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**VCE studies accredited 1 January 2008:
Summary of changes**

VCE Chinese Second Language/Second Language Advanced

VCE Philosophy



VCE Chinese Second Language/ Second Language Advanced

The *VCE Chinese Second Language/Second Language Advanced Study Design* has been reviewed and reaccredited for the period 2008–2010.

The study design has been modified in response to a perceived need by teachers to provide greater access to students undertaking the study and reflects the recommendations of teachers and other key stakeholders.

Summary of changes

The curriculum content of the reaccredited study designs remains mainly unchanged. Changes have been made to both the School-assessed Coursework and the written examination for both Chinese Second Language and Chinese Second Language Advanced.

The skill of translating texts from Chinese characters into English has been included in Unit 2 Outcome 2 and Unit 4 Outcome 1 and in Section 2 of the end-of-year written examination.

Changes to the written examination include:

Section 1: *Listening and responding*, there has been an increase to the number of listening texts and a decrease to the total listening time.

Section 2, currently titled *Reading and responding*, will be titled *Reading, responding and translating* and will incorporate the skill of translation.

Section 3: *Writing* – there are no changes to the specifications in this section.

Unit 1

There are no changes to Unit 1. As in the current study design, students develop the skills to establish and maintain a spoken or written exchange, listen to, read and obtain information from spoken and written texts and produce a personal response to a text focusing on real or imaginary experience.

Unit 2

There are no changes to Unit 2, Outcomes 1 and 3. For Outcome 1, as in the current study design, students develop the skills to participate in a spoken or written exchange related to making arrangements and completing transactions. For Outcome 3, students develop the skills to give expression to real or imaginary experiences in spoken or written form.

Outcome 2 has changed. The skill of translation is acknowledged as integral in the development of linguistic competence and is included in this outcome. Students develop the skills necessary for reading written texts, and reorganising information and ideas in a different text type as well as the skills to translate these texts from Chinese characters into English.

Unit 3

There are no changes to Unit 3. As in the current study design, students develop the skills to express ideas through the production of original texts, analyse and use information from spoken texts and exchange information, opinions and experiences.

Unit 4

As in the current study design, Unit 4 requires students to develop key knowledge and skills to analyse and use information from written texts and to respond critically to spoken and written texts for Outcomes 1 and 2.

Outcome 1 has been modified to include translation of part of the written texts from Chinese characters into English. Marks allocated for School-assessed Coursework for this outcome remain unchanged for both Chinese Second language and Chinese Second Language Advanced.

Assessment

School-assessed Coursework, Unit 3 (25%) and Unit 4 (25%), continues to contribute 50 per cent to the study score. The end-of-year examination, oral component (12.5%) and written component (37.5%) continues to contribute 50 per cent to the study score.

Enquiries about the content of the study design can be directed to Maree Dellora, Curriculum Manager, LOTE on (03) 9651 4620 or email: dellora.maree.r@edumail.vic.gov.au

End-of-year examinations

Oral component

There are no changes to the oral examination.

Written component

Specifications for the revised written component of the examinations in Chinese Second Language and in Chinese Second Language Advanced will be published on the VCAA website in June 2007. Sample examinations for both studies will be published at the start of Term 1 2008.

VCE Philosophy

The *VCE Philosophy Study Design* (Units 1–4) has been reviewed and reaccredited for the period 2008–2012.

Summary of changes

While the major themes throughout the study largely remain the same, teachers will find that the content has been significantly reorganised. There is greater detail on the content of topics and related key knowledge and skills to support development of teaching and learning activities. The approach of integrating applied philosophy across all units rather than having a stand alone topic has been adopted.

The outcomes and related key knowledge and skills have been integrated within the areas of study, whereas they are separated in the current study design.

Teachers have greater flexibility in the setting of assessment tasks in Units 3 and 4; however, it should be noted that at least one essay has been mandated for each of Units 1–4. Information and communications technology (ICT) has been incorporated into assessment task options throughout the study.

Units 1 and 2

Ethics has been transferred from Unit 1 to Unit 2 and applied philosophy has been integrated across all areas of study in both units. The importance of students ‘doing philosophy’ continues to be reflected in the key skills across both units.

Unit 1 – Existence, knowledge and reasoning

The unit name has been changed from ‘Introduction to philosophical inquiry’. This unit focuses on metaphysics, epistemology, and logic and reasoning. There are now three areas of study and three outcomes instead of two.

Area of Study 1 – Metaphysics

Teachers choose at least two topics from a given list of five topics, one of which must be Topic 1 – Mind and body, or Topic 2 – Self and identity. A range of questions should be selected from the list under each topic selected for study.

Area of Study 2 – Epistemology

Teachers choose at least two topics from a list of five, one of which must be Topic 1 – Knowledge and justification. A range of questions should be selected from the list under each topic selected for study.

Area of Study 3 – Introduction to logic and reasoning

This area of study remains similar to the current Area of study 2 in Unit 1; however, a range of key terms associated with philosophical reasoning are now outlined in the key knowledge. The key skills have been expanded to emphasise analysis of argument and the use of appropriate terminology when undertaking analysis and evaluation.

Unit 2 – Ethics and philosophical investigation

The unit name has been changed from ‘Philosophical issues in practice’. Applied philosophy is now integrated across all areas of study in both units. Unit 2 now consists of a study of ethics and one other specialist topic.

Area of Study 1 – Ethics

Meta-ethics, normative ethics and applied ethics are the topics given for study and students are introduced to all three.

A range of questions should be selected from the list under each topic.

Area of Study 2 – Other great questions in philosophy

In this area of study students investigate one of four specialist topics: either Aesthetics, Philosophy of religion, Political philosophy or Other traditions of thought.

A range of questions should be selected from the list under the chosen topic.

Area of Study 3 – Techniques of reasoning

The study of logic and reasoning has been expanded in Unit 2 to a range of more sophisticated key terms and patterns of good and bad reasoning. The key skills include the ability to recognise and describe errors of reasoning.

Units 3 and 4

The division between the good life for Unit 3 and mind, science and knowledge for Unit 4 is retained. Students continue to study set texts, which will be prescribed by the VCAA and published annually in the VCAA Bulletin.

Unit 3 – The good life

The unit has three areas of study and retains three outcomes, however there have been some changes to each of the outcomes and the related key knowledge and skills. Outcomes 1 and 2 in the current study design have been merged into one outcome in the reaccredited study design and Outcome 3 has been split into two outcomes.

Area of Study 1 – Critical analysis of philosophical views on the good life

This area of study focuses on the analysis and evaluation of the set texts. The historical and philosophical context of the set texts has become a component of the key knowledge for Outcome 1. The rest of the key knowledge for this outcome remains similar to Outcome 2 in the current study design; however, specific philosophical concepts have been included for study and there are suggested viewpoints and arguments that may be found in the set texts.

Area of Study 2 – Critical comparison of philosophical views on the good life

Students undertake a critical comparison of the similarities and differences between the arguments and viewpoints related to the good life in the set texts.

Area of Study 3 – Analysis and critical comparison of philosophical and other ways of thinking about the good life

The focus of this area of study is critical analysis and evaluation of viewpoints and arguments on the good life occurring in sources beyond the set texts. It includes using the set texts, outside sources, personal experience and contemporary debates to develop critical reflections on the good life. It also requires students to use the set texts to inform responses to debates on the good life occurring in sources beyond the set texts.

Unit 4 – Mind, science and knowledge

The unit name has been changed from ‘Mind and knowledge’. The major changes to this unit are the integration of contemporary debates to each of the areas of study and the removal of Outcome 3. There are now two areas of study and two outcomes for the unit.

Area of Study 1 – The nature of mind and body

This area of study is similar to the current Unit 4, Area of Study 1. The key knowledge and skills have been expanded to explicitly include criticism, historical and contemporary contexts, critical comparison of set texts and analysis and evaluation in the context of contemporary debates.

Area of Study 2 – Knowledge, belief and science

This area of study is similar to the current Unit 4, Area of Study 2. The key knowledge and skills have been expanded to explicitly include criticism, relevant historical and contemporary contexts, a study of inductive and deductive reasoning and analysis and evaluation of arguments concerning the nature of knowledge in the context of contemporary debates.

Assessment

Units 1 and 2

At least one essay must be completed for Unit 1 and **at least one essay** for Unit 2. There are a variety of other task types, from which teachers can select for assessment, including oral, written and multimedia options.

Units 3 and 4

At least one essay must be completed for Unit 3 and **at least one essay** for Unit 4.

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, at least one of which must be an essay for Unit 3 and at least one essay for Unit 4. Advice on the selection of assessment tasks and marks allocated for each outcome are published in the study design.

School-assessed Coursework for Unit 3 (25%) and Unit 4 (25%) continues to contribute a total of 50 per cent to the study score. The end-of-year examination contributes 50 per cent to the study score.

Enquiries about the content of the study design can be directed to Monica Bini, Project Officer, Humanities on (03) 9651 4575 or email: bini.monica.m@edumail.vic.gov.au



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