

## Supplement 2

### VCE studies accredited 1 January 2010:

#### Summary of changes

**VCE Art**

**VCE Business Management**

**VCE Classical Studies**

**VCE Economics**

**VCE Health and Human Development**

**VCE Psychology**

**VCE Studio Arts**

**VCE Texts and Traditions**

Online copies of the study designs from which these summaries are drawn are available from:

[www.vcaa.vic.edu.au/vce/studies/futuresd.html](http://www.vcaa.vic.edu.au/vce/studies/futuresd.html)

# VCE Art 2010–2014

The *VCE Art Study Design* (Units 1–4) has been reviewed and accredited for the period 2010–2014.

## Summary of changes

VCE Art 2010–2014 underwent review and revision in 2008. While this summary highlights major changes, teachers should read carefully the revised study design to become familiar with the detail of the changes.

- In each unit, theoretical aspects of the study have been moved to Area of Study 1 and the practical aspects of the study have been moved to Area of Study 2. This shift has been made to emphasise that theoretical aspects of the study inform and add depth to the students' artmaking which is the focus of Area of Study 2.
- A stronger link between the theoretical components of Units 1 and 2 has been made to support the theoretical components of Units 3 and 4.
- Refinement and development of the language and concepts across all units has occurred.

## Analytical Frameworks

To provide a stronger opportunity for independent student learning the Frameworks have been restructured and renamed *Analytical Frameworks*. There are four components of the *Analytical Frameworks* – Formal, Personal, Cultural and Contemporary. Each component is accompanied by definitions offered in the form of questions for reflection and response.

The *Analytical Frameworks* are gradually introduced across the study from Unit 1 through to Unit 4 and form part of the key knowledge of the study. Students employ the concepts and language of the *Analytical Frameworks* in the practical artmaking outcomes in each unit as well as in the theoretical outcomes. By using the concepts and language of the *Analytical Frameworks* to support analysis and reflection of their artmaking, a closer link is created between the students' artmaking and the theoretical components of the study. The practical application of the *Analytical Frameworks* strengthens the students' analytical skills and reinforces their knowledge and understanding.

## Specific Content

### Unit 1

#### *Area of Study 1: Art and meaning*

In Outcome 1 students now analyse and interpret a variety of artworks using the Formal and the Personal Framework.

#### *Area of Study 2: Art and Personal meaning*

In Outcome 2, students present visual creative responses that demonstrate their personal interests through trialling techniques, materials and processes. Students employ the language of the appropriate Analytical Frameworks when reflecting upon and analysing their own artmaking.

### Unit 2

#### *Area of Study 1: Art and culture*

In Outcome 1, students now interpret, compare and contrast artworks from different cultures using the Formal and the Cultural Framework.

#### *Area of Study 2: Artmaking and cultural expression*

In Outcome 2, students demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork through the exploration of selected media, materials and techniques. Students employ the language of the Formal and Analytical Frameworks when reflecting upon and analysing their own artmaking.

### Unit 3

#### *Area of Study 1: Interpreting Art*

- Students undertake a study of at least one artist who has produced work before 1970 and at least one other artist who has produced work since 1970.
- A comparison of the artists is made, supported by detailed analysis of at least two artworks by each artist.
- Relevant aspects of all of the Analytical Frameworks are applied across each of the selected artworks.

#### *Area of Study 2: Investigation and interpretation through artmaking*

In Outcome 2, students explore personal ideas and concepts through a conceptual and practical investigation that includes at least one finished artwork. Students use selected Analytical Frameworks to reflect upon and annotate their work.

### Unit 4

#### *Area of Study 1: Discussing and debating art*

Students study:

- A minimum of one selected art issue.
- At least one artist not included in Unit 3 and a minimum of two artworks by that artist.
- A range of diverse viewpoints as seen in commentaries relating to artworks and selected art issue/s.

Students discuss and debate an art issue using the selected works, commentaries and relevant aspects of the Analytical Frameworks to inform and support the discussion.

#### *Area of Study 2: Realisation and resolution*

In Outcome 2 students progressively communicate ideas, directions and/or personal concepts in a body of work that includes at least one finished artwork. Selected Analytical Frameworks underpin their reflections on their artmaking.

## Assessment

In Units 1 and 2, the oral report and Microsoft PowerPoint presentation have been replaced by a multimedia presentation.

A multimedia presentation replaces the oral report as an assessment task for Outcome 1 in Units 3 and 4.

In Unit 1 the folio of visual solutions to a selection of set tasks has been replaced by a developmental folio of visual responses to a selection of set tasks and includes at least one finished artwork.

There has been no change to the weightings of the tasks in Units 3 and 4.

### School-assessed Task

A body of work presenting explorations within selected art form/s and/or media which clearly demonstrates the development of the student's thinking and working practices. The progressive realisation and resolution of the body of work reflects personal concepts, ideas, directions, explorations, aesthetic qualities and technical skills, with at least **two** finished artworks that resolve the student's intentions.

## VCE Business Management 2010–2014

A minor review of the *VCE Business Management Study Design* (Units 1–4) was undertaken in 2008 and the study has been accredited for the period 2010–2014. The changes involved:

- clarification of key knowledge and skills dot points
- some movement of content from one area of study to another, or one unit to another, to allow for a better progression across the unit/s and to streamline content
- updating of some content areas.

### Summary of changes

#### Unit 1

##### *Area of Study 3: Day-to-day operations*

The number of topic options in this area of study has been reduced from six to four:

- Introductory accounting for small business
  - Focus on understanding, reading and interpreting business records
- Management of staff in small business
  - Focus on recruitment, selection, employment arrangements and legislative issues
- Information and communications technology (ICT) in small business
  - Focus on use of available technologies, implications of the use of available software and e-commerce and reasons for, and methods of, ensuring security of technology and information
- Introduction to legal requirements of small businesses offering goods and services
  - Focus on various levels of government creating relevant legislation, types of legislation created which impact upon small business and legislation created by common law.

Content contained in other optional areas has been integrated into Unit 2, Communication and marketing

Assessment of Unit 1: an investigation and report has been added to the assessment task type list.

#### Unit 3

- Outcome statements have been reworded so that students are required to 'discuss and analyse' rather than 'describe and analyse/identify and evaluate'.
- Assessment: Allocation of marks for School-assessed Coursework has been altered to better reflect the requirements of the outcomes.

Outcome	Mark allocation for 2010 study design	Mark allocation for current study design
1. Discuss and analyse the context in which large-scale organisations operate.	20	25
2. Discuss and analyse major aspects of the internal environment of large-scale organisations.	40	50
3. Discuss and analyse strategies related to operations management.	40	25

#### Unit 4

##### *Area of Study 1: The human resource management function*

- The outcome statement now requires students to 'analyse and evaluate' rather than 'identify and evaluate'
- Key knowledge dot points related to work place relations have been updated in order to be flexible enough to accommodate changes that the Federal Government may undertake.
- Theories of motivation to be studied have been stipulated: Maslow, Herzberg and Locke

##### *Area of Study 2: The management of change*

- Outcome statement has been reworded.
- Key knowledge dot points have been clarified to remove ambiguity
- Teachers are required to identify a significant issue of their choice and study it in the context of change management
- One theory of change management has been stipulated for study – the Kotter theory of change management.

Outcome	Mark allocation for 2010 study design	Mark allocation for current study design
1. Analyse and evaluate practices and processes related to human resource management.	60	60
2. Analyse and evaluate the management of change in a large-scale organisation, and evaluate the impact of change on the internal environment of a large-scale organisation.	40	40

## VCE Classical Studies 2010–2014

VCE Classical Societies and Cultures underwent review in 2008 and the revised study design, renamed VCE Classical Studies is accredited from 2010–2014.

While this summary highlights major changes, teachers should read carefully the revised study design to become familiar with the detail of the changes.

### Summary of changes

#### Unit 1 – Mythical worlds

Unit 1 now has three areas of study and three outcomes.

- Area of Study 1: *Heroes and monsters* maintains a focus on myths in the ancient Greek and Roman worlds. However, it now contains a stronger focus on the stories of myths and an expanded explanation of the roles of myth in ancient societies.
- Area of Study 2: *Myth and archaeology* is a new area of study which builds on Outcome 2 in the previous study design. It allows students to research the possible archaeological bases of myths.
- Area of Study 3: *Myth in art and literature* is largely the same as Area of Study 2 in the previous study design.

#### Unit 2 – Classical imaginations

- Area of Study 1: *Society through culture* is an amalgam of Areas of Study 1 and 2 in the previous study design. It examines classical Greece and/or Rome through the exploration of a classical work or works.
- Area of Study 2: *Classics through time* is a reworked version of Unit 4 Area of Study 2 in the previous study design. It allows consideration of the classical legacy by discussing the relationship between classical works and a work from a later period.

#### Units 3 and 4 – Classical worlds

Units 3 and 4 now have two identical areas of study containing two outcomes both of which focus on the study of classical works.

Teachers must select:

- One Classical work for Unit 3 Area of Study 1, and one pair of classical works for comparison in Unit 3 Area of Study 2.
- One classical work for Unit 4 Area of Study 1, and one pair of classical works for comparison in Unit 4 Area of Study 2.

Thus, in Units 3 and 4 students study six classical works.

- Classical works in the previous study design were based on a single 'text list'. In this study design Classical works will be drawn from two lists published annually in the VCAA Bulletin VCE, VCAL and VET. List 1 applies to Area of Study 1 and comprises a list of individual classical works. List 2 applies to Area of Study 2 and comprises pairs of works for comparison.
- Unit 4 Area of Study 2: *Continuity and the classical heritage* has been rewritten and relocated to Unit 2.

- Units 3 and 4 Area of Study 1: *Individual study* allows for analysis of the ideas and techniques of a classical work and discussion of the relationship of the work to socio-historical context.
- Units 3 and 4 Area of Study 2: *Comparative study* allows for the comparison of ideas and techniques in two classical works and for discussion of the relationship of those works to their socio-historical contexts.

### Assessment

#### Units 1 and 2

Assessment tasks have been broadened in both Units 1 and 2.

#### Units 3 and 4

The number of assessment tasks has been reduced from three to two for each unit. There is one assessment task for each outcome in each unit. There is now a choice of assessment tasks available. Each assessment task is allocated 50 marks.

## VCE Economics 2010–2014

The *VCE Economics Study Design* (Units 1–4) has been reviewed and accredited for the period 2010–2014.

### Summary of changes

*VCE Economics Study Design* underwent review and revision in 2008. While this summary highlights major changes, teachers should read carefully the revised study design to become familiar with the detail of the changes.

#### Unit 1

##### *Economics: Choices and consequences*

- The title of the unit has been changed to reflect a new focus
  - Area of Study 1: A market system
  - Area of Study 2: Economic issues
- In Area of Study 1 the specific markets that can be studied have been increased. The list now includes: transport market, online markets, health market and any other relevant market.
- Area of Study 2 offers elective topics for teachers/students to select.
- A student/teacher initiated inquiry-based investigation has been introduced as an elective in Area of Study 2.
- Sustainability and globalisation have been integrated across the unit, and closer links made to living standards within Australia.

Assessment: an additional assessment task type has been added:

- A folio of annotated media commentaries using print or electronic materials.

## Unit 2

### *Economic change: issues and challenges*

- The title of the unit has been changed to reflect a new focus
  - Area of Study 1: Population, employment and change
  - Area of Study 2: Global economic issues
- Area of Study 2 offers elective topics for teachers/students to select.
- A student/teacher initiated inquiry-based investigation has been introduced as an elective in Area of Study 2.
- Sustainability and globalisation have been integrated across the unit, and closer links made to living standards within Australia.

Assessment: an additional assessment task type has been added

- A folio of annotated media commentaries using print or electronic materials.

## Unit 3

### *Economic activity*

- The title of the unit has been changed to reflect a new focus
  - Area of Study 1: An introduction to microeconomics: The market system and resource allocation
  - Area of Study 2: An introduction to macroeconomics: Output, employment and income
- The key knowledge dot points have been clarified and detail added to remove ambiguity and to be comprehensive of content.
- The content around economic goals is now related to the effect upon living standards.
- Trend data is to be limited to four (4) years.
- The number of economic goals to be considered has been reduced.
- The economic goals to be studied are: stability of the Australian currency (low inflation), strong and sustainable economic growth, full employment, external stability and equity of income distribution.

## Unit 4

### *Economic management*

- The title of the unit remains the same, but the area of study titles have been changed to reflect a new focus
  - Area of Study 1: Macroeconomic demand management policies
  - Area of Study 2: Aggregate supply policies
- The key knowledge dot points have been clarified and detail added to remove ambiguity and to be comprehensive of content.
- Trend data is to be limited to four (4) years.
- There is an increased focus on economic goals and policies and how they influence living standards.

An additional assessment task type has been added for the School-assessed Coursework – a folio of applied economic exercises.

## Assessment

Outcome statements in all areas of study across Units 1–4 have been altered to reflect the focus of the revised units.

### Unit 3

Outcome statement	Marks allocated	Assessment tasks
<b>Outcome 1</b> Explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia.	40	The student's performance on each outcome is assessed using one or more of the following: <ul style="list-style-type: none"> <li>• a folio of applied economic exercises</li> <li>• an essay</li> <li>• a test</li> <li>• a report.</li> </ul>
<b>Outcome 2</b> Explain the nature and importance of key economic goals in Australia, describe the factors that may have influenced the achievement of these goals over the past four years, and analyse the impact each of these goals may have on living standards.	60	
<b>Total marks</b>	<b>100</b>	

\*School-assessed Coursework for Unit 3 contributes 25 per cent to the study score.

### Unit 4

Outcome statement	Marks allocated	Assessment tasks
<b>Outcome 1</b> Explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy, and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia.	50	The student's performance on each outcome is assessed using one or more of the following: <ul style="list-style-type: none"> <li>• an essay</li> <li>• a report</li> <li>• problem solving exercises</li> <li>• a test</li> <li>• a folio of media commentaries using print and/or electronic media</li> <li>• a folio of applied economic exercises.</li> </ul>
<b>Outcome 2</b> Explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia, and analyse the current government policy mix.	50	
<b>Total marks</b>	<b>100</b>	

\*School-assessed Coursework for Unit 4 contributes 25 per cent to the study score.

# VCE Health and Human Development 2010–2013

The *VCE Health and Human Development Study Design* (Units 1–4) has been reviewed and accredited for the period 2010–2013.

## Summary of changes

*VCE Health and Human Development Study Design* underwent review and revision in 2008. While this summary highlights major changes, teachers should read carefully the revised study design to become familiar with the detail of the changes.

The *VCE Health and Human Development Study Design* takes a new approach to the term ‘human development’. The concept of ‘human development’ is considered in the study as a continuum that begins with a focus on individual human development in Units 1 and 2 and progresses towards a more societal approach focusing on sustainable human development in Unit 4.

### Unit 1 – The health and development of Australia’s youth

- Unit 1 has retained three outcomes.
- This unit focuses on the health and individual development of Australia’s youth.
- Individual human development is defined as ‘a lifelong continuous process beginning at conception and ending with death and involves a series of orderly, predictable changes, which can be classified as physical, social, emotional and intellectual.’
- Outcome 1 introduces students to key health and individual human development concepts.
- Outcome 2 includes:
  - a greater focus on nutrition and food intake as they relate to youth
  - the determinants of youth health and development, which are classified as biological, behavioural, physical environment and social environment (family and community)
- Outcome 3 requires students to investigate in detail one health issue relevant to youth.

### Unit 2 – Individual human development and health issues

- Unit 2 has retained three outcomes.
- Outcome 1 continues to focus on the health and individual human development of children.
  - Individual human development from conception to late childhood is explored.
- Outcome 2 continues to focus on the health and individual human development associated with adulthood and ageing.
- Both Outcomes 1 and 2 focus on the determinants of health and individual human development including biological, behavioural, physical environment and social environment,
  - the influence of family environment is now addressed as part of the social environment.
- The content of Outcome 3 is new and requires students to investigate in detail one health issue impacting on Australia’s health system.

### Unit 3 – Australia’s health

- Continues to focus on Australia’s health and health care system.
- A focus on the role of nutrition on Australia’s health has been maintained; however, nutrition for individual growth and development has been moved to Unit 1.

#### Area of Study 1 Outcome 1

- Still includes measurement of health status and the study of variation in health status of specific population groups.
- The health status of Australia compared to other developing countries and the use of determinants of health to explain variations in health status is new.
- This area of study now contains the National Health Priority Areas; formerly this was in Area of Study 2.

#### Area of Study 2 Outcome 2

- This area of study still includes models for health and health promotion, the Australian health system as well as the role of government and non-government agencies in promoting healthy eating.
- New content in the key knowledge relates to the role of VicHealth.

### Unit 4 – Global health and human development

- While this unit continues to focus on global health and human development there are a number of significant changes, which include:
  - Unit 4 uses a broader more societal approach to the term ‘human development’. The United Nations definition of the term ‘human development’ has been used.
  - individual human development across the lifespan is no longer part of Unit 4; all content relating to individual human development is now contained in Units 1 and 2.
  - there is a new focus on sustainability and sustainable human development.

#### Area of Study 1 Outcome 1

- Continues to investigate the similarities and differences in the health status of Australia compared to developing countries.
- There is a new focus on the United Nation’s Millennium Development Goals.
- Explores the interrelationship between health, human development and sustainability.

#### Area of Study 2 Outcome 2

- Focuses on the promotion of global health and sustainable human development.
- Contains new key knowledge relating to the types of aid and the role of the United Nations.
- Requires students to analyse and evaluate programs related to literacy, food security, HIV/AIDS, malaria and safe water and sanitation.

## Assessment

The range of assessment tasks has been broadened across all units to incorporate the use of Web2 technologies such as podcasts and blogs.

### Unit 3

The allocation of marks has changed. Area of Study 1 has two tasks worth 30 marks each, while Area of Study 2 has only one task worth 40 marks.

### Unit 4

The allocation of marks has changed. Area of Study 1 has two tasks worth 30 marks each, while Area of Study 2 has only one task worth 40 marks.

## VCE Psychology Units 1 and 2 2010–2014

The *VCE Psychology Study Design* (Units 1–2) has been reviewed and accredited for the period 2010–2014.

### Summary of changes

VCE Psychology Units 1 and 2 underwent review and revision in 2008. While this summary highlights major changes, teachers should read carefully the revised study design to become familiar with the detail of the changes.

### Safety and wellbeing

This section of the introduction has been expanded to include reference to dealing with sensitive topics and the use of standardised psychological tests.

### Units 1–4: Key skills

Key skills are no longer included for each area of study. Instead, a set of key skills applicable across all Units 1–4 in VCE Psychology have been specified. In designing teaching and learning programs for each unit teachers must ensure that students are given the opportunity to develop and apply these skills and to demonstrate them in a variety of contexts.

Specific skills have been listed under the following general abilities:

- Inquire and investigate scientifically
- Apply psychological understandings
- Communicate psychological information and understandings.

A number of the key skills are related to the research methodologies listed for each unit.

### Research methodologies and ethical principles

A set of research methodologies and ethical principles have been specified for each unit. These research methodologies and ethical principles are applicable to each area of study within each unit. In designing teaching and learning programs for each unit teachers must ensure that these methodologies and principles are included appropriately.

Specific research methodologies and ethical principles have been listed under the following categories:

- Experimental research
- Sampling procedures
- Techniques of qualitative and quantitative data collection
- Statistics
- Ethics and professional conduct.

The application of these methodologies and principles are linked to the set of overarching key skills for all units.

### Unit 1 – Introduction to psychology

- Unit 1 now has two areas of study.
- The current Unit 1 Area of Study 2 (Social relationships) has been incorporated into Unit 2.
- Area of Study 1 – What is psychology?
  - The development of psychology, the nature of psychology as a science, the scope of psychology and research methods in psychology continue to be studied.
  - Psychological principles and applications are analysed specifically from biological, behavioural, cognitive and socio-cultural perspectives.
  - The study of visual perception is now included in Unit 1 (moved and modified from current Unit 3 Area of Study 2) to illustrate how biological, behavioural, cognitive and socio-cultural aspects of psychology may be applied to explain psychological principles and applications.
- Area of Study 2 – Lifespan psychology
  - The current Unit 1 Area of Study 3 (Development of individual behaviour) has become Area of Study 2 and has been modified, expanded and re-named to include stages across the lifespan.
  - The work of Gibson (infant perception), Bowlby and Ainsworth (attachment theory), Harlow (attachment in monkeys), Erikson (eight-stage theory of psycho-social development), Kohlberg (six-stage theory of moral development) and Baltes (successful aging) have been specified in addition to the work of Piaget.
  - Outcome 2 specifies that students conduct an investigation into one stage in the lifespan of an individual.
  - Mental illness is considered in this Area of Study with respect to its nature and incidence in the population across the lifespan. This is a change of focus from the current study design where it appears as an optional topic in Unit 2 Area of Study 2 (Individual differences), in the context of approaches to assessing and classifying mental health, and definitions of normality and abnormality.

### Unit 2 – Self and others

- Unit 2 now has only two areas of study.
- The current Area of Study 1 (Introduction to neurons and nervous system) has been removed.
- Area of Study 1 – Interpersonal and group behaviour
  - Aspects of the current Unit 1 Area of Study 2 (Social relationships) and Unit 2 Area of Study 3 (Social attitudes) have been combined and modified to form a more cohesive topic.
  - The tri-component model of attitudes is specified.
- Area of Study 2 – Intelligence and personality
  - Aspects of the current Area of Study 2 (Individual differences) relating to intelligence and personality have been included and expanded.
  - There is a focus on evaluation of strengths and limitations of approaches to describing and measuring intelligence and personality.
  - Contemporary intelligence and personality tests are specified: Salovey and Mayer's ability-based model of emotional intelligence; Costa and McRae's NEO-PI/ Five Factor model of personality.
  - Vocational testing applications are included: Myers-Briggs Type Indicator (MBTI) and Holland's Self-Directed Search.

## Assessment

### Units 1 and 2

Assessment tasks have been broadened across both Units 1 and 2 to provide teachers with greater flexibility in developing an assessment program which reflects the key knowledge and skills. New tasks include; annotated folio of practical activities; media response; debate; visual presentation (for example, concept map, graphic organiser, poster); oral presentation using two or more media types (for example, still or moving images, written text, sound).

## VCE Studio Arts 2010–2014

The *VCE Studio Arts Study Design* (Units 1–4) has been reviewed and accredited for the period 2010–2014.

### Summary of changes

VCE Studio Arts 2010–2014 underwent review and revision in 2008. While this summary highlights major changes, teachers should read carefully the revised study design to become familiar with the detail of the changes.

The *VCE Studio Arts Study Design* retains the same overall structure as the current study and maintains a strong rationale to assist the student as an art maker. The study presents a guided process to support students' understanding and development of effective practices to support their artmaking.

- Minor changes reinforce a focus on individual student work and design processes.
- The titles of the areas of study are unaltered, although outcome statements have been modified to reflect the changed focus within the areas of study.
- The theoretical component of the study continues to inform students' practice through the investigation of selected artworks, an examination of artists' from different times and cultures, a review of their working methods and a contextual study of professional practices within the arts industry.
- Throughout the study design, language has been refined to better reflect contemporary concepts.

The rationale emphasises:

- individual exploration and experimentation with materials and techniques
- stronger links between the theoretical and practical components to support student interest and relevance of theoretical study across Units 1–4
- the need for students to visit a range of exhibition spaces to support the understanding of the diversity of practice and presentation of artworks in contemporary settings.

### Unit 1 – Artistic inspiration and techniques

- Area of Study 1 places increased emphasis on the identification of individual ideas and the methods by which these are translated into visual language.
- Area of Study 2 emphasises the development of individual ideas in the production of artworks.
- In Area of Study 3, the discussion of artists from different times and locations has been replaced with a discussion of artists from different times and cultures.

### Unit 2 – Design exploration and concepts

- Area of Study 1 emphasises the development of an individual design process in the creation of artworks.
- In Area of Study 2 the discussion of how artists from different times and locations have created aesthetic qualities in artworks, communicated ideas and developed styles has been replaced with a discussion of how artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

### Unit 3 – Studio production and professional art practices

- In Area of Study 1, the work brief has been replaced by an exploration proposal that formulates an individual design process including a plan for how the proposal will be undertaken.
- In Area of Study 2, the design process now focuses on including a range of potential directions rather than solutions of the ideas documented in the exploration proposal.
- In Area of Study 3, students discuss art practices in relation to particular artworks of at least two artists and analyse ways in which they have developed their styles.

### Unit 4 – Studio production and art industry contexts

- In Area of Study 1, students present a cohesive folio of artworks based on selected potential directions developed throughout the design process.
- Area of Study 2 focuses on reflection and evaluation of the folio, supported by visual and written documentation. Students evaluate the extent to which the finished artworks reflect the selected potential directions and demonstrate a cohesive relationship between the works.
- In Area of Study 3, greater emphasis is placed on linking the study of art industry contexts through current exhibitions. Students must now examine artworks in at least two different exhibition spaces and explain how they have been prepared and presented.

## Assessment

Assessment tasks have been made more explicit.

Typical forms of evidence for Outcome 3 in Units 3 and 4 include a combination of the following:

- A collection of annotated research materials
- Responses to structured questions
- An annotated visual report
- An essay
- An oral presentation.

### School-assessed Task 1

An exploration proposal and developmental folio (including a visual diary) that presents an individual design process, which explores and develops the ideas set out in the exploration proposal and produces a creative range of visual explorations and potential directions that will form the basis of artworks in Unit 4.

### School-assessed Task 2

A cohesive folio of finished artworks and an evaluation of the finished cohesive folio.

# VCE Texts and Traditions 2010–2014

The *VCE Texts and Traditions Study Design* (Units 1–4) has been reviewed and accredited for the period 2010–2014.

## Summary of changes

VCE Texts and Traditions underwent review and revision in 2008. While this summary highlights major changes, teachers should read carefully the revised study design to become familiar with the detail of the changes.

### Unit 1 – Texts in traditions

- Unit 1 has retained three outcomes, but been broadened to include the study of a variety of literary forms.
- In Outcome 1, teachers select more than one literary form that appears in the selected tradition's scriptures and examine its literary structure and character, as well as the role each has within its wider literary context.
- Outcome 3 has been changed in three ways:
  - The first is that teachers can now select from any of the literary forms that occur in the selected tradition.
  - Second, teachers can now examine interpretations through artistic forms and/or through means such as feasts, festivals, rituals and popular custom.
  - Finally, the key knowledge and skills now include dot points regarding relevant scholarly debate and religious writings, which will be used to support description and evaluation of textual interpretations through the chosen means or artistic medium.

### Unit 2 – Texts in society

- A new outcome (Outcome 3) has been introduced to this unit.
- One or more traditions continue to be studied for Outcomes 1 and 2 but at least two traditions are to be selected for Outcome 3.
- Outcome 1 continues to be a study of texts in the past.
  - It is now explicit that historical events, places and people studied should be selected as relevant to the understanding of the origin and development of social beliefs and teachings in the selected texts.
  - Literary forms of the selected texts no longer need to be studied, except if considered relevant to the discussion of the development of social beliefs and teachings in the texts.
- Outcome 2
  - remains a study of the type of authority attributed to sacred texts by the tradition and how these texts affect the tradition's understanding of its relationship to society today, but now includes a further key knowledge and skill investigating how a religious institution or group from within the tradition has used sacred texts to inspire or guide their work in society today, particularly in relation to social issues.
- Outcome 3
  - Requires the comparison of a range of texts from at least two traditions on a common social theme.
  - Students study the relevant content of the texts, reasons for the particular approach taken and the similarities and differences between the traditions' approaches, based on a study of the sacred texts.

- The challenges involved in comparing texts from different traditions are also investigated.
- The unit name has been changed from 'Philosophical issues in practice'. Applied philosophy is now integrated across all areas of study in both units. Unit 2 now consists of a study of ethics and one other specialist topic.

### Unit 3 – Texts and the early tradition

#### Outcome 1

- now explicitly states that this area of study should prepare students for Outcome 2.
- Students now go further than identifying social and cultural contexts to identifying and explaining social and cultural contexts that influenced the early development of the religious tradition.
  - Students will be required to not only identify socio-cultural contexts but to explain how these contexts influenced the early development of the tradition.

#### Outcome 2

- The selected major themes of the set text should stem from the passages for special study but be applicable to the entire set text.
- Considerable detail has been added to the key knowledge and skills. Much of this detail concerns the scoping of the Outcome, for example going from discussing questions of theme in the current study to:
  - identifying major themes in the set text,
  - outlining why the major themes are in the set text and
  - locating examples of the development of given themes within the set text.
- Other aspects of the outcome are also more detailed.

#### Outcome 3

- Outcome 3 continues to be the first part of exegesis but now contains greater detail and is no longer identical to Outcome 1 in Unit 4. The differences are that in Outcome 3 students are required to:
  - discuss the nature of and challenges to exegetical method
  - have undertaken exegesis of some of the passages for special study
  - apply exegesis at a more basic skill level than in Unit 4.

### Unit 4 – Texts and their teachings

#### Outcome 1

- This outcome contains more detail and is no longer identical to Outcome 3 in Unit 3. It requires that students be able to undertake exegesis of all the passages for special study to the level detailed in the key skills.

#### Outcome 2

- Continues to be the study of a significant religious idea, belief or social theme in the set text and its interpretation by the later tradition but it is now stated that the selection of this idea, belief or social theme arises from the passages for special study.
- More detail is provided in the key knowledge and skills particularly with regard to the scoping of the outcome.

## **Assessment**

### **Units 1 and 2**

Assessment tasks have been broadened across both Units 1 and 2.

### **Unit 3**

The allocation of marks has not changed. A range of assessment task types has been listed, with teachers selecting one or more of these types for each outcome.

### **Unit 4**

The allocation of marks has changed in that Outcomes 1 and 2 are now 50 marks each.

A range of assessment task types has been listed, with teachers selecting one or more of these types for each outcome.





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