

## Supplement 2

### Revised VCE studies for implementation in 2010

#### Frequently Asked Questions

**Art**

**Business Management**

**Classical Studies**

**Economics**

**Health and Human Development**

**Psychology Units 1 and 2**

**Studio Arts**

**Texts and Traditions**

# Art

## General Questions

### 1. Why do the theoretical outcomes precede the practical ones in the study design?

Theoretical research and investigation informs art-making. Students are encouraged to recognise the connection between research and art-making. Theoretical study provides students with the background for inquiry and investigation in terms of their practical art-making.

The practice of applying Analytical Frameworks to artists and their artworks in Area of Study 1 provides students with a structure and a language to use when reflecting on their own art-making in Area of Study 2.

### 2. What is the difference between 'reflective annotation' and 'documentation of work practices'?

'Reflective annotation' has as its basis conceptual and theoretical analysis. It is progressively applied to the developing body of work and at the completion of the finished artworks. Students should use the language and concepts of the Formal Analytical Framework when reflecting on the visual features, techniques, styles, symbols and metaphors evident in their work. They select relevant aspects from at least one other Analytical Framework.

Written annotation should accompany stages of development of an artwork. This could be in the form of an annotated visual diary.

'Documentation of work practices' involves the student recording their practical applications. This documentation could be recorded effectively using a notebook or workbook. Students should record all technical details such as those required for photographic processes, printmaking, ceramic, sculpture, painting and/or garment construction, ie techniques that are used to develop the body of work.

### 3. How can teachers assist students to select appropriate Analytical Frameworks when reflecting on their own artwork?

Teachers can assist students to do this by asking questions that encourage them to reflect on the content of the Analytical Framework/s when analysing their own work. Students should understand that this is a developmental process in which they use the language and concepts of the Analytical Frameworks as a guide to extending the depth and understanding of their own art-making. This, in turn, may influence the creation and evolution of new ideas.

### 4. How many Analytical Frameworks should the student refer to when reflecting on their own artwork?

In Units 1 and 2 students employ the Formal Framework and the Personal and Cultural Framework respectively.

In Units 3 and 4, students will have developed an understanding of the application of all four Analytical Frameworks. When reflecting on their own artwork the student is expected to employ the Formal Analytical Framework and at least one other, as appropriate to the artwork.

### 5. What is a visual language?

Visual language is the collective use of materials, media, techniques, elements and principles of art and aesthetics to communicate meanings and messages in artworks. See page 31 in the Advice for Teachers section of the study design.

## Units 1 and 2

### 1. What is the reason for the change of sequence of study in relation to art in society and the individual artist?

The study design allows for the fact that students will bring to the study a range of prior knowledge. In applying the Formal and the Personal Frameworks students analyse a variety of artists to understand meanings and messages contained in their artworks and examine how they affect the viewer. They then use this analysis to reflect on their own art-making.

In Unit 1 the introduction of personal investigation through the application of the Personal Framework allows students to draw on their own knowledge and interests and prepares them to apply the Analytical Frameworks.

In Unit 2 students are ready to extend beyond the Personal Framework to include a broader understanding of the individual in the world. This is where they are required to apply the Cultural, as well as the Formal Analytical Frameworks.

## Units 3 and 4

### 1. What constitutes a finished artwork?

An artwork is considered to be 'finished' when the student judges that the piece best demonstrates their acquisition of the key skills and key knowledge for the outcome.

The student's skill in applying techniques and materials, formal elements and principles of art should be evident in the artwork.

This judgement will also be influenced by the timing of assessment of the achievement of the outcome.

### 2. What is the difference between a finished artwork in Unit 3 and a finished artwork in Unit 4?

The differences between the Unit 3 artwork/s and the Unit 4 artwork/s should be evident in the level of technical skill, the refinement of ideas and concepts, and the use of a visual language that effectively communicates the student's intentions. The body of work should demonstrate a progressive development and refinement of ideas and personal concepts in addition to an increasingly skilful manipulation of formal and technical qualities that have been developed and refined over the two units.

### 3. How does a teacher authenticate the finished artwork in Unit 3 and distinguish it from the finished artwork in Unit 4?

Teachers must sight and monitor the development and documentation of the student's thinking and working practices throughout the units in order to authenticate the work as the student's own.

The finished artwork required to achieve Unit 3 Outcome 2 will be completed by the conclusion of Unit 3, and before commencement of Unit 4.

Teachers should use the form on page 214 of the *VCE and VCAL Administrative Handbook 2010* which outlines clearly the steps required for authentication of student artwork.

#### **4. Why is the term ‘post modern’ not applied to the Contemporary Analytical Framework?**

‘Post modern’ references apply to the ways in which artists use ideas such as parody, irony, satire, and appropriation. The use of these ideas is not always relevant for artists producing artworks today.

Contemporary art, as a term, has broader applications than ‘post modern’ and locates artworks in current times. Barbara Kruger’s art, for example, can be interpreted using post modern ideas but ideas of modernism are also evident in her work. Curators and critics working today write and think about art in broader contexts and concepts that allow for many diverse interpretations.

This is not to say that reference to the term ‘post modern’ should be precluded from use when discussing artworks and applying the Contemporary Analytical Framework.

#### **5. How can teachers address the Unit 4, Outcome 1 requirement to discuss and debate an art issue?**

Examples of learning activities are provided in the Study Design in the Advice to Teachers (pages 50 to 54). Sample approaches to school-assessed coursework can be found in the Assessment Handbook (pages 19 and 20).

#### **6. Can students employ sources outside the school to assist in the production of final artworks?**

Students should be encouraged to complete their artworks in school. Where they do access external service providers, their documentation should demonstrate that they have researched and identified the appropriate and correct technical methods required and also created their own specifications for the service provider. This will show their complete creative control over the making of their artwork. Without this evidence the teacher may not be able to authenticate the student’s artwork, or apply the SAT assessment criteria fairly.

#### **7. How should students identify and label their artworks?**

Students should be advised that when they present works for assessment they must attach labels that clearly identify each work as ‘finished artwork/s Unit 3’ and ‘finished artwork/s Unit 4’ respectively.

Teachers should withhold student access to the ‘finished artwork/s Unit 3’ after the work is presented at the completion of Unit 3 and until the completion of the SAT assessment and review period in November.

#### **8. Do finished artworks need to be framed?**

Framing of finished artworks or parts thereof is not required at the end of Unit 3 or Unit 4. However students should clearly identify their selected finished artworks through appropriate labelling. Identification will also be required in their documentation and evaluation.

#### **9. What publications does the VCAA produce to support teachers of VCE Art?**

VCE Art Study design 2010 Advice for Teachers

VCE Art Assessment Handbook 2010-2014

VCE Art Resources 2010-2014 online at: <http://www.vcaa.vic.edu.au/vcaa/vce/studies/art/artres2010.doc>

#### **10. How does the VCAA support Art teachers in relation to the School-assessed task?**

SAT information days are held in Term 1 each year at the VCAA Assessment Centre.

Teachers are notified of dates in the *VCAA Bulletin*, in a Memorandum to schools and on the VCAA website.

SAT criterion descriptors and assessment information is published annually in the February edition of the *VCAA Bulletin*.

#### **11. Where can teachers find information about the written examination?**

A sample examination paper and advice will be published on the VCAA website. Teachers will be notified via the *VCAA Bulletin* and a Memorandum to schools.

## **Business Management**

### **General Questions**

#### **1. What does the word ‘including’ signify in the study design?**

The word ‘including’ stipulates that everything listed in that particular set of key knowledge or key skills must be taught. For example, in Unit 4, Area of Study 1, the study includes “conditions of employment, occupational health and safety (OH&S), job security and work-life balance” (page 26 of the Study Design). All these factors must be included in the teaching and learning.

Other areas related to employee expectations may also be incorporated even if they are not listed in the study design.

#### **2. Do the performance indicators for evaluating the performance of a business need to be classified as financial or non-financial?**

There is no distinction made between financial or non-financial performance indicators used in the evaluation of business performance. In Unit 1, teachers should address the strategies used to undertake ongoing evaluation of small business, and include appropriate performance indicators. In Unit 3, the performance indicators that must be included in the evaluation of the performance of large-scale organisations are listed (page 22 of the study design).

#### **3. What publications does the VCAA produce to support teachers of Business Management?**

The VCAA Business Management webpage has the following resources to support teachers implementing this study design:

Study summary

Summary of changes

Assessment handbook

Resources

Case study approach to teaching Unit 4, Area of Study 2, The management of change

Implementation workshop powerpoint presentation, 2009

These resources are available at: <http://www.vcaa.vic.edu.au/vce/studies/futuresd.html#H3N10069>

The VCE Business Management Assessment Handbook has now been published on the VCAA website and contains a range of advice about designing school-assessed coursework tasks for Units 3-4. The Assessment Handbook also contains performance descriptors for the assessment of tasks. These provide a guide to the levels of performance typically demonstrated by students who have achieved scores within each mark range on assessment tasks. The handbook also contains sample approaches to teaching School-assessed coursework. The VCE Business Management Assessment Handbook is available at <http://www.vcaa.vic.edu.au/vce/studies/busmngmnt/futuresd/busmngmt-assesshb2010-2014.doc>

### Unit 3: Area of Study 2

#### 1. How has the key knowledge dot point concerning key management roles changed from the previous study design?

The key management roles are now specified. They are planning, organising, leading and controlling (POLC).

### Unit 4: Area of Study 1

#### 1. Which theories of motivation should be studied?

The theories of motivation to be studied are now specifically identified. The key principles of Maslow's, Herzberg's and Locke's theories of motivation must be taught. The Advice for teachers section of the study design has more information (page 37 of the study design).

#### 2. Given the changing nature of industrial relations, what are students required to study under the management of employee relations?

Students are expected to know the differences between centralised and decentralised approaches. They are expected to have an overview perspective of key characteristics and be aware of advantages and disadvantages of both approaches to employee relations so they can discuss the similarities and differences between the two. Students should have a basic knowledge of the key agreements associated with these approaches (page 27 of the study design).

### Unit 4: Area of Study 2

#### 1. Why are the significant change issues not listed as part of the key knowledge dot points?

The intent of the study design is that students will use the selected issue to better understand and apply the change management process. Therefore it is the change management process that is assessable and not any aspect of the selected issue. Teachers may wish to continue to use the issues listed in the introduction to the area of study, or they may wish to explore other issues that may be of interest to their students, such as changing social attitudes to work-life balance.

## Classical Studies

### General Questions

#### 1. Is support available for School-assessed Coursework?

The VCE Classical Studies Assessment Handbook 2010–2014 is published on the VCAA website and contains a range of advice about designing school-assessed coursework tasks. The assessment handbook also contains performance descriptors for assessment of tasks. These provide a guide to the levels of performance typically demonstrated by students who have achieved scores within each mark range on assessment tasks. There is also a range of sample approaches to teaching school assessed coursework.

The assessment handbook is available on the VCAA website at: <http://www.vcaa.vic.edu.au/vce/studies/>

#### 2. What will the Classical Studies written examination look like?

The Classical Studies examination will consist of two sections, each section contributing 50% to the total marks.

A sample examination, which illustrates the types of examination questions, will be published on the VCAA website at:

<http://www.vcaa.vic.edu.au/vce/studies/>

It is anticipated that the sample examination will be available in January 2010.

#### 3. Where can I find out about suitable resource materials for Classical Studies?

Classical Studies resources have been published online, rather than in print as part of the study design. This allows them to be updated. They are available at: <http://www.vcaa.vic.edu.au/vce/studies/>

#### 4. Where can I find implementation support materials?

Support materials for Classical Studies will be published on the VCAA website at: <http://www.vcaa.vic.edu.au/vce/studies/>

### Units 3 and 4

#### 1. How have Units 3 and 4 of Classical Studies changed?

Units 3 and 4 share two areas of study and two outcomes. Both outcomes focus on the study of selected classical works. Unit 3, Area of Study 1 and Unit 4 Area of Study 1 apply to individual classical works and Unit 3, Area of Study 2 and Unit 4 Area of Study 2 apply to pairs of works in a comparative study.

The key knowledge and skills provide a clear focus for the study of classical works.

The VCE Classical Studies Study Design is available on the VCAA website at: <http://www.vcaa.vic.edu.au/vce/studies/>

#### 2. How has the selection of classical works changed for Units 3 and 4?

Classical works will be provided in two lists. List 1 will consist of individual works and List 2 will consist of pairs of works. These lists will remain current for two years and will be reviewed every two years on the basis of retaining at least 50% of the prescribed works.

List 1 applies to Area of Study 1 in Units 3 and 4 and consists of eight individual classical works – four Greek works and four Roman works.

List 2 applies to Area of Study 2 in Units 3 and 4 and consists of seven pairs of classical works – three pairs of Greek works, three pairs of Roman works and one Greek/Roman pair.

Teachers must select two works from List 1 (one to be studied in Unit 3 Area of Study 1 and one to be studied in Unit 4 Area of Study 1) and two pairs of works from List 2 (one pair to be studied in Unit 3 Area of Study 2 and one pair to be studied in Unit 4 Area of Study 2).

The Classical Works Lists for 2010–2011 can be found at: <http://www.vcaa.vic.edu.au/vce/studies/>

## Economics

### General Questions

#### 1. What does the word ‘including’ signify in the study design?

The word ‘including’ stipulates that everything listed in that particular set of key knowledge or key skills must be taught. In Unit 3, Area of Study 1, in the sources of market failure key knowledge dot point, for example, the study design lists market power, public goods, externalities and asymmetric information (page 23 of the study design). All these sources must be included in the teaching and learning. Other areas related to market failure may also be incorporated, even though they are not listed in the study design.

#### 2. What publications does the VCAA produce to support teachers of VCE Economics?

The following resources are available on the VCAA economics web page has the following resources to support teachers implementing this study design:

Study summary

Summary of changes

Assessment handbook

Resources

Implementation workshop article

Implementation workshop powerpoint presentation, 2009

These resources are available at: <http://www.vcaa.vic.edu.au/vce/studies/futuresd.html#H3N10104>

The VCE Economics Assessment Handbook contains a range of advice on designing school-assessed coursework tasks. It also contains performance descriptors for the assessment of tasks. These provide a guide to the levels of performance typically demonstrated by students who have achieved scores within each mark range on assessment tasks. There are also a range of sample approaches to teaching school-assessed coursework. The Economics Assessment Handbook is available at <http://www.vcaa.vic.edu.au/vce/studies/economics/economics-assesshb-2010-2014.doc>

### Unit 1: Area of Study 2

#### 1. How has this area of study changed from the previous study design?

Within Area of Study 2, Economic issues, it is now stipulated that students must study the issue of economic growth and sustainable development and one other contemporary economic issue. The possible economic issues are listed on page 14 of the study design.

### Unit 2

#### 1. How has Unit 2 changed from the previous study design?

Unit 2, Economic change: issues and challenges, is structured differently from the previous study design. Area of Study 1 focuses on Population, employment and change. Area of Study 2, Global economic issues, requires students to study two contemporary global issues. The possible issues are listed on page 19 of the study design.

### Units 1 and 2

#### 1. One of the options for both Unit 1 and Unit 2 is ‘an economic issue selected by the teacher and/or students’. What does this entail?

This option requires teachers and/or students to select an economic issue that is of interest to them. Topics selected may relate to any of the issues studied across the units, or may be stand alone topics. The Advice for teachers section provides more detail and support for teaching approaches within these issues on page 33 of the study design.

### Unit 4: Area of Study 1

#### 1. Over what period of time are students expected to know about the performance of the economy?

Students are no longer expected to have knowledge of the performance of the economy in terms of the objectives over the past decade (as was the case in the previous study design). The emphasis now is for students to examine how the policies have been implemented over the past four years.

### Unit 4: Area of Study 2

#### 1. Outcome 2 requires students to analyse the current government policy mix. What is considered ‘current’?

The past four years is considered current. Students should know what the government policy mix is at the present time but they also need to know how it has changed over the past four years.

## 2. Deregulation of key markets – how many markets should be studied in this key knowledge dot point?

Students must study the way in which one microeconomic reform policy is intended to influence the achievement of the government's key economic goals and living standards. Deregulation of key markets is one of the four policies listed. Students would look at all the key markets and choose one to study in detail.

# Health and Human Development

## General Questions

### 1. Will students be disadvantaged if they do not study Units 1 and 2 before taking units 3 and 4?

Historically a high proportion of students have enrolled in VCE Health and Human Development study Units 3 and 4 without studying Units 1 and 2. The study design has been written to allow students to begin their study of VCE Health and Human Development at Unit 1, 2 or 3 without being disadvantaged. The organisation of the study is sequential in that the units start with the familiar by focussing on youth in Unit 1. They gradually progress to less familiar concepts such as other lifespan stages in Unit 2, Australia's health in Unit 3 and finally to global health and human development in Unit 4.

There is no assumption that students have prior knowledge of the content of Units 1 and 2 when they enrol in Units 3 and 4. For example, some basic concepts such as 'measurement of health status' and the 'dimensions of health' are included in both Unit 1 and Unit 3.

### 2. Why are some terms not defined in the glossary, for example, 'individual human development' and 'physical development'?

It is not possible to include in the glossary every term found in the study design. The glossary includes new terminology or terminology that requires additional clarification. Therefore terms such as 'Human Development Index', 'sustainability' and 'values that underpin Australia's health system' have been defined. Terms with which teachers are familiar, such as 'physical development' or 'glycaemic index', have not been defined.

As 'individual human development' is a central concept for Units 1 and 2, this term is defined in the introduction to both these units, while the introduction to Unit 4 refers to the United Nations' definition of Human Development. The introduction to the units defines the context for the teaching and learning within each unit. It is therefore important to read the introduction to each unit.

### 3. What is the relationship between the national curriculum and VCE Health and Human Development?

The Australian Curriculum Assessment and Reporting Authority (ACARA) is yet to make a decision on the inclusion of Health and Physical Education (HPE) Learning Area in the Australian Curriculum. Therefore it is not envisaged that an Australian curriculum will have any impact on VCE Health and Human Development for the life of this study design.

## Units 1 and 2

### 1. How do we know what level of detail is required within the study design? For example, what is the level of detail required when addressing nutrition in Unit 1, Area of Study 2?

In relation to nutrition in Unit 1, the key knowledge identifies the content which is the '*functions and food sources of nutrients required for optimal health and development of youth*'. The key knowledge also lists the specific nutrients that should be addressed, including protein, carbohydrates, fats etc. Because the list is preceded by the word '*including*' this means that all the nutrients listed must be studied.

The key skills require that students be able to '*identify*' the sources of nutrients and the functions they perform in the body for health and development during youth. For example, in relation to the nutrient protein, students should be able to:

- identify the food sources of protein and
- identify the functions protein performs in the body for health and development during youth.

### 2. Why is youth health taught before childhood and adulthood? Why is this not taught as a lifespan approach?

As with the previous study design, the starting point for Unit 1 is the health and development of Australia's youth. The rationale for this is that most students studying Unit 1 will be in the lifespan stage of youth. Therefore the study design starts with the familiar. As students move through the units they progress to less familiar contexts. Unit 2 includes the study of the health and individual human development of other lifespan stages. Unit 3 focuses on the health of Australia and Unit 4 progresses to global health and human development.

### 3. Do we still have to teach the inter-relationship of nutrients in Unit 1?

No. The concept of inter-relationship is no longer included as this was considered too advanced for Unit 1. The content relating to the role of nutrients for energy and growth, including the development of bone density and blood production, has been moved from Unit 4 to Unit 1.

## Unit 3

### 1. How much detail do we need to cover in relation to Nutrient Reference Values (NRV)?

NRV are referred to in the key knowledge in Unit 3, Area of Study 2 in the context of the role of Australia's governments in promoting healthy eating. In particular the key knowledge states:

- *the purpose of the Nutrient Reference Values to guide dietary intake*

Teaching about the NRV *should* focus on:

- What are the NRV and what are they used for?
- Who uses the NRV?
- How are the NRV related to other nutritional tools such as those referred to in the subsequent points of the key knowledge, including the Australian Guide to Healthy Eating, Dietary Guidelines and food legislation such as food labelling?

Teaching about the NRV *should not* focus on:

- Specific definitions of each of the individual measures that make up then NRV, such as EAR, RDI, AI etc.
  - How individual nutrient requirements change across the lifespan.
  - How the NRV are different from the previous RDI.
- 2. Unit 3, Area of Study 2 refers to the Dietary Guidelines which are currently being reviewed by the National Health and Medical Research Council (NHMRC). What will happen when the new Dietary Guidelines are introduced?**

The NHMRC have published a timeline for the revision of the Dietary Guidelines which gives a launch date of July 2011. Therefore it is not envisaged that the new Dietary Guidelines would be taught as part of Unit 3 until 2012. The VCAA will inform teachers through the *VCAA Bulletin VCE, VCAL and VET*. Information on the NHMRC review of the Dietary Guidelines can be accessed from: [www.nhmrc.gov.au/your\\_health/healthy/nutrition/review.htm](http://www.nhmrc.gov.au/your_health/healthy/nutrition/review.htm)

**3. Why is the preventative model of health not included in Unit 3?**

There are a number of models used to look at health, including the preventative model of health. The concept of prevention, especially when using the levels of primary, secondary and tertiary prevention, overlaps with both the biomedical and social models of health. This overlap has caused confusion in the past. By studying the biomedical and social models of health, as identified in Unit 3 in the study design, many aspects of the preventative model are addressed.

## Unit 4

**1. In relation to the last point of key knowledge in Unit 4, Area of Study 2, do the programs studied have to link back to global health and human development?**

The key skills provide the application for the key knowledge. In this case the relevant key skill states:

- *analyse and evaluate aid programs in terms of their contribution to health and sustainable human development.*

Therefore students will have to analyse and evaluate the programs studied in relation to global health and sustainable human development.

**2. Are students expected to memorise the United Nations (UN) definition of human development?**

The UN definition of human development is very lengthy and it is not expected that students memorise it word for word. However there is an expectation that students should be able to highlight key elements of the UN definition of human development and be able to apply these in relation to the key knowledge and key skills identified in Unit 4.

**3. Is primary health care included in the new curriculum?**

The new study design does not make specific reference to primary health care. This is not a term that students are expected to know or use.

**4. In Unit 4, Area of Study 1, how do I select developing countries for comparison with the health status of Australia?**

It is not expected that students will know or have knowledge about all developing countries. The focus in the key skills is on students being able to:

- *use, interpret and analyse data to draw informed conclusions about the health status and human development of developing countries compared to Australia*
- *compare factors that influence the health status and human development of Australia and developing countries.*

Therefore it is important for students to be exposed to a range of data that compares health status and human development in Australia with a selection of developing countries. Students should be given practice in interpreting, analysing and drawing informed conclusions from this data. Given a specific scenario, students should also be able to compare factors that have resulted in differences/similarities in health status between developing countries and Australia.

**5. In Unit 4, when teaching the term 'human development' should students be able to classify development as physical, social, emotional and intellectual?**

No. The classifications of physical, social, emotional and intellectual development relate to individual human development. The study of individual human development is the focus of Units 1 and 2 but is not included in Units 3 and 4. Therefore students will not be required to know or use the classifications of physical, social, emotional and intellectual development in Unit 4.

Unit 4 uses the United Nations' definition of human development, which refers to characteristics such as:

- people developing to their full potential
- leading productive and creative lives
- expanding choices and enhancing capabilities
- having access to knowledge, health and a decent standard of living
- participating in the life of their community
- participating in decisions affecting their lives.

This will be the focus of studying human development in Unit 4.

## Assessment

**1. Will the format of the end-of-year examination change?**

The VCAA will publish a sample examination paper for VCE Health and Human Development Units 3 and 4 on the VCAA website. This sample paper will outline the structure of the examination and provide examples of possible questions.

**2. Will students who study Units 3 and 4 without doing Units 1 and 2 be required to know about individual human development when it comes to assessment?**

The concept of individual human development is not contained in Units 3 and 4. Students are only required to study the concept of individual human development in Units 1 and 2. The key knowledge and key skills that underpin the outcomes of Units 3 and 4 should be the focus of all assessment. Assessment should

not include concepts such as individual human development, which are not part of the key knowledge and key skills in Units 3 and 4.

### **3. The VCE Health and Human Development Study Design lists assessment tasks such as podcasts, blogs etc. What conditions should be in place for ICT-based assessment options?**

All assessment tasks, whether they involve ICT or not, should be completed mainly in class. This does not preclude normal teacher expectations for a student to complete some research and learning activities that contribute to the student gaining the key knowledge and key skills outside class time. Teachers must be able to attest that work submitted for assessment is the student's own work. In relation to ICT tasks, teachers could employ the following strategies to assist with authentication:

- allow a sufficient amount of class time to ensure familiarity with each student's work
- monitor and discuss aspects of each student's work
- set clear deadlines for specific components of the task
- clearly define what needs to be done in and outside class
- require students to save work to a specific folder on the school network
- collect students' work at the end of each session, either as a print-out or on a USB stick

## **Resources**

### **1. What resources can I use to teach VCE Health and Human Development?**

The VCAA has compiled an extensive resource list to support the teaching of VCE Health and Human Development which is published on the VCAA website. Teachers are encouraged to provide suggestions for additional resources that could be added to this list.

Contact Nerida Matthews, Curriculum Manager, Health and Physical Education <[matthews.nerida.a@edumail.vic.gov.au](mailto:matthews.nerida.a@edumail.vic.gov.au)> or phone (03) 9651 1444 with any further suggestions or queries.

## **Psychology (Units 1 And 2)**

### **General Questions**

#### **1. How should teachers incorporate the key skills (which are now a generic set of skills across Units 1 to 4) into their teaching and assessment programs?**

Teachers should plan their learning and assessment tasks so that the key skills are developed as appropriate to student interests, prior experience and stage of schooling. Students may develop these skills by undertaking practical investigations to test hypotheses, applying their understanding of psychological principles and ideas to new and familiar situations, and

in communicating their understanding of psychological principles and ideas. Teachers should ensure that all skill areas are addressed when planning teaching and assessment programs.

#### **2. How should teachers incorporate the research methodologies and ethical principles into their teaching and assessment programs?**

Research methodologies and ethical principles are listed in the introduction to each unit, and apply across the entire unit.

Teachers have the flexibility to incorporate different aspects of research methodologies and ethical principles as they apply to the concepts and skills being developed within a unit. Research methodologies and ethical principles may be considered in relation to both classic and current research as well as to student investigations.

Teachers must ensure that all the specified aspects of research methodologies and ethical principles have been included in the teaching and learning programs for the unit. The order in which they are covered, and the studies to which they are linked, are discretionary on the part of the teacher.

#### **3. What is the definition of 'annotated folio of activities' as one of the assessment tasks?**

VCE Psychology requires that students undertake practical activities and investigations. These may include: laboratory experiments; experimental research activities, both short and extended; interviews and surveys; web-based investigations, simulations and research; excursion notes; class debate and discussion summaries; media item analyses; visual organisers; and data analyses. Students may be asked to annotate a selection of these activities in response to a question/set of questions which may relate to a psychological concept or aspect of research. Examples of questions that teachers can ask students include:

- Unit 2, Area of Study 1  
Is family or peer group a bigger influence on an individual's attitudes?
- All units  
In what ways have ethical principles impacted on the outcomes of psychological investigations, both your own and in classical and contemporary research?

Students should select and synthesise information from the relevant activities to prepare a response to the question/s.

#### **4. Where can I gain access to contemporary research?**

Some contemporary researchers are included in the revised study design, for example, Paul Baltes, Paul Costa and Robert McCrae, but teachers are encouraged to access online research banks (many of which are free of charge, and provide daily updates on recent research). In addition, newspapers and other media sources provide articles which could be further researched by students. These online and printed articles often provide a good starting point for discussions about research methodology, validity and reliability, and may also be used for media analysis tasks.

## 5. What is the rationale for the four specified perspectives for considering psychological principles?

There are a number of different perspectives, which could be used to consider psychological principles. The four psychological perspectives specified in the study design (biological, behavioural, cognitive and socio-cultural) have been selected because they provide an appropriate framework for students at this stage of their schooling. Teachers could also include other perspectives to suit the interests and abilities of their students.

## 6. What do the four perspectives for considering psychological principles entail?

Biological perspectives of psychology (also called biopsychology) emphasise the physical and biological bases of behaviour, and include consideration of how the brain and nervous system impact on behaviour. This perspective has grown significantly over the last few decades, especially through the use of scanning technologies such as MRI and PET scans.

Behavioural perspectives of psychology focus on learned behaviours.

Cognitive perspectives of psychology focus on mental processes such as thinking, memory, problem solving, language acquisition and decision-making.

Socio-cultural perspectives involve looking at human behaviour across different cultures and in different social settings to learn more about how cultural and social factors influence our thinking and behaviour.

## Unit 1: Area of Study 2

### 1. Do students need to study in detail all the lifespan psychology theories listed?

The Area of Study description and outcome statement explain that only *one* theory needs to be considered in detail. This should be achieved through a practical investigation undertaken by the student. Such an investigation will enable students to compare a specific lifespan psychology theory with practice in a real-life setting.

Teachers have flexibility in how all the lifespan psychology theories may be covered in class. For example, prior to teaching the different theories, teachers may set up a jigsaw activity so that all theories are addressed. This will also enable students to make an informed decision about which theory they would like to study in more depth.

Alternatively, students in the class may be divided into groups, each studying a theory related to a lifespan. Students would then undertake their own research and collaborate with other students studying the same lifespan stage to present to the rest of the class, who would make summary notes of the main points of each lifespan psychology theory to add to their folio of activities. Assessment of the outcome may include the report of the research investigation, class presentation and folio summary of lifespan psychology theories.

# Studio Arts

## General Questions

### 1. How can the teacher assist students to develop appropriate language for speaking and writing about art?

Teachers can assist students to develop use and familiarity with correct terminology as used in the study design by using appropriate language in their own teaching. They may suggest that students develop a glossary of terms. Teachers can set aside class time to help students to use appropriate language in their documentation and annotation.

When students submit written assessment tasks the teacher should provide individual written feedback using language that reinforces the student's development of an art vocabulary.

Further resources for teaching and learning are published in the Advice for Teachers and the Assessment Handbook.

## Units 1 and 2

### 1. How can the theoretical and practical Areas of study be linked?

Practical links can be made through any combination of the artist's use of materials and techniques, processes, aesthetics, styles and/or themes and ideas. Textile artists, for example, may employ themes, ideas and approaches that could be of interest to a student undertaking painting and drawing; or historical landscape paintings may assist photography students to investigate the use of light. These links will also be explored theoretically through discussion and analysis.

In completing Unit 1, Outcome 2 students will explore and use a variety of materials and techniques in their own artwork and this will help them to understand how artists from different times and cultures have worked (Unit 1, Outcome 3). Then in Unit 2 students will research, analyse and discuss the ways in which artists from different times and cultures have created artworks, communicated ideas and developed styles (Outcome 2).

## Units 3 and 4

### 1. How many potential directions are in a range?

The range will depend upon the specific undertaking of the student in accordance with their exploration proposal. A range should afford the student the opportunity to make a selection from which they will produce a minimum of two finished artworks in Unit 4.

### 2. What are 'conceptual possibilities'?

'Conceptual possibilities' refers to ideas that students conceive and from which they create artworks. Ideas are developed and may be recorded using drawings, sketches, photographs and/or collaged materials with additional notes that offer further information about the ideas. Not all conceptual possibilities are

extended into technical experimentation and therefore not all conceptual possibilities develop into potential directions.

### **3. What is a creative exploration?**

In a creative exploration teachers would expect to see an individual investigation that demonstrates a level of considered thinking, trialling and exploration of ideas in pursuit of discovering potential directions accountable to the student's written individual exploration proposal.

### **4. How can the teacher help a student to make a plan in their exploration proposal?**

Teaching resources are available in the Advice for Teachers section of the study design (pages 44 and 45).

### **5. Can visual material be used in the exploration proposal?**

Yes. The exploration proposal should be written. It may be presented as an extended statement or a series of short paragraphs and may include dot points and visual reference material. These visual references may include illustrations, diagrams or images of other artists' work as a means of clarifying ideas expressed in the exploration proposal.

### **6. Is the written component of the focus statement completed at the end of Unit 4?**

Yes. This is stated in the study design on page 27 (Unit 4, Outcome 2).

### **7. Can photography students re-shoot their Unit 3 work during Unit 4?**

Photographs should not be resolved in Unit 3 as this is the design process development period. In Unit 3 students should be working toward developing potential directions. Teachers should encourage students to continue to develop their ideas throughout the design process. If students have produced a number of negatives (silver gelatine) and/or digital proof sheets in Unit 3 it is expected that potential directions will be selected from these preliminary works.

In Unit 4 students produce the finished prints which should demonstrate a substantial development from the potential directions displayed in Unit 3. The finished photographs may be further developed to maximise the student's resolve and presentation. If appropriate this may be demonstrated in the re-shooting of photographs to improve lighting techniques. Further darkroom practices may be applied to demonstrate a higher level of conceptual or aesthetic resolve and/or improved technical skill.

With digital printing a student may improve their work by manipulating the images. The quality of finished prints should represent a substantial development from the Unit 3 potential direction. It is not acceptable to simply enlarge photographs from an earlier Unit 3 state. Teachers must assess work produced during Unit 4 according to the SAT performance criteria.

### **8. What constitutes a visual diary and what should be included in it?**

A visual diary may take any form that supports the student's individual design process and is reflective of the key knowledge and key skills as detailed in the study design.

The design process can be presented in a variety of ways that suit the student's needs or the art form being developed. The visual diary may contain a record of work in development in the form of photographs, sketches or screen dumps. It will contain a record of trials and explorations throughout the design process; these should be in the form of annotations and evaluations.

The student's ideas, as outlined in their exploration proposal, must be reflected in their visual diary.

### **9. To what extent should teachers set oral response tasks?**

Oral responses may be incorporated into teaching and learning activities for Unit 3 Outcomes and Unit 4 Outcomes are a good tool for formative assessment but they should not be used exclusively. Students need to prepare for the written examination where they are required to produce written responses.

### **10. Why has the industry issue component been removed from the study?**

The industry issue component of Unit 4 in the previous study has been replaced with a comprehensive study of exhibitions and Art Industry practices in context. This change reinforces the importance of professional art practice in an industry context.

### **11. What constitutes a finished artwork?**

An artwork is considered to be 'finished' when the student judges that the piece best demonstrates their acquisition of the key skills and key knowledge for the outcome.

A finished artwork demonstrates a resolution of the student's intentions, skill and application of techniques, art elements, principles and aesthetics as directed by the selected potential direction from which it was produced.

This judgement will also be influenced by the timing of assessment of the achievement of the outcome.

### **12. How much practical resolution should be applied to a potential direction?**

The selected potential directions formulated in Unit 3 act as a guide to the production of the finished artworks in Unit 4. All trials and techniques are part of the potential direction but finished artworks are not produced until Unit 4. It is important that the techniques are explored within the potential direction in Unit 3 and that in Unit 4 they are extended and resolved skilfully and in context of the finished artworks.

### **13. What type of evidence do students need to provide of the selected potential directions for Unit 4 production of artworks?**

An appropriate selected potential direction for the production of a finished artwork in Unit 4 should include both written and visual documentation.

### **14. What is the difference between work produced in Unit 3 and work produced in Unit 4?**

Work produced in Unit 3 is preliminary work evolving from the design process that is driven by the exploration proposal. From this process evolves a range of potential directions. From a selection of these potential directions finished artworks are produced in Unit 4 to create a cohesive folio of artworks.

### **15. Where can teachers and students find listings for galleries?**

A list of resources is published on the VCAA website and is updated regularly. It includes virtual gallery spaces.

The list includes the *Art Almanac* which publishes a comprehensive listing of national exhibitions and is updated regularly. It is available online at: [www.art-almanac.com.au](http://www.art-almanac.com.au)

## **Texts and Traditions**

### **General Question**

#### **1. Will there be a sample examination?**

Yes. It will be published on the VCAA website in early 2010.

### **Unit 1 Area of Study 3: Later uses and interpretations of sacred texts**

#### **1. To what extent do students have to engage with scholarly debate and religious writings?**

In this unit, one of the key skills requires students to *'identify and summarise scholarly debate and religious writings'* and the key knowledge includes *'key aspects of relevant scholarly debate and religious writings'*.

To fulfil these two requirements students should become aware of important scholarly debate and religious writings. Their study of religious writings should be relevant to the discussion about understandings and interpretations of selected sacred texts.

Students should be able to draw on relevant scholarly debate and religious writings to support their discussion.

### **Unit 2 Area of Study 3: Comparing religious traditions**

#### **1. Where can I find resources to teach Unit 2 Outcome 3?**

A resource list to support the study design is available on the VCAA website on the Texts and Traditions page.

### **Unit 3 Area of Study 3: Interpreting texts – Exegesis (Part 1)**

#### **1. What is meant by the 'nature of' and 'challenges to' exegetical method?**

The 'nature of' exegetical method means the concept of exegetical method in general as well as the definitions of specific methods that will be used in the study. The nature of exegesis is discussed in more detail on page 33 of the Advice to Teachers section of the study design.

'Challenges to' exegetical method means the strengths and weaknesses of exegetical methods in general, and strengths and weaknesses of the specific exegetical methods that will be used in the study.

An example of a weakness would be a feminist interpretation of a text which may not take into account other socio-cultural concerns of the text.

A discussion of challenges may include identification of some of the dominant alternative methods of interpretation and an outline of what they can offer as distinct from the chosen methods of exegesis.



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**VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY**

41 St Andrews Place East Melbourne Victoria 3002 Australia

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

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

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

