 2 is now called **Religion and morality**. There have been some changes to the wording of the unit for clarification.

Unit 3 and 4

Overview

The content of Units 3 and 4 places more emphasis on:

- reinterpretation and diversity of beliefs
- issues and values and less emphasis on biography
- the interplay between facets of core beliefs
- contemporary issues and ethics and their interaction with core beliefs. In Unit 4 in particular, how religious traditions cope with and respond to the changing face of society
- core beliefs should also include historical development
- the diversity of interpretation, rather than one interpretation of faith.

Unit 3: The search for meaning

The title of Area of Study 1 is **Meaning in religious traditions**. More emphasis is placed on understanding the meaning of core beliefs. The outcome statement is unchanged. The key knowledge has some minor word changes and there is an additional dot point on 'the implications (of the core beliefs) for the way people lead their lives'.

Area of Study 2 is now titled '**The continuity and maintenance of religious beliefs**'. It concentrates on continuity in religious traditions and examines ways in which core beliefs and their experiences are maintained and strengthened with reformulation within traditions.

A new third area of study has been added called **Life experience and religious beliefs**.

The outcome of this area of study is identical to Outcome 2 of the current design. There is an additional dot point in the key knowledge which focuses on reinterpretation, change and growth in understanding of core beliefs by individuals as a result of significant life experiences.

Unit 4: Challenge and response

The title of unit 4 remains **Challenge and response** but the two areas of study are now **Historical challenges to religious traditions** and **Contemporary challenges and their impact**. A greater emphasis is placed in Area of Study 1 on understanding the challenge with a new dot point in the key knowledge and skills. In Area of Study 2 the emphasis is placed on pluralism and contemporary issues some of which may have an ethical component. However, this unit is not a study of ethics as is Unit 2. Unit 4 focuses on the interplay between religious beliefs and actions. It examines the insights that religious traditions bring to debates on major social and moral issues and the effects of this. Rewording of the outcome statement and the key knowledge and key skills reflects the changed emphasis.

Assessment

In Units 1 and 2 two additional assessment tasks (interviews and a test) have been included.

There is increased flexibility in School-assessed Coursework for Units 3 and 4.

Enquiries about the content of the study design can be directed to Maryellen Davidson, Curriculum Manager, SOSE on (03) 9651 4439 or email: davidson.maryellen.m@edumail.vic.gov.au

VCE Sociology

The VCE Sociology Study Design has been accredited for the period 2006–2009.

Overview

This is a new study which has significant overlap with VCE Contemporary Australian Society. Much of the content is the same but the method and approach is sociological. The rationale and aims have been developed to reflect a sociological perspective. The concepts, knowledge and skills of sociology have been included in the units. Sociology as a discipline includes reflexive practices and encourages active participation. Students ask the questions 'What do I assume?' and 'Why do I assume it?' The study addresses contemporary issues facing Australian society and includes a strong futures component and includes sociological perspectives and questions. Key skills in each of the units now emphasise the ability to 'think critically' about the issues under investigation.

Unit 1: Youth

The title of this unit and the titles and number of areas of study remain the same as in the current Contemporary Australian Society. Area of Study 1 remains focused on an exploration of youth as a social category. The key knowledge is the same with small word changes. Outcome 2 remains the same asking students 'to explain the changes influencing the experience of being young' but a third key knowledge dot point has been included focusing on the 'changes due to new cultural formations such as dress music, media'. Outcome three has been extended to emphasise the democratic participation of youth and the strategies used to govern them. Examples used in the area of study have been updated.

Unit 2: Social institutions: Family, education and the workplace

Unit 2 has a new title *Social Institutions: Family, education and the workplace* which reflects its broadened focus from the study of the family to include education and the workplace as well and the interaction between these three social institutions. The title and focus of Area of Study 1 is still the family but Outcome 1 includes some of the key knowledge dot points from

Outcome 2 of Unit 2 Contemporary Australian Society. The second area of study *Education and the workplace* is new. It focuses on the social impact of the changes that have taken place in the workforce and educational institutions since the 1970s.

Unit 3: Community and Society

The title of this unit and both areas of study remain the same as in VCE Contemporary Australian Society. There is one outcome for each area of study. Area of Study 1 *Community and society in a globalising world* has included a small introduction to sociologists' understanding of community. Outcome 1 and 2 are exactly the same as Outcome 1 and 3 in Contemporary Australian Society. The key knowledge for Outcome 1 has included some new dot points from Outcome 2 of the previous unit.

Unit 4: Citizenship and globalisation

The title of the unit and both areas of study remain the same as in VCE Contemporary Australian Society. There is one outcome for each area of study. Both outcomes and key knowledge are the same as in Unit 4 of Contemporary Australian Society. The key skills of both outcomes have an added emphasis on the ability to 'be reflective and think critically' about the ideas investigated in the area of study.

Assessment

The list of assessment tasks from which teachers can choose for Units 1 and 2 remains the same as for VCE Contemporary Australian Society.

In Units 3 and 4 of VCE Sociology teachers will choose one or more assessment tasks from the list to assess the student's performance on each outcome.

Enquiries about the content of the study design can be directed to Maryellen Davidson, Curriculum Manager, SOSE on (03) 9651 4439 or email: davidson.maryellen.m@edumail.vic.gov.au

Notes



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