

Supplement 2

Revised VCE studies for implementation in 2011

Frequently Asked Questions

Agricultural and Horticultural Studies

Food and Technology

Information Technology

Legal Studies

Music

Physical Education

Psychology – Units 3 and 4

Religion and Society

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Agricultural and Horticultural Studies

General questions

1. The study design includes references to economic, social and environmental sustainability. Where is more information about strategies that could contribute to more sustainable approaches in agriculture and horticulture to be found?

The concepts behind more sustainable approaches include stewardship of natural and human resources, and systems perspectives that emphasise the interconnected nature of individual farm or agricultural and horticultural businesses, local ecosystems, and communities affected by a farming system both locally and globally. Taken into consideration are the consequences of farming practices on human communities and the environment.

Sustainable approaches are those that are the least toxic and least energy intensive, and yet maintain productivity and profitability. These approaches provide tools to explore the interconnections between agricultural and horticultural business and other aspects of the environment. Additionally an interdisciplinary approach that considers the input of researchers, agriculturists and horticulturists, employees of agricultural and horticultural and related businesses, consumers and policy makers is needed.

A table of sustainability strategies for agricultural and horticultural businesses is available on the VCE study page for Agricultural and Horticultural Studies.

Teachers are referred to: UC Sustainable Agriculture Research and Education Program, University of California, Davis, CA 95616, (916) 752-7556.

<http://sarep.ucdavis.edu/concept.htm>

Teachers could also refer to the Australian Academy of Science – Nova Science in the News website at:

www.science.org.au/nova/071/071key.htm

Units 3 and 4

2. Unit 3 Outcome 1 includes a key skill about biosecurity plans. Where can information about biosecurity be found? What is a biosecurity plan?

Information about biosecurity can be found on the Department of Primary Industries website:

<http://new.dpi.vic.gov.au/agriculture/about-agriculture/biosecurity/biosecurity-strategy-implementation-plan>

and on the Farm Biosecurity website at:

www.farmbiosecurity.com.au/

The definition of biosecurity on the DPI website is:

Biosecurity is the protection of the economy, the environment, social amenity and human health from negative impacts associated with the entry, establishment or spread of animal and plant pests and disease, and invasive plant and animal species.

The Biosecurity Implementation plan (2010–2013) states that Victoria will work with industry and land managers to ensure industry, community and farm- or business-level biosecurity plans are developed and adopted.

Businesses are therefore expected to develop biosecurity plans that would include identifying the pests and weeds of potential concern and the intended approach used to prevent and/or control the pest, weed or disease. This would include reference to integrated management approaches.

Specific industry biosecurity plans are available on the Farm Biosecurity website: www.farmbiosecurity.com.au/aahc/index.cfm?4904A8AE-ECAE-1E9E-07DA-36ADBC5C18D1

Alternatively, individual landholders are encouraged to develop their own biosecurity plan which involves the following steps:

- Understanding the pest/disease/weed issue. Consider:
 - Why are the plants or animals a problem?
 - What factors influence the presence of the pest?
 - What problems/damage are they causing and where?
 - What are the available control methods?
- Develop a draft pest management plan based on integrated management methods.
- Consult pest/weed/disease management experts, and those who will be affected by the plan, for their input, ideas and opinions.
- Finalise and implement the plan and coordinate any actions outlined in the plan within the timeline and budget.
- Monitor actions checking that actions have been implemented. Measure the effectiveness of control methods and review the timing of control programs.
- Evaluate and review the overall result by checking that the plan's objectives have been met by considering:
 - Were the actions implemented? If not, why?
 - Were the desired results achieved from the activities implemented? If not, why?
 - What were the actual costs?
 - What were the positive or negative changes (if any), including changes in the pest population and impacts, as a result of the plan?

Use this information to determine if a new management plan should be developed, and if any changes should be incorporated.

3. Unit 3 Area of Study 2 focuses on technologies that have been adopted by only a small number of agricultural and/or horticultural businesses. What are some good resources that provide information on new and emerging technologies?

The definitions of new and emerging technologies are located on page 22 in the study design.

The Rural Industries Research and Development Corporation site is probably one of the most comprehensive and useful:

www.rirdc.gov.au/

The Australian Government's Rural Research and Development Corporations site is:

www.ruralrdc.com.au/Default.aspx

The CSIRO website includes a section on research in farming and food including animal products, aquaculture, crops, farm management, forestry, pasture and soil management:

www.csiro.au/science/Farming-Food.html

The Australian Government's Biotechnology Online includes information on Food and Agriculture:

www.biotechnologyonline.gov.au/foodag/foodandag.html

The Victorian Bioportal contains a page on agricultural biotechnology:

www.vicbioportal.org/Biotechnology-in-Victoria/Agricultural-Biotechnology.aspx

The site *TechNyou* answers questions on new technological developments – some of which are pertinent to agriculture and horticulture:

<http://technyou.edu.au/tag/agriculture/>

The *Farm Industry News: A-Z of the technology changing agriculture* is an American site, but could provide useful information about new technological developments:

<http://farministrynews.com/precision-farming/z-technology-changing-agriculture>

On the *Horticulture Australia* site go to the Areas of Investment page:

www.horticulture.com.au/default.asp

Much innovation is occurring in response to climate change. For links to climate change projects go to the National Climate Change Research Strategy for Primary Industries website:

<http://ccrspi.org.au/node/30>

The *Herald and Weekly Times Now* site outlines technologies being used on agricultural and horticultural enterprises or that are new on the market:

www.weeklytimesnow.com.au/machine/index.html

www.weeklytimesnow.com.au/news/on-farm.html

4. Unit 4 Outcome 3 includes a key knowledge point about ‘strategies for improving sustainability of a business’ and a key skill about the ‘ecological impact of the product produced by the business’.

What resources are available to support the teaching of this aspect of the study?

There is useful information about ecological impacts of product development on the Global Footprint Network site:

www.footprintnetwork.org/en/index.php/GFN/page/frequently_asked_technical_questions/

The FarmGAS Calculator was developed by the Australian Farm Institute with funding support from the Natural Heritage Trust, administered by the Department of Agriculture, Fisheries and Forestry, and has been developed as part of the National Action Plan for Climate Change and Agriculture Program.

FarmGAS is a software program downloadable from the Australian Farm Institute site:

<http://farmgas.farminstitute.org.au/publicpages/AFIPublic.aspx?ReturnUrl=%2fdefault.aspx>

The Climate Change page of the Australian Pork Limited website includes a number of useful links relevant to other sectors of agriculture. One such link (September 2009) is to a document called *Life Cycle Assessments: A useful tool for Australian agriculture* available at:

www.australianpork.com.au/pages/page136.asp

Food and Technology

Unit 1

1. In Unit 1 Outcome 2, the second key skill point specifically mentions nutrients. How is nutrition covered in the key knowledge?

The chemical properties in the fourth key knowledge dot point refer to nutritional properties. Chemical properties are nutrients and enzymes. For the purposes of this study, *chemical properties* applies to the listed key foods rather than processed foods, therefore students are not specifically required to know about chemical additives including artificial colourings, flavourings and preservatives.

Units 3 and 4

2. Unit 3 Outcome 3 key skills include: students completing a proposal for a product of four to six food items that comprises two or three different food preservation techniques.

a. Do samples of all food items for the School-assessed Task have to be kept?

The study design (page 28) states that one of the components of the assessment task is Production work accompanied by photographic and written records of progress and modifications. That means that for those products that are not preserved, students can use the photographs as evidence of what they have produced. It may be useful to have photographs of preserved food items (or components of food items) as a back up for the samples of the preserves. There have been some instances of frozen food items thawing and deteriorating over school holidays following a power failure.

b. How many products need to be kept should visitation occur?

Samples of the two or three preserves (for each student) will need to be kept for visitation.

c. Will a student’s mark suffer if the student incorporates only two food preservation techniques?

No. However, it is important to keep in mind that the preservation methods should be different.

d. Can preserved items be a component of a food item, or does it have to be the complete individual food item?

The preserve could be a component of a food item; for example, a sauce to accompany a pie, or it could be the food item itself. Students can make a preserve such as semi dried tomatoes and then use it in a food item such as a foccacia.

3. Unit 4 Area of Study 1 includes complex processes, defined on page 24 of the study design. Will the list of complex processes on the VCAA website be updated for the new study design?

It is not intended to update the list of complex processes. It is not possible to list each and every complex process, including those used in international cuisines. Using the definition and examples of complex processes on the VCE Food and Technology page of the VCAA website teachers will be able to provide guidance to students on what constitutes a complex process: www.vcaa.vic.edu.au/vce/studies/foodtech/foodtechindex.html

4. In Unit 4 Outcome 1, a key knowledge point deals with properties of food and in key skills requires analysis and evaluation of sensory properties. When should this analysis be conducted, and what should the analysis be based on?

The sensory evaluation of the food items is based on testing and analysing individual food items in terms of their appearance, aroma, flavour and texture. However, it may be that some food items that comprise the product cannot be evaluated on one of these aspects, for example ice-cream and other cold food items may not have an aroma.

It is best if students conduct their sensory analysis (and record their findings) immediately after they make each food item as qualities of foods may change over time and students may forget what they found out from their individual food item sensory testing if they do not record it straight away.

Aromas produced by foods while they are cooking could be recorded, but it is most important to record the aroma once the food has been prepared and is ready to eat.

Students will not be required to carry out comparisons of the food items they have made with similar commercial foods, as they have done in the past.

Assessment

5. How many complex processes will students need to incorporate in their School-assessed Task?

It is expected that students will incorporate at least four complex processes. However, one food item could include more than one complex process as well as being preserved. For example, food items such as a jam tart or lemon meringue tartlets include jam or curd making and also pastry making complex processes (and the meringue) – provided these are prepared from scratch and not from a commercially available pre-mix. A slice of the tart could be frozen (if it is considered appropriate to do so) as one method of preservation and the bottled jam for another method.

Further details of the School-assessed Task requirements will be published as the ‘Administrative advice for school-based assessment’ supplement to the February 2011 *VCE, VCAL and VET VCAA Bulletin* No. 86.

6. What is the break/down of marks in the assessments for School-assessed Coursework in Unit 3?

Outcome 1 is awarded a mark out of 20. Outcome 2 is awarded a mark out of 40. This is a total of 60 marks for Unit 3 coursework. This means that Outcome 1 contributes 6% and Outcome 2 contributes 12% towards the final score for the study.

Information Technology

General questions

1. What is the status of the ‘Glossary’ in the study design?

For the purposes of assessment and the examinations the definitions provided in the ‘Glossary’ will apply.

In the 2011–2014 study design, only terms that have a specific meaning/interpretation are included in the ‘Glossary’, hence many technical terms that are universally understood are not included. Typically the terms in the ‘Glossary’ are ones for which there is not a consistent definition, so for the purposes of fairness for all students, definitions are provided.

2. Is the problem-solving methodology consistently applied to all units?

A common methodology is used when solutions are developed to information problems, regardless of the unit. This problem-solving methodology (PSM) is either partially or fully applied. A full description of the PSM is on pages 16–18 of the study design; this content is mandated, not advisory.

In each unit the names of the stages and activities of the PSM are the same. What does differ between units, and hence areas of study, is the number of PSM stages and activities being studied. In relation to the requirements of each area of study, the content of the key knowledge needs to be read in conjunction with the global description on pages 16–18.

Details of what stages are being addressed are always included in the introduction to relevant areas of study, for example in Unit 2 Area of Study 2 (page 26) students ‘apply the design and development stages of the problem-solving methodology’. Extent of coverage of each stage is stated in the key knowledge.

In areas of study where partial application of the PSM is required, such as in the above example, there is always a key knowledge dot point that reads ‘stages of the problem-solving methodology’. Students develop an overview of the PSM in order for them to understand the relationship between the stages they are studying in detail and the complete methodology.

3. What programming languages can be used?

Programming languages are mandated in Unit 2 and in Software development. In Unit 2, students are required to use a programming or scripting language for Area of Study 2.

There is no approved programming languages list for this unit, so any language can be used. Factors that might influence the choice of language include the list of approved programming languages for Software development, the selection of tools used to create data visualisations for Area of Study 1 (a programming language can be used), and the interests and expertise of the students and teachers.

In Software development, students may use language only from the approved list, which was published in the June 2010 *VCAA Bulletin VCE, VCAL and VET* No. 80, page 8. This list is revised annually, with schools being given approximately nine months notice of any changes.

4. What is meant by ‘types of websites’ in IT applications, Unit 3?

Given the dynamic nature of information communications technology (ICT), an annual list of appropriate types of websites that support information exchange within an online community will be published. This is a mandated list so it is treated as an extension of the study design. The list for 2011 was published in the July 2010 *VCAA Bulletin VCE, VCAL and VET* No. 81, page 5. This list is reviewed on an annual basis, hence subject to yearly changes. For each approved type of website, students are required to study purposes and functionality in order to select and create a prototype website that suits the particular needs of an online community. Accompanying this list of approved websites is the web authoring software functions that students are expected to acquire in Area of Study 1.

5. Has there been a correction to IT applications since the study design was published?

Yes. An erratum was published in the July 2010 *VCAA Bulletin VCE, VCAL and VET* No. 81, page 5. The erratum relates to Unit 3 Area of Study 2, Organisations and data management, and specifically affects two key knowledge points on data types and data formats. For details of this erratum read: www.vcaa.vic.edu.au/vcaa/correspondence/bulletins/2010/July/vce_study.html#H3N10010

In the February 2011 *VCE, VCAL and VET VCAA Bulletin* No. 86 a reprinted key knowledge and key skills for Area of Study 2 will be published.

6. What is the appropriate depth of treatment for use case diagrams?

In Unit 3, Software development, Area of Study 1, students are required to use tools and techniques for depicting the interfaces between solutions, users and networks. One mandated technique is use cases created through tools such as Unified Modelling Language (UML). Use cases diagrams identify the interactions between distinct business functions and business users within information systems to achieve a goal.

Students are not required to have a detailed knowledge of use cases diagrams, but to gain any real meaning from the technique they need to have knowledge of each of the following elements and how they are symbolically represented. The elements include:

- ‘actors’ – the role a business user plays, and the user may play many roles.
- ‘use case’ – a business function or scenario, and a use case diagram is made up of a collection of use cases.

- ‘associations/communications’ – lines showing the links between a use case and an actor/s. A use case can be carried out by many actors and an actor may carry out many use cases.
- ‘includes’ – dotted lines with arrowheads and text with angle brackets <<includes>> showing the links between use cases. Usually it indicates that the functionality of a use case is used in another use case. Generally it is used to avoid repetition of scenarios in multiple use cases.
- ‘extends’ – dotted lines, with arrowheads and text with angle brackets <<extends>> showing that the functionality of a use case contributes to (or enhances), the functionality of another use case.
- ‘system boundaries’ – defines the limits of the system that the diagram is representing, which means it shows all of the use cases being represented in that system.

7. Do students have to study both spreadsheets and a Relational Database Management System (RDBMS) in IT applications?

No. In Unit 3, all students study an RDBMS, and the required functions are listed in the July 2010 *VCAA Bulletin VCE, VCAL and VET* No. 81, page 5. In Unit 4 Area of Study 1, students create a solution using **either** spreadsheet software **or** they continue to use an RDBMS. The required software functions for spreadsheets are published on page 6 of the July 2010 *VCAA Bulletin VCE, VCAL and VET* No. 81, and the extended functions for an RDBMS for Unit 4 are published on page 5.

8. How many levels of normalisation are required in Unit 3, IT applications, Area of Study 2?

Students are expected to know the first three data normalisation rules, which are typically referred to as: first normal form (1NF), second normal form (2NF) and third normal form (3NF). The application of these rules should assist in reducing, and even eliminating data redundancy.

9. What types of assessment tasks are appropriate for each outcome?

The range of assessment tasks for each outcome in IT applications and Software development are stated in the assessment table at the end of each unit (IT applications, pages 34 and 39; Software development, pages 44 and 49).

Legal Studies

1. When studying an overview of law-making by parliament in Unit 1 do students need to learn all of the stages in the passage of a bill through parliament?

No. The focus for students should be on the role and characteristics of parliament broadly. Students should develop an appreciation of the structure of parliament, its role as a law-maker, and a broad outline of how laws are made.

2. Does a study of the advice and assistance available through legal aid in Unit 1 refer to just Victoria Legal Aid?

No. Legal aid is used as a broad term to include avenues of legal advice and assistance provided by a range of bodies, and could include Law Aid and community legal centres, in addition to Victoria Legal Aid.

3. What focus should teachers include in their comparison of sentencing in Victoria with that of an international jurisdiction? (Unit 1 Area of Study 2)

The focus could be on sentencing approaches generally, or on one type of sentence, for example capital punishment or imprisonment.

4. In teaching Unit 2 Area of Study 4, are teachers limited to using one of the cases listed in the 'Advice for teachers' section?

No. The list of landmark cases on pages 34–35 in the 'Advice for teachers' are suggested cases only. Students are able to investigate any appropriate Australian case, as long as it fits the intention of the area of study.

5. What is meant by 'judicial determination'?

For the purposes of this study judicial determination is presumed to mean a dispute resolution process whereby parties to a legal dispute present evidence and submit arguments to a judicial officer (includes a judge, magistrate or appropriate Victorian Civil and Administrative Tribunal (VCAT) member), who then makes a binding determination about the outcome of the case.

An appropriate VCAT member is the VCAT President or one of its Vice-Presidents.

Teachers should note that this definition of judicial determination varies slightly from the definition provided in the annotations on the annotated study design distributed at the Legal Studies Implementation Workshops.

6. When students are describing the jurisdiction of the Victorian Magistrates' Court would they be required to include a discussion of the specialist divisions (for example the Assessment and Referral List or Koorie Court)?

No, because the specialist divisions are divisions of the Victorian Magistrates' Court and these divisions can only hear cases within the jurisdictional limits of the Victorian Magistrates' Court.

7. What is 'structural protection' in the Commonwealth Constitution?

Structural protection is the systems or mechanisms in the Commonwealth Constitution that indirectly protect rights by preventing the abuse of power, such as the separation of powers or representative government.

8. Students currently study the role of the Victorian Civil and Administrative Tribunal (VCAT). Should teachers still teach the lists?

Teachers could use one of the VCAT lists to illustrate the role of VCAT. However, students are not expected to describe the jurisdiction of the list.

9. What could be included as a recommendation for change in the legal system?

A recommended change to the legal system is a suggested change that is currently being discussed in the general community. It should not be one that the student has thought of themselves.

10. What is considered to be a contemporary example or a recent case?

The *VCE Legal Studies Study Design* does not stipulate the time period for a case or example to be considered as contemporary or recent. Teachers should choose cases where impact on the law/legal system is still relevant.

Music

General questions

1. How many units of Music can students include in their VCE?

Students may include all ten VCE Music units in their program. They may also include VCE VET Music Industry units. Students who include more than two Units 3 and 4 Music sequences are advised to consult the Victorian Tertiary Admissions Centre (VTAC) website for information about combinations of studies that may not be included in the 'primary four' studies for the calculation of the Australian Tertiary Admissions Ranking (ATAR).

2. Can students who are enrolled in VCE Music Group performance this year (2010) study VCE Music Performance in 2011?

Yes. The August 2010 *VCAA Bulletin VCE, VCAL and VET* No. 82 provides details of Transition Arrangements between the 2010 and 2011 VCE Music studies. Students who complete VCE Music Group performance in 2010 may enrol in Music Performance in 2011 and receive full credit if they elect to complete the end-of-year performance examination as a soloist.

3. Are Music Performance Units 3 and 4 prerequisites for Music Investigation Units 3 and 4?

Students may complete the Units 3 and 4 sequences in the VCE Music study design in any order or simultaneously. For some students the structured approach to content in Music Performance, particularly in Area of Study 3 – Musicianship will provide ideal preparation for Music Investigation. For other students, the opportunity to build a learning program around an area of interest or Focus Area provided by Music Investigation will allow them to build aural, theoretical and analytical knowledge, as well as performance skills prior to undertaking Music Performance Units 3 and 4.

4. Is it essential for students undertaking Music Performance Units 1 to 4 or Music Investigation Units 3 and 4 to have an instrumental music teacher?

The study design does not require students enrolled in Music Performance or Music Investigation to have an instrumental music teacher. The 'Advice for teachers' for these units outlines a range of approaches to implementation and emphasises that all teachers and ensemble directors involved in delivering the study should work collaboratively and maintain communication regarding requirements and expectations to support student learning. Schools may wish to develop additional advice for students including advice regarding attendance at instrumental lessons and designated rehearsals.

5. If a student is enrolled simultaneously in Music Performance Units 3 and 4 and Music Investigation Units 3 and 4 may they use the same instrument/s, ensemble or group to complete requirements for Outcome 1 in Music Performance and Outcome 3 in Music Investigation?

Yes students may use the same instrument/s, ensemble or group for requirements in Music Performance and Music Investigation. In each case however, all works and other material such as technical work selected for study must be different.

6. If there are five students enrolled in Music Performance at a school and three of them elect to perform as members of a group and two elect to perform as soloists for the end-of-year performance examination, should the school form a small group partnership?

In this case a formal partnership is not necessary as there are five students in the class. This advice also applies for Music Investigation. For teachers with a class of five or more students, forming an unofficial partnership to design assessment tasks and cross-mark student work provides collegiate support and opportunities for professional learning.

7. Is it possible to teach Music Performance and Music Investigation in a combined class?

Yes. Some similarities exist between areas of study in these units, for example, in each of the Performance areas of study, students are required to practise and perform a program of works. Learning activities and ways of organising classes such as master classes or performance workshops can be used to structure a learning program for combined classes. For other areas of study such as Music Investigation Unit 3 Outcome 1 or Music Performance Area of Study 3 – Musicianship, different types of learning activities are required across the units. If they are teaching a combined class, teachers might consider ways of using ICT or self-directed learning activities to assist in organising class time.

8. Can students apply to:

- use an Alternative solo instrument
- perform an Alternative work as their Prescribed Work for Music Investigation
- perform an Alternative work to meet requirements for Units 3 and 4 and the end-of-year performance examination for Music Performance?

All students enrolled in Music Investigation or Music Performance Units 3 and 4 may apply for permission to use an Alternative instrument for solo performance in their end-of-year performance examination or to perform an approved alternative work to meet requirements relating to selection of works from the *Prescribed list of notated solo works* or the *Prescribed list of group works*. These arrangements are designed to increase access to the study, for example for students who play a non-western instrument. Students must provide a detailed application including a notated score and, as appropriate, a recording of the work/s including realisation of any improvised sections of the work or other ornamentation

or embellishment that is not fully notated. The music supplied may be from a commercial source or transcribed. Students who apply to use an Alternative instrument and where approval is granted must note that all works in the examination program must be performed using this approved instrument. For students enrolled in Music Performance this means all works they intend to perform in the end-of-year performance examination and for students enrolled in Music Investigation, one work which will be the basis of the Focus Area. A letter approving the instrument and/or works will be sent to the school by the VCAA. Until this letter is received by the principal it must not be assumed that the instrument and/or works have been approved.

Students who are enrolled in Music Performance Units 3 and 4 or Music Investigation and who intend to perform their end-of-year performance examination program as a member of a group may apply to perform Alternative Works to meet study design requirements but are not required to seek approval to use specific instruments.

Music Investigation

9. Is it possible for students who are completing Music Investigation as members of a group to select similar Focus Areas?

Yes, it is highly likely that students who will perform their end-of-year Music Investigation performance examination as members of a single group will have select related Focus Areas. For example, students in a group might focus on the role of their instrument in performance of music within a particular music style such as ‘the role of the bass player in a funk band’ or ‘the role of a drummer in a funk band’.

10. How will students know that the Focus Area they have selected for Music Investigation has appropriate breadth and depth?

As part of a staged School-assessed Coursework audit process for Music Investigation students will be asked to submit a brief description of the Focus Area they have selected and the name of the Prescribed work they will be performing early in Unit 3 using a template provided by VCAA. Students will be notified during Unit 3 as to whether or not the Focus Area they have selected is appropriate. Further details regarding this process will be provided in the February 2011 *VCAA Bulletin VCE, VCAL and VET* No. 86.

11. The term ‘idiomatic’ is used in Music Investigation. Which meaning of the word should be applied?

The term ‘idiomatic’ is used in a similar manner across Music Performance and Music Investigation in reference to issues of instrumental tone production and manipulation. In each context ‘idiomatic’ refers to tone qualities that are both typical or characteristic of the instrument and appropriate to the relevant music style/s, that is, tone qualities that are ‘in the idiom’. Learning activities relevant to this key knowledge and skill are likely to involve a combination of listening, analysis and practical work such as trialling specific techniques and evaluating the outcomes.

12. How many works should students study in each unit of Music Investigation?

In the program students perform for Unit 3 Outcome 3, they must include the work they have selected from a *Prescribed list* as the basis of their Focus Area. This work must also be performed in the end-of-year performance examination. For Unit 3 students should also practice and perform at least one other work and in Unit 4 they should also practice and perform at least two other works. Students must include at least four works in their end-of-year Music Investigation performance examination program. The exact number of works included in a program will depend on the nature of the works. For example, a singer focusing on improvised music styles may only perform four works so they are able to present extended improvised solos within the 25 minutes available for the examination whereas a singer performing notated compositions may perform six or more works.

In addition to the works they study for performance, students will also study other works or sections of works relevant to the Focus Area for Units 3 and 4 Outcomes 1 and 2. For Unit 3 Outcome 1 students select a 'sample of works' for study including some they will perform and others that they will not perform. For Units 3 and 4, Outcome 2 students may study the use of specific treatment of elements of music or use of conventions relevant to the style as they develop knowledge and skills they will apply in creating exercises and an original work that demonstrates understanding of their selected Focus Area.

13. If a student elects to perform as a member of a group for the Music Investigation end-of-year performance examination do they have to create a composition/improvisation or arrangement for a group in Unit 4 Outcome 2?

Students may create a group or a solo work for Music Investigation Unit 4 Outcome 2 irrespective of the examination context they have selected. As part of the requirement of this outcome students must participate in a performance of the work and explain its connection to the Focus Area. However, it is most likely that students who will present as a member of a group for the examination will create a group work and that students who will perform as a soloist will create a solo work. Students should also note that they may, but are not required to, perform this work in their end-of-year performance examination program. Performance of the work for the School-assessed Coursework task may involve other students and/or performers who are not students as allowed by conditions for the task set by the school. In the end-of-year performance examination only one non-student, non-assessed performer will be allowed to perform with a group at any time.

Music Performance

14. How extensive should a student's technical work program be for Outcome 2 in each unit of Music Performance or the technique component of Outcome 3 in Music Investigation?

The range of technical work and the specific number of each type of material is a matter for school decision. Each student's

technique program should be planned to take account of their development as an instrumentalist and the works they are preparing for performance. Students might include scales, exercises, a study or work with a technical focus and material relating to unprepared performance skills (sight-reading and/or improvisation) in each program. Some material might be sourced from commercial publications or the student or teacher may write some material in response to a specific technical challenge. Most material is likely to involve performance but some might involve study and practice of techniques for setting appropriate levels on equipment or communicating within a group or with an accompanist. For students focusing on solo performance, most material will be performed individually but some may be performed with an accompanist or backing track. For students focusing on group performance, material relevant to individual technique should be included in the program as well as exercises or other material to be performed by the whole group. Note that while students may select material from the *Prescribed list of notated solo works* and/or the *Prescribed list of group works* for inclusion in their technique program, this situation would be highly unlikely and such works may not also be performed in the end-of-year examination program. Sample technique programs will be published in the online advice for teachers which will be available on the VCAA website from late Term 4 2010.

15. Will a list of Australian works created since 1910 and performed by Australian performers be set for study by VCAA?

Schools should select appropriate material for study for the analysis component of Music Performance Units 3 and 4 Area of Study 3 – Musicianship. No Prescribed list of works for these outcomes will be published by VCAA.

16. Which rhythmic conventions should be studied for Music Performance Units 1 to 4 Area of Study 3 – Musicianship?

Students should study conventions relevant to the specified key knowledge. This will include conventions relating to notation of rhythmic values such as dotted notes and ties as well as conventions of grouping and beaming relevant to the time-signatures set for study. Information about specific rhythmic conventions will be included in the online Advice for Teachers which will be published on the VCAA website from late Term 4 in 2010. This material will be consistent with requirements for the Music Performance end-of-year Aural and Written examination.

Physical Education

General questions

1. What is the relationship between the Australian Curriculum and VCE Physical Education?

No decision has been made about whether a national senior secondary curriculum will include Physical Education. It is not envisaged that the Australian Curriculum will have any impact on VCE Physical Education for the life of this study design.

Units 1 and 2

2. Who decides which detailed study to teach in Units 1 and 2?

Can both detailed studies be taught and can students be given a choice?

There are a number of ways that the detailed study can be selected, these include:

- teacher makes the decision based on their expertise
- teacher asks students for an expression of interest and selects the most popular option for the whole class to study
- students are given a choice as to which study they will complete, this means that both detailed studies will be taught at the same time.

It is intended that the detailed studies are student directed. While the teacher may select the detailed study, students should select a topic from within that detailed study to investigate. For example in Unit 1, if a class is studying 3.1 Technological advancements from a biomechanical perspective, the technological advancements studied would vary across the class.

3. Can students be advantaged by the detailed study they select?

No. There is no significant overlap of content between the detailed studies in Units 1 or 2 and the content of Units 3 and 4. Each detailed study is seen as discrete and the selection of a specific detailed study should be based on student interest and teacher expertise. Detailed studies have been developed to build on the key knowledge and skills addressed in Areas of Study 1 and 2 in each unit.

4. What National Physical Activity Guidelines (NPAGs) should be studied for Unit 2 Area of Study 2?

The key knowledge in the study design requires students to know the dimensions of the Australian NPAGs for all stages of the lifespan. The Federal Department of Health and Ageing website identifies NPAGs for:

- Healthy Eating and Physical Activity for Early Childhood (teachers should focus on the physical activity recommendations in this publication)
- Physical Activity Recommendations for 5–12 year olds
- Physical Activity Recommendations for 12–18 year olds
- Physical Activity Guidelines for Adults
- Physical Activity Recommendations for Older Australians

Reference: www.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-phys-act-guidelines

5. What is the difference between sedentary behaviour and inactivity?

The 'Advice for teachers' section of the *VCE Physical Education Study Design* now contains a glossary, see page 35. The terms inactivity and sedentary behaviour have been defined in the glossary.

A person can be regarded as active (that is they meet the National Physical Activity Guidelines) but still spend a large period of the day engaging in sedentary behaviours.

Units 3 and 4

6. In Unit 3 Area of Study 1, do students need to know the dimensions of the National Physical Activity Guidelines (NPAGs)?

The focus of the NPAGs in Unit 3 is in relation to assessing physical activity. Students need to be able to analyse data collected by objective and subjective measures and use this to assess compliance with the NPAG. In order for students to assess compliance with the NPAG they need to understand what the NPAG recommend in relation to physical activity. The dimensions of the NPAG are addressed in Unit 2 Area of Study 2. Teachers would be advised to refresh student knowledge of the NPAG in Unit 3, or for students who had not undertaken Unit 2, additional teaching may be required.

7. Unit 3 Area of Study 1, Key Knowledge:

- a range of individual and population-based Australian physical activity promotion initiatives and strategies.

Do the physical activity promotion initiatives and strategies that students study have to relate to those listed in the previous point of key knowledge, i.e. VicHealth, National Heart Foundation, state and federal government departments?

No. The idea is for students to look at a range of Australian initiatives and strategies that promote participation in physical activity. These could be strategies or initiatives from VicHealth, National Heart Foundation, state and federal government departments but they also could be strategies and initiatives from other organisations including those in their local area. The key skills require students to analyse the strategies and use the social-ecological model to critique the strategy.

8. Do teachers still have to address 'Stages of Change' in Unit 2 and Unit 3?

No. The 'Stages of Change' model has been replaced with the social-ecological model. The VCAA has published advice on the social-ecological model, which can be accessed from the VCAA website.

9. Is Lactate Inflection Point (LIP) part of the new study design?

The concept of LIP would be included as part of student learning about the following key knowledge:

Unit 3 Area of Study 2

- characteristics and interplay of the three energy systems
- the multi-factorial mechanisms (metabolic by-products) associated with muscular fatigue as a result of varied exercise intensities and durations

Unit 4 Area of Study 1

- chronic adaptations of the cardiovascular, respiratory and muscular systems to training.

Advice published about LIP in the December 2008 VCAA Bulletin VCE, VCAL and VET No. 44 Supplement 1 is still relevant. In particular, teachers should focus on the following points:

- The LIP reflects the balance between lactate entry into and removal from the blood.

- At exercise intensities beyond the LIP blood lactic acid concentration increases. Exercise intensities beyond the LIP are associated with fatigue; the greater the exercise intensity above the LIP, the more rapid the fatigue. This fatigue is generally considered to be a consequence of a greater reliance on anaerobic metabolism to supply the adenosine triphosphate (ATP) demands of the exercise task and the resultant accumulation of the by-products of anaerobic metabolism. The LIP is often used to predict the speed or power an individual is able to sustain over a prolonged period.
- The estimation of LIP involves complex testing that is often conducted in a laboratory and involves analysis of blood or ventilation.
- LIP tests may provide guidance as to the training intensity required to improve endurance performance and predict the speed or power output an athlete is able to sustain for a prolonged period of time. In fact, where maximal oxygen uptake (VO₂ max) is equivalent between athletes, LIP is more likely to distinguish performances of middle and long distance athletes than a VO₂ max test.

10. What causes of muscular fatigue do students have to study in Unit 3 Area of Study 2?

The study design specifies in the key knowledge that students need to know the multi-factorial mechanisms of fatigue, including: fuel depletion, metabolic by-products and thermoregulation.

The impact of metabolic by-products is an area of much debate and changing research. The study design has not identified specific by-products that all students must study, therefore students can discuss the impact of metabolic by-products as a group or alternately they can study specific by-products such as hydrogen ions and phosphates.

11. In Unit 4 Area of Study 1, why should students study a minimum of two standardised and recognised tests for each fitness component?

Studying two tests for each fitness component enables students to select the most appropriate test for the specific scenario. The key skills require students to 'justify the selected fitness tests in relation to strengths and weaknesses of the testing methodology'. This means that students will need to provide a reason for selecting a specific fitness test. Therefore when it comes to assessment students have more than one test they can relate to a specific situation or scenario.

12. Can legal/illegal substances and methods not listed in the study design in Unit 4 Area of Study 2 be examined?

No. Specific questions can only be asked about the substances and methods listed in the study design. The study design specifies altitude training, creatine supplementation, enhancement of oxygen transfer, gene doping, hormones (including steroids, erythropoietin and growth hormones), diuretics and masking agents, stimulants and beta blockers. Therefore students are expected to know the perceived benefits and potential harms to the athlete of each of these substances or methods.

Assessment

13. What is meant by a practical laboratory report in Unit 3 Area of Study 2? Does all data to be analysed have to be collected by the students? Does this assessment task have to be one report or can it be more than one?

The emphasis of a practical laboratory report is on students collecting data through practical activities and analysing that data. Teachers may wish to provide some additional or supplementary data for students to analyse as part of the assessment task. However, the emphasis should be on students analysing data they have collected.

A practical laboratory report could be a report about one practical activity or could be split into a number of smaller activities. How an assessment task is structured is a school based decision.

An example of a suitable activity for a practical laboratory report for Unit 3 Area of Study 2 has been included in the 'Advice for teachers' section of the study design – see page 54.

14. Does the training program in Unit 4 (School-assessed Coursework 1 – written report) have to be completed as one task or could it be divided into two parts?

This assessment task requires students to interpret and analyse data, to plan, implement and evaluate a six-week training program. The *VCE Physical Education Assessment Handbook* (see pages 22–25) suggests that this task be completed in two parts.

It is suggested that Part A include:

- an activity analysis
- fitness testing (pre-test)
- a plan for a six-week training program that aims to improve one and maintain two health related fitness components (aerobic capacity, anaerobic capacity, muscular strength, muscular endurance, flexibility, body composition).

While Part B would include:

- use of data recorded in a training diary
- fitness testing (post-test)
- an evaluation of the training program

The *VCE Physical Education Assessment Handbook* provides this as a suggestion; however, teachers may wish to structure the task differently. The structure of an assessment task is a school based decision, as long as the task allows the student to:

- utilise data from an activity analysis and fitness testing to be used in the planning of a six-week training program
- justify the selected fitness tests in relation to the strengths and weaknesses of the testing methodology and the appropriateness to a given sport
- design, participate in and evaluate a six week training program that demonstrates the correct application of training principles and methods to enhance and maintain specific health-related fitness components, including the maintenance of a training diary
- have the opportunity to demonstrate the highest level of performance

15. Does the School-assessed Coursework in Unit 4 Area of Study 1, Task 2 focusing on chronic adaptations of the cardiovascular, respiratory and muscular systems have to relate to the School-assessed Coursework on the training program?

No. There is no requirement that these two School-assessed Coursework tasks are related. However, if teachers want to create a link between the two School-assessed Coursework tasks they are free to do this, as long as they are separate tasks with their own mark allocation. Teachers must ensure that all School-assessed Coursework tasks comply with the formats identified in the study design. For more advice on School-assessed Coursework development see the *VCE Physical Education Assessment Handbook*.

16. What resources can be used to teach VCE Physical Education?

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

17. What happens if a student is injured or disabled and is unable to complete the training program?

What happens if the student already has a heavy training load outside school?

The *VCE Physical Education Assessment Handbook* suggests that the training program be done in two parts – see Question 2 above. Students should be able to complete the planning section (Part A) which consists of activity analysis, fitness testing and the development of a plan. If a student is injured, disabled or has a heavy training load this will potentially impact on their ability to implement the training program and have appropriate data to evaluate. The student is assessed on their plan and their evaluation but not on their implementation. This allows students act as a trainer and supervise someone else undertaking the training program. This could be a teacher or another student. The student would then use the data collected to evaluate the effectiveness of the program they managed.

If a student is injured during the training program, the teacher may need to apply special provision for the evaluation component of the task. This could include:

- rescheduling the assessment task
- giving the student substitute data to evaluate
- allowing the student to modify their program to take into account the injury.

For more information on special provision refer to the *VCE and VCAL Administrative Handbook*, Section 10 – School-based assessment.

Psychology Units 3 and 4

General questions

1. What is the relationship between the Australian Curriculum and VCE Psychology?

Psychology is not currently one of the science subjects being developed as part of the national curriculum for the senior secondary years. The VCAA will continue to offer Psychology as part of the VCE.

2. What prior understandings should be expected of students entering VCE Psychology?

Students will enter the VCE from diverse educational backgrounds. The VCE builds on the Victorian Essential Learning Standards (VELS), and a summary of expected developed skills and understandings appears on pages 37–38 of the study design in the ‘Advice for teachers’ section.

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

Historically a high proportion of students have enrolled in VCE Psychology Units 3 and 4 without having studied Units 1 and 2. The study design has been written to allow students to begin their study of VCE Psychology at Unit 1, 2 or 3 without being disadvantaged. Although there are common elements across Units 1 to 4, namely key skills, and certain elements of research methodologies and ethical principles, the contexts and scope of Units 1 and 2 are different from the contexts and scope of Units 3 and 4. However, students must undertake Unit 3 prior to undertaking Unit 4.

4. Do the pastoral responsibilities of a psychology teacher differ from those of other teachers?

No. Students should seek advice from qualified health or other appropriate professionals for matters beyond the responsibilities of the classroom teacher.

5. Where is the study resource list to be found?

VCE study design resource lists will now be available online. This enables an annual update of resources to maintain currency. Teachers are encouraged to provide suggestions for additional resources that could be added to the list.

Unit 3

6. What is meant by ‘the purpose of sleep’?

The third dot point in Unit 3 Outcome 1 (page 23 of the study design) refers to the purpose of sleep, rather than the purpose of the stages of sleep.

Unit 4

7. Can more than one mental disorder option in Unit 4 be taught?

This is a teacher- and school-based decision which includes consideration of possible time constraints. Students should be aware that they must select only one of three mental disorder options to answer in the end-of-year examination. Teachers should ensure that, in setting School-assessed Coursework, assessment tasks for each mental disorder option should be comparable in scope and demand.

Assessment

8. How should key skills be assessed?

A set of key skills (on page 13 of the study design) is integral to all units of Psychology. In designing tasks for School-assessed Coursework, teachers should ensure that a variety of skills are tested in each unit. The choice of assessment tasks provides teachers with opportunities to test different types of skills in appropriate ways.

9. How many activities are required for an annotated folio?

Students should be encouraged to record the outcomes of all practical activities in a folio. In developing an assessment task which requires students to present an annotated folio of practical activities, the teacher has the flexibility to decide whether the tasks are selected by the teacher or student and how many should be selected to respond to the assessment task. Typically, between three and six activities may be selected to draw together aspects of a psychological principle which addresses the assessment task.

10. Will the format of the mid-year and end-of-year examinations change?

The VCAA will publish sample examination questions for VCE Psychology Units 3 and 4 on the VCAA website. These sample questions will illustrate the types of questions which may be expected. The format of the examination will also be outlined.

Religion and Society

Unit 1

1. What constitutes collective identity (Unit 1 Area of Study 2 Outcome 2)?

Unit 1 Outcome 2 states that students should be able to explain the expression of collective identity of particular religious traditions in Australia, and the interaction of these traditions with other religious traditions and wider society.

Collective identity should be approached from the context of the religious tradition in Australia. How does the tradition perceive itself in Australia? What is it to be an Australian member of the tradition? Students can explore how the tradition portrays its perception of itself to the wider Australian society through relevant aspects of religion and how this can influence and be influenced by the perception that the wider Australian society may have of the tradition.

Unit 3

2. Do the interrelationships between religious beliefs in Unit 3 Outcome 1 have to be covered?

Yes. The outcome states that students should be able to explain the nature, purpose and expression of religious beliefs generally and for one or more than one religious tradition. It is in the nature of religious beliefs that they are often interrelated. Ultimate reality, the nature and purpose of human life, the meaning of life and death, the relationship between ultimate reality and humanity, the relationship between humans and the relationship between humans and the rest of the natural world branch out from each other, and by implication beliefs concerning them will be interrelated. Religious traditions are said to have systems of belief. Students would use illustrative examples to demonstrate their knowledge in the context of religious traditions in general, and also in the context of one, or more than one, religious tradition.



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