

Supplement 1

VCE studies accredited for implementation in 2012:

Summary of changes

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VCE Accounting

General changes

A section ‘Characteristics of the Study’ is now included in the front of the study design. It contains the underpinning concepts and accounting methods to be used across all units.

The use of word processing software alone does not allow students to demonstrate the skills to be developed across Units 1 to 4 of Accounting. Therefore students using word processing software would not be able to sufficiently demonstrate completion of the outcomes in Units 1 to 4 Accounting.

The Goods and Services Tax (GST) is included across Units 1 to 4. Any exceptions are specifically shown in the relevant key knowledge dot point.

Higher level skills are incorporated across Units 1 to 4. These include the skills of comparison, discussion, analysis and evaluation.

Specific changes

Unit 1: Establishing and operating a service business

The number of areas of study in this unit has been reduced from three to two. The budgeting component (which includes budgeting for cash and profit) has been moved to Area of Study 2 and the investment component deleted. In Area of Study 2 students are required to interpret accounting information from reports and graphical representations. Students are still required to use ICT in at least two of the selected assessment tasks.

- i. Area of Study 1: *Going into business*
- ii. Area of Study 2: *Recording financial data and reporting accounting information*

Unit 2: Accounting for a trading business

The price setting component from Unit 1 is now located in Unit 2. There are still three areas of study in this unit. Students are required to interpret accounting information

from written reports and graphical representations. Students are still required to use ICT in at least two of the selected assessment tasks.

- i. Area of Study 1: *Recording financial data and reporting accounting information*
- ii. Area of Study 2: *ICT in accounting*
- iii. Area of Study 3: *Evaluation of business performance*

Units 3 and 4

Unit 3: Recording and reporting for a trading business

The process of posting to the general ledger from the general journal and special journals is now done on a monthly basis. The process of balancing the general ledger and subsidiary ledger accounts includes preparation for the next reporting period. Students are required to discuss the function of various aspects of the accounting system for a single activity trading business.

- i. Area of Study 1: *Recording financial data*
- ii. Area of Study 2: *Balance day adjustments and reporting and interpreting accounting information*

Unit 4: Control and analysis of business performance

The reducing balance method of depreciation for non-current assets is included in Area of Study 1. Students are also required to compare alternative methods of depreciation, justify selection of alternative depreciation and discuss the implications of alternative methods on accounting reports. Students are required to prepare, explain and interpret accounting reports and graphical representations, and discuss the function of various aspects of the accounting system for a single activity trading business in Area of Study 1. Measures for evaluating stability are included in Area of Study 2, as well as measures for evaluating profitability, liquidity and efficiency.

- i. Area of Study 1: *Extension of recording and reporting*
- ii. Area of Study 2: *Financial planning and decision making*

Outcomes

Outcome statements in Accounting Units 1 to 4 have been changed to better reflect the focus of the unit.

Unit 1: Establishing and operating a service business

Outcome statements:

Accounting 2007–2011	Accounting 2012–2016
<p>Unit 1 Area of Study 1 Describe the resources and explain and apply the knowledge and skills to set up a small business.</p> <p>Area of Study 2 Identify, record, report and explain the financial data and information for the owner of a service business, using a combination of manual and ICT methods.</p> <p>Area of Study 3 Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business.</p>	<p>Unit 1 Area of Study 1 Describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.</p> <p>Area of Study 2 Identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.</p>

Unit 2: Accounting for a trading business

Outcome statements:

Accounting 2007–2011	Accounting 2012–2016
<p>Unit 2</p> <p>Area of Study 1 Record and report financial data and information for a sole trader.</p> <p>Area of Study 2 Record and report financial data and information using an accounting software package for a single activity sole trader, and explain and evaluate the role of ICT in the accounting process.</p> <p>Area of Study 3 Select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.</p>	<p>Unit 2</p> <p>Area of Study 1 Record financial data and report accounting information for a sole trader.</p> <p>Area of Study 2 Record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process.</p> <p>Area of Study 3 Select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.</p>

Unit 3: Recording and reporting for a trading business

Outcome statements:

Accounting 2007–2011	Accounting 2012–2016	Marks allocated	Assessment tasks
<p>Outcome 1 Record financial data into appropriate accounting records using a double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.</p>	<p>Outcome 1 Record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.</p>	50	<p>The student's performance on each outcome should be assessed using one or more of the following formats:</p> <ul style="list-style-type: none"> structured questions a folio of exercises (manual and ICT) a case study (manual and/or ICT) a test (manual and/or ICT) a report (written, oral or multimedia).
<p>Outcome 2 Record balance day adjustments, prepare financial reports and explain related aspects of the accounting system.</p>	<p>Outcome 2 Record balance day adjustments and prepare and interpret accounting reports.</p>	50	
Total marks		100	At least 30 marks must be allocated to ICT-based assessment.

*School-assessed Coursework for Unit 3 contributes 17 per cent to the study score.

Unit 4: Control and analysis of business performance

Outcome statements

Accounting 2007–2011	Accounting 2012–2016	Marks allocated	Assessment tasks
<p>Outcome 1 Record and report financial data and information using a double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.</p>	<p>Outcome 1 Record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.</p>	50	<p>The student's performance on Outcome 1 should be assessed using one or more of the following formats:</p> <ul style="list-style-type: none"> structured questions a folio of exercises (manual and/or ICT) a case study (manual and/or ICT) a test (manual and/or ICT) a report (written, oral or multimedia).
<p>Outcome 2 Prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve the profitability and liquidity of the business.</p>	<p>Outcome 2 Prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.</p>	30 20	<p>Outcome 2 will be assessed by two tasks:</p> <p>Task A Prepare budgets and variance reports for a business using spreadsheets. Evaluate the budgets and variance reports and discuss strategies for improvement.</p> <p>Task B Evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.</p> <p>The student's performance for Task B will be assessed using one or more of the following:</p> <ul style="list-style-type: none"> structured questions a folio of exercises (manual and ICT) a case study (manual and/or ICT) a test (manual and/or ICT) a report (written, oral or multimedia).
Total marks		100	At least 30 marks must be allocated to ICT-based assessment.

*School-assessed Coursework for Unit 4 contributes 17 per cent to the study score.

VCE Australian and Global Politics

General changes

The name of the study has changed from International Politics to Australian and Global Politics. The Units 3 and 4 sequences are called Australian Politics and Global Politics.

There is greater specification in the area of study descriptions and key knowledge dot-points to clarify the scope of the course and support the development of teaching and learning sequences.

All unit introductions now contain clear direction about the twenty-first century and contemporary focus of Australian and Global Politics Units 1 and 2, Australian Politics, Units 3 and 4 and Global Politics Units 3 and 4.

Unit 1 now contains a more specific focus on Australian Politics, while Unit 2 focuses on Global Politics.

Specific changes

Australian and Global Politics Units 1 and 2

Units 1 and 2 introduce students to the nature of Australian and Global politics. Both of these units approach the study of politics from the perspective of the students and focus on students' understanding and experiences of power, politics and citizenship – nationally and globally. Both units allow for a wide choice of contemporary examples and case studies.

Unit 1: The national citizen

Names and areas of study have changed as follows:

International Politics 2006–2011	Australian and Global Politics 2012–2016
<i>Politics, power and people</i>	<i>The national citizen</i>
Areas of study	Areas of study
1. Democracies and Dictatorships	1. Power, politics and democracy
2. Leading people	2. Exercising and challenging power

Unit 1 introduces students to the broad nature of politics and the types and use of power. It allows students to study the exercise of power in their own lives and in non-formal settings such as schools, family groups and workplaces and encourages students to reflect on their own views and opinions in relation to current issues. It introduces students to the broad features of democracy in Australia and the ways that young people can be involved.

The title of Unit 1 reflects the primarily Australian content of the unit and is designed to provide a background for Australian Politics Units 3 and 4.

Area of Study 1: *Power, politics and democracy* focuses on the nature and purpose of power and influence, the nature of Australian democracy, the features and characteristics of Australian democracy and the opportunities for involvement for young people.

Area of Study 2: *Exercising and challenging power* includes the motivations for political involvement and active citizenship, leadership styles, political ideologies and political movements. It provides opportunities for students to look at contemporary case studies of leaders, political movements and links between ideologies and actions.

Unit 2: The global citizen

Names and areas of study have changed as follows:

International Politics 2006–2011	Australian and Global Politics 2012–2016
<i>The global picture</i>	<i>The global citizen</i>
Areas of study	Areas of study
1. Looking out	1. Global threads
2. The international community	2. Global cooperation and conflict

Unit 2 contains a twenty-first century rather than an historical approach to global politics. It approaches globalisation from the perspective of the students and introduces students to forms of global participation and the roles of global actors. It also focuses on international cooperation and conflict.

The title of Unit 2 has been changed to better reflect the focus of the unit

Area of Study 1: *Global threads* focuses on the political, economic and social threads that connect citizens in the 21st century. It explores the notion of 'global citizenship' and introduces the key concepts associated with globalisation. It allows students to start with 'threads' that are familiar to them and to be introduced to others through case studies and examples such as Facebook, WikiLeaks and McDonalds.

Area of Study 2: *Global cooperation and conflict* is largely a continuation from the current study design, but with more detail on contemporary case studies. It centres on international cooperation and conflict and how it is managed by the international community and allows for the teaching of concepts through a choice of case studies. Case studies in cooperation include the environment, health, refugees and disarmament and case studies in conflict include war, genocide and terrorism

Units 3 and 4 Australian Politics

Unit 3: Evaluating Australian democracy

Names and areas of study have changed as follows:

International Politics 2006–2011	Australian and Global Politics 2012–2016
<i>Democracy in the making</i>	<i>Evaluating Australian democracy</i>
Areas of study	Areas of study
1. Washington to Canberra	1. Australian democracy
2. Continuity and change	2. Australian democracy in perspective

The sequence of the areas of study has been reversed from the current Unit 3 study to put an analysis of the Australian political system first before moving to a comparison with another democratic system.

Area of Study 1 examines the nature of democracy and its most significant values and principles. These provide the benchmark for evaluating Australian institutions – as well as the other contemporary democracy in Area of Study 2. It covers the role and effectiveness of the electoral system, the Commonwealth parliament and the protection of democratic rights and freedoms in the Constitution. The coverage of the Constitution is reduced from the current study.

In Area of Study 2, the focus is on the democratic strengths and weaknesses of another democratic system – and what aspects of another system might be adopted by Australia. Aspects of the other system covered are: the electoral system, the legislative branch, protection of democratic rights and freedoms, political leadership and political parties

Unit 4: Australian public policy

Names and areas of study have changed as follows:

International Politics 2006–2011	Australian and Global Politics 2012–2016
<i>The challenge of power</i>	<i>Australian public policy</i>
Areas of study	Areas of study
1. People and policy	1. Domestic policy
2. Contemporary foreign policy	2. Foreign policy

Area of Study 1: *Domestic policy* is comparable to People and policy from the current study design with a greater emphasis on the effectiveness of public policy implementation. It covers factors which affect domestic policy including: Government institutions, elections, the Opposition, minor parties and independents, opinion polls, the media and interest groups and global and international influences. The nature, context, influences and extent of success of a contemporary policy are covered.

Area of Study 2: *Foreign policy* is similar to Contemporary foreign policy in the current study design. However, this study design does not limit Australian foreign policy to the Asia-Pacific region. It covers the difference between domestic policy and foreign policy, key objectives, key instruments and key challenges.

Units 3 and 4 Global Politics

Unit 3: Global actors

Names and areas of study have changed as follows:

International Politics 2006–2011	Australian and Global Politics 2012–2016
<i>Global issues and conflicts</i>	<i>Global actors</i>
Areas of study	Areas of study
1. Globalisation and Internationalism	1. Global actors
2. Global conflicts	2. Power in the Asia-Pacific region

Unit 3 provides a clearer introduction to global politics through a focus on global actors. One of the key global actors, the state, is the focus for Area of Study 2.

Area of Study 1 is designed to introduce students to the key actors in global relations and their aims and objectives, roles, power, authority and influence. It provides a clear focus on the particular challenges to states, the institutions of global governance and the power of trans-national corporations. While it has overlap with the current study, it contains more detail and specificity in the key knowledge to clearly outline the scope of the area of study.

Area of Study 2 is designed to expand student knowledge of the role and power of the state through study one state in the Asia-Pacific region from: Australia, China, Indonesia, Japan, and Australia. The focus is on the way that one of these states exercise power within the Asia-Pacific region.

The countries which comprise this region are specified. In relation to the selected state, students examine the elements of national interest, the types and forms of power and the main foreign policy instruments used to achieve differing national interests. This area of study is a revised version of Unit 4 Area of Study 1 in the current study design and also includes Unit 4 Area of Study 2: *Australian Foreign Policy* which is no longer a separate area of study.

Unit 4: Global challenges

Names and areas of study for this unit have changed as follows:

International Politics 2006–2011	Australian and Global Politics 2012–2016
<i>International relations</i>	<i>Global challenges</i>
Areas of study	Areas of study
1. Power in the Asia-Pacific region	1. Ethical issues and debates
2. Australian foreign policy	2. Crises and responses

The title of Unit 4: ‘Global challenges’, has changed to reflect the revised focus of the content.

In Area of Study 1 students are introduced to particular issues from a range of perspectives. Students explore two of the following issues confronting the global community: human rights, people movement, development, and arms control. This area of study focuses on recognising the complexity of these issues in the international arena and the validity of a range of perspectives. While this area of study is new, it picks up on some issues considered in the current study design.

Area of Study 2 is an updated version of Unit 3 Area of Study 2: *Global conflicts* in the current study. The proposed area of study focuses on a broader range of issues which are the focus of contemporary global concern, and which are likely to remain of concern in the immediate future. Students explore two of the following issues: environmental degradation, state conflict, non-state terrorism, and economic instability.

Outcomes

Outcome statements in Units 1 to 4 have been altered to reflect the focus of the unit.

Australian and Global Politics

Unit 1

Area of Study 1

Describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy

Area of Study 2

Explain why people seek political power, and the major political ideologies that influence political involvement and political movements.

Unit 2

Area of Study 1

Identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.

Area of Study 2

Describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

Australian Politics

Unit 3

Area of Study 1

Describe and analyse key aspects of democratic theory and practice, and evaluate the strengths and weaknesses of the Australian political system

Area of Study 2

Critically compare the political system of Australia with one other democracy, and evaluate an aspect of the political system that Australia might adopt to strengthen its democracy.

Unit 4

Area of Study 1

Explain how Australian federal domestic public policy is formulated and implemented, analyse the factors which affect these processes, and critically evaluate a selected contemporary domestic policy issue

Area of Study 2

Describe, analyse and discuss the nature, objectives and instruments of contemporary Australian foreign policy, and the challenges facing Australian foreign policy

Global Politics

Unit 3

Area of Study 1

Evaluate the power and influence of key global actors in the twenty-first century and assess the extent to which they achieve their aims.

Area of Study 2

Analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.

Unit 4

Area of Study 1

Analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors' responses to these issues.

Area of Study 2

Explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these.

VCE English Language 2012–2016

General changes

- The revised Rationale and Aims in the study state that students read widely in order to develop their analytical skills and understanding of linguistics.
- Metalanguage for use in describing language has been consolidated in two sections at the beginning of Unit 1 and Unit 3.
- Outcome statements, key knowledge and key skills are more explicit about the requirement that language features, function, use and change are studied and analysed through texts.
- Content of Unit 3 and Unit 4 has been realigned in order to provide a more logical sequence, with much of the old Unit 4 moved to Unit 3 and vice versa.
- Areas of study in the new Unit 3 have changed to *Informal language* and *Formal language*, although informal and formal registers are not seen as a continuum rather than as a dichotomy. Focus on the level of formality in texts enables students not only to be conscious of different levels of formality but also to develop their own control across the full spectrum of formality in both written and spoken texts.

Specific changes

Unit 1: Language and communication

Unit 1 Area of Study 2 has been updated to include children who are brought up bilingual, and commonalities and differences in first- and additional-language learning. The Metalanguage section at the beginning of Unit 1 contains the metalanguage to be used in Units 1 and 2.

- Area of Study 1: *The nature and functions of language*
- Area of Study 2: *Language acquisition*

Unit 2: Language change

Unit 2 Area of Study 2 has changed in line with current research about the global spread of English. The Metalanguage section at the beginning of Unit 1 contains the metalanguage to be used in Units 1 and 2.

Unit 2 Area of Study 2 has been updated in line with the title ‘Englishes in contact’.

- Area of Study 1: *English across time*
- Area of Study 2: *Englishes in contact*

Unit 3: Language variation and social purpose

Unit 3 contains much of the content of the previous Unit 4. The title has changed to reflect the realignment of content in two areas of study, informal and formal language. Specific metalanguage terms are contained in the Metalanguage section at the beginning of Unit 3 rather than in key knowledge.

- The title of Unit 3 has changed to ‘Language variation and social purpose’.
- Key knowledge and key skills dot points in Unit 3 have been amended to provide clearer guidance about linguistic concepts and role of the sub-systems.
 - Area of Study 1: *Informal language*
 - Area of Study 2: *Formal language*

Unit 4: Language variation and identity

Unit 4 contains much of the content of the previous Unit 3. The title of Unit 4 has changed along with the realignment of content in the two areas of study. Area of study descriptions, key knowledge and key skills have been amended to include recent developments in the study of language and identities, and to include analysis of how Australian identities can be constructed and reflected in written and spoken texts. Specific metalanguage terms are contained in the Metalanguage section at the beginning of Unit 3 rather than in key knowledge.

- The title of Unit 4 has changed to *Language variation and identity*.
- Areas of study in the proposed Unit 4 have changed to *Language variation in Australian society* and *Individual and group identities*.
- Key knowledge and key skills dot points in Unit 4 have been amended to provide clearer guidance about linguistic concepts and role of the sub-systems.
 - Area of Study 1: *Language variation in Australian society*
 - Area of Study 2: *Individual and group identities*

Outcomes

Outcome statements in Units 1 to 4 have been altered in line with the amended focus of each unit.

Unit 1: Language and communication

Outcome statements:

English Language 2006–2011	English Language 2012–2016
Unit 1 Area of Study 1 Identify and describe primary aspects of the nature and functions of human language Area of Study 2 Analyse what children learn when they acquire language and explain a range of perspectives on how language is acquired.	Unit 1 Area of Study 1 Identify and describe primary aspects of the nature and functions of human language Area of Study 2 Describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

Units 2: Language change

Outcome statements:

English Language 2006–2011	English Language 2012–2016
Unit 2 Area of Study 1 Describe the making of English, identify how language change takes place and analyse a range of attitudes to language change. Area of Study 2 Investigate the effects of the globalisation of English in terms of both conformity and diversity.	Unit 2 Area of Study 1 Describe language change as represented in a range of texts and analyse a range of attitudes to language change. Area of Study 2 Describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts.

Unit 3: Language variation and social purpose

Outcome statements

English Language 2006–2011	English Language 2012–2016	Marks allocated	Assessment tasks
Outcome 1 Analyse a range of attitudes to language varieties, and how language variation reflects its users and contributes to a sense of identity.	Outcome 1 Identify and analyse distinctive features of informal language in written and spoken texts.	50	Analysis of one or more samples of informal language in any one or a combination of the following formats: <ul style="list-style-type: none"> • an essay • a written report of an investigation • a folio • a short-answer test • an oral presentation • a multimodal presentation.
Outcome 2 Identify the ways in which language features are used in societal interaction and analyse variations in language use.	Outcome 2 Identify and analyse distinctive features of formal language in written and spoken texts.	50	Analysis of one or more samples of formal language in any one or a combination of the following formats: <ul style="list-style-type: none"> • an essay • a written report of an investigation • a folio • a short-answer test • an oral presentation • a multimodal presentation.
Total marks		100	

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

Unit 4: Language variation and identity

Outcome statements

English Language 2006–2011	English Language 2012–2016	Marks allocated	Assessment tasks
Outcome 1 Identify and analyse distinctive features of spoken English texts involving more than one speaker.	Outcome 1 Investigate and analyse varieties of Australian English and attitudes towards them.	50	For each outcome, any one or a combination of the following: <ul style="list-style-type: none"> • an essay • a written report of an investigation • a folio • a short-answer test • an oral presentation • a multimodal presentation.
Outcome 2 Identify and analyse distinctive features of written English texts.	Outcome 2 Analyse how people's choice of language reflects and constructs their identities.	50	
Total marks		100	

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

VCE Industry and Enterprise

General changes

- There is an increased emphasis on higher order skills such as discussion, analysis and evaluation across the four units.
- The Characteristics of the study section contains information on the underpinning concepts of the study, including work-related skills, self-assessment and workplace learning.

Specific changes

Unit 1: Workplace participation

The pathways component of Area of Study 1 allows for an in-depth investigation of possible career pathways. Students should complete the appropriate Occupational Health and Safety induction program in Area of Study 1 in preparation for structured workplace learning which is undertaken in Area of Study 2. Work-related skills are a central theme across all areas of study in Unit 1.

- Area of Study 1: *Building a career pathway*
- Area of Study 2: *Developing work-related skills*
- Area of Study 3: *Workplace effectiveness*

Unit 2: Being enterprising

Unit 2 emphasises enterprising individuals, leadership, enterprise and innovation in industries and responses to issues by individuals, workplaces and the industry. Students are required to discuss the importance of developing work-related skills in responding to selected issues. Area of Study 1 requires

students to use a planning process; Area of Study 2 includes structured workplace learning and recommends enterprise projects as part of structured workplace learning; while Area of Study 3 requires students to use a problem-solving process.

- Area of Study 1: *Enterprising individuals and leadership*
- Area of Study 2: *Enterprise and innovation in industry*
- Area of Study 3: *Industry issues*

Unit 3: Enterprise culture

The focus of Unit 3 is on enterprise culture within community and work settings and within industries in Australia. Area of Study 1 requires students to complete the appropriate occupational health and safety induction program and a structured workplace learning component. In Area of Study 2 students consider the relationship between work-related skills and the forces for change. Training has been moved from Unit 4 to Unit 3 Area of Study 2, while Innovation is now studied in Unit 4 Area of Study 2.

- Area of Study 1: *Enterprise culture*
- Area of Study 2: *Creating an enterprise culture*

Unit 4: Industry change and innovation

The unit now focuses on enterprising responses by industry to changes and the relationship between these responses and the development of the work-related skills of the workforce. Area of Study 2 focuses on innovation in industry and students explore the importance of work-related skills in the development of an innovative culture.

- Area of Study 1: *Pressures and opportunities for change*
- Area of Study 2: *Innovation*

Outcomes

Unit 1: Workplace participation

Outcome statements:

Industry and Enterprise 2006–2011	Industry and Enterprise 2012–2016
Unit 1 Area of Study 1 Investigate career pathways including an analysis of their current and future work options.	Unit 1 Area of Study 1 Investigate career pathways and analyse current and future work options.
Area of Study 2 Explain the nature and demands of the workplace, including the importance of developing their own lifelong and work-related skills, based on their experience at a workplace or in an enterprise activity.	Area of Study 2 Explain the entry-level requirements for obtaining work in a selected industry, and discuss the importance of developing personal work-related skills.
Area of Study 3 Investigate and report on a significant work-related issue for a selected occupation in a specific workplace.	Area of Study 3 Explain a work-related issue for a selected occupation in a specific workplace, and discuss ways that work-related skills may be used to deal with this issue.

Unit 2: Being enterprising

Outcome statements:

Industry and Enterprise 2006–2011	Industry and Enterprise 2012–2016
Unit 2 Area of Study 1 Analyse the nature of work in a selected industry.	Unit 2 Area of Study 1 Identify and discuss enterprising behaviour in individuals and explain the relationship between enterprising behaviour and leadership.
Area of Study 2 Analyse enterprise, leadership and innovation in Australian industry, including the importance of lifelong and work-related skills, based on experience at a workplace or in an enterprise activity.	Area of Study 2 Describe the characteristics of a selected industry, evaluate the extent to which enterprising behaviours are applied in selected work settings within this industry, and explain the role of work-related skills in supporting innovation in the industry.
Area of Study 3 Analyse one or more significant challenges facing an Australian industry and the implications for stakeholders.	Area of Study 3 Analyse the impact of one or more significant issue/s on an Australian industry and discuss how the industry has responded to the issue/s in an enterprising way.

Unit 3: Enterprise culture

Outcome statements:

Industry and Enterprise 2006–2011	Industry and Enterprise 2012–2016	Marks allocated	Assessment tasks
Outcome 1 Investigate and report on the development of enterprise culture in a workplace, including the importance of lifelong and work-related skills, based on experience at a workplace or in an enterprise activity.	Outcome 1 Describe and discuss enterprise culture in a community and/or work setting and explain how the development of work-related skills by individuals contributes to an enterprise culture.	50	The student's performance on each outcome is assessed using one or more of the following: <ul style="list-style-type: none"> • a workplace learning report • a case study • an essay • a report • a test.
Outcome 2 Analyse the role of innovation, quality, technology and workplace flexibility in the process of creating cultural change for a selected Australian industry.	Outcome 2 Discuss the role of the management of quality, workplace flexibility, technology, and training and workplace learning in developing an enterprise culture in work settings in one or more industries.	50	
Total marks		100	

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

Unit 4: Industry change and innovation

Outcome statements

Industry and Enterprise 2006–2011	Industry and Enterprise 2012–2016	Marks allocated	Assessment tasks
Outcome 1 Analyse pressures and opportunities for change and responses to change in a selected Australian industry.	Outcome 1 Describe and analyse pressures and opportunities for change, evaluate responses to change in an Australian industry, and discuss how development of work-related skills assists the industry in responding to change.	60	The student's performance on each outcome is assessed using one or more of the following: <ul style="list-style-type: none"> • a report (written or multimedia) • a case study • an essay • a test.
Outcome 2 Evaluate the role and importance of training and workplace learning in Australian industry.	Outcome 2 Discuss the extent to which innovation is occurring in a selected Australian industry, evaluate the extent to which innovation is occurring in one or more workplaces within that industry, and discuss the relationship between innovation and an enterprise culture.	40	
Total marks		100	

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

VCE Media

General changes

- The Scope and Rationale identify a stronger focus on relationships between audiences, media, society and culture and the changing nature of media products, types and productions. This aligns with the developments within the media industry.
- Throughout the study there is a reinforcement of the dynamic relationship between audiences and media texts.
- Greater specificity regarding authentication requires students to acknowledge use of existing media products and to obtain copyright release where appropriate.
- Areas of study include references to developments in the media industry.
- Where necessary, key knowledge and key skills dot points across the four units have been amended to eliminate ambiguity and provide greater assistance for teachers.
- Language has been updated to reflect current media industry terminology and to support the scaffolding of knowledge across the units.

Specific changes

Unit 1: Representation and technologies of representation

- Area of Study 1 includes a reference to how media representations are subject to multiple readings by audiences. There is a stronger emphasis on notions of audience. This change reflects developments in broader contemporary practices in the media industry.
- Area of Study 2 has omitted specific references to media forms to accommodate current and emerging technologies. Students are now required to analyse how different media technologies affect media representations whereas previously a discussion was required.
- Area of Study 3 has minor changes to the introduction to employ language that reflects current industry developments. The study of the implications of new media has been replaced with a focus on the possibilities of new media. The key knowledge and key skills have been updated to offer flexible application to include emerging media technologies.

Unit 2: Media production and the media industry

- Area of Study 1 includes minor changes to language and terminology to reflect developments in media production. The complexity of the outcome has changed and now requires students to demonstrate, explain and record specialist production skills through a reflection on their media production process.

- Area of Study 2 includes minor changes to better reflect media industry practices. The focus includes a study of issues and developments relating to production stages whereas previously the study offered an option of the study of issues or developments. The outcome statement has been clarified to include description of specialist roles within the media industry.
- Area of Study 3 has a minor change to incorporate an analysis of Australian media organisations within a global context. The key knowledge and skills have been simplified for clarity.

Unit 3: Narrative and media production design

- Area of Study 1 has been amended to acknowledge the strengthened role of audience in the analysis of film, television and radio fictional narrative forms. Changes to the outcome reflect this focus. Specific parameters for the selection of media texts are located in the introduction to the area of study.
- Area of Study 2 provides a greater clarity of the requirements of the outcome and retains a statement of intention and evaluation of two production exercises and includes a requirement for planning. Changes to the key knowledge and skills offers support and guidance for teachers.
- Area of Study 3 content remains the same but the specifications of the production design plan have been redesigned to offer greater flexibility and to accommodate current and future developments in media technology. The strengthened focus on the role of audience is also reflected in the amended outcome statement. The key knowledge and key skills reflect the changes.

Unit 4: Media, process, influence and society's values

- The specifications for the production process in Area of Study 1 have been redesigned and are consistent with the changes to Unit 3 Area of Study 3. Changes to the key knowledge and key skills reflect this change. Key knowledge and skills have been refined and include the organisation and recording of information to support the production process.
- The title Area of Study 2: *Social values* has changed to *Media texts* and social values. Content has been updated to reflect the relationships between society, audiences, values and media texts. The outcome statement, key knowledge and skills have been amended to reflect this focus. The change re organises the focus to the identification of society's values and analysis of how they are represented in more than one selected media text.
- Area of Study 3 has been updated to create a stronger focus on the relationship between media, the active audience and broader society. The outcome now requires a discussion of these relationships and an analysis of media influence. The key knowledge and key skills reflect this change.

Outcomes

Outcome statements in Units 2 to 4 have been altered to reflect the focus of the unit.

Unit 1: Representation and technologies of representation

Outcome statements:

Media 2005–2011	Media 2012–2016
Unit 1 Area of Study 1 Describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.	Unit 1 Area of Study 1: unchanged Describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.
Area of Study 2 Produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.	Area of Study 2 Construct media representations in two or more media forms and compare these representations that are produced by the application of different media technologies.
Area of Study 3 Discuss creative and cultural implications of new media technologies for the production and consumption of media products.	Area of Study 3: unchanged Discuss creative and cultural implications of new media technologies for the production and consumption of media products.

Unit 2: Media production and the media industry

Outcome statements:

Media 2005–2011	Media 2012–2016
Unit 2 Area of Study 1 Explain the media production process and demonstrate specialist production skills within collaborative media productions.	Unit 2 Area of Study 1 Demonstrate specialist production skills within collaborative media productions and explain and reflect on the media production process.
Area of Study 2 Discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the media industry.	Area of Study 2 Discuss media industry issues and developments relating to the production stages of a media product and describe specialist roles within the media industry.
Area of Study 3 Describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.	Area of Study 3: unchanged Describe characteristics of Australian media organisations and discuss the social, cultural and industrial framework within which such organisations operate.

Unit 3: Narrative and media production design

Outcome statements:

Media 2005–2011	Media 2012–2016	Marks allocated	Assessment tasks
Outcome 1 Analyse the nature and function of production and story elements in fictional media texts and discuss how combinations of these elements structure the narrative to engage an audience.	Outcome 1 Analyse the nature and function of production and story elements in narrative media texts, and discuss the impact of these elements on audience engagement.	SAT Subject to external review	Any one or a combination of the following formats: <ul style="list-style-type: none"> • a written report • an essay • short responses • structured questions • an annotated visual report • an oral report.
Outcome 2 Use a range of technical equipment, applications and media processes to present ideas, achieve effects and explore aesthetic qualities in production design plan specification areas appropriate to a media form.	Outcome 2 Use a range of technical equipment, applications and media processes and evaluate the capacity to present ideas, achieve effects and explore aesthetic qualities in media forms.	SAT Subject to external review	Production exercises with accompanying documentation including a Statement of Intention and Evaluation that demonstrate a range of media skills, applications and processes relevant to production design plan media form/s identified in Unit 3 Area of Study 3: <i>Media production design</i> .
Outcome 3 Prepare a media production design plan incorporating the specifications appropriate for the chosen media product.	Outcome 3 Prepare and document a media production design plan in a selected media form for a specified audience.	SAT Subject to external review	A media production design plan that complies with one of the media forms identified in Unit 3 Area of Study 3: <i>Media production design</i> .

*School-assessed Coursework for Unit 3 contributes 8 per cent to the study score.

*School-assessed Task for Units 3 and 4 contributes 35 per cent to the study score.

School-assessed Task

Assessment for Media includes a School-assessed Task. The student's level of performance in achieving Outcome 2 and 3 in Unit 3 and Outcome 1 in Unit 4 will be initially assessed by the teacher using criteria published annually in a supplement to the VCAA Bulletin VCE, VCAL and VET and subject to external review by a panel appointed by the VCAA.

Unit 4: Media, process, influence and society's values

Outcome statements

Media 2005–2011	Media 2012–2016	Marks allocated	Assessment tasks
<p>Outcome 1 Produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3.</p>	<p>Outcome 1 Produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3.</p>	SAT Subject to external review	A media product developed from the media production design plan produced in Unit 3 Outcome 3. The production of the media product should be undertaken individually. However, the implementation of the production design plan may, under sole direction of the student, require the collaboration of others to realise the intentions identified in the media production design plan.
<p>Outcome 2 Discuss the ways in which social values shape the content of media texts and analyse how social values are reflected in a text.</p>	<p>Outcome 2 Discuss and analyse the construction, distribution and interpretation of society's values as represented in media texts.</p>	SAC 40	Any one or a combination of the following formats: <ul style="list-style-type: none"> • a written report • an essay • short responses • structured questions • an annotated visual report • an oral report.
<p>Outcome 3 Discuss theories of media influence and analyse debates about the nature and extent of media influence.</p>	<p>Outcome 3 Analyse and present arguments about the nature and extent of media influence.</p>	SAC 40	Any one or a combination of the following formats: <ul style="list-style-type: none"> • a written report • an essay • short responses • structured questions • an annotated visual report • an oral report. <p>The school should select the media texts for study.</p>
Total marks		80	

*School-assessed Coursework for Unit 4 contributes 12 per cent to the study score.

*School-assessed Task for Units 3 and 4 contributes 35 per cent to the study score.

VCE Outdoor and Environmental Studies

General changes

- Stronger sequencing and clarity of the key knowledge.
- Consistency of key terminology across the study design.
- Greater specificity in key knowledge linking of experiential learning and theoretical knowledge.
- Expansion of the types of experiences that classify as 'outdoor experience' beyond recreational experience to include activities such as farming or forestry visits.

Specific changes

Unit 1: Exploring outdoor experiences

- Unit 1 retains two areas of study.
- The terminology of 'natural environments' has been replaced with 'outdoor environments'.
- In Unit 1 there is a stronger focus on student's personal response to outdoor experiences and outdoor environments and comparing this to ways in which others experience outdoor environments.
- The key knowledge in Area of Study 1 now refers to a range of types of outdoor environments, including wilderness, managed parks and urban/built environments.
- In Area of Study 1 there is a change in focus to the interplay between competence, perceived risk and real risk.

Area of Study	Outdoor and Environmental Studies 2006–2011	Outdoor and Environmental Studies 2012–2016
1	Motivations for outdoor experience	Motivations for outdoor experiences
2	Humans and nature	Experiencing outdoor environments

Unit 2: Discovering outdoor environments

- The title of Unit 2 has been changed to better reflect the focus of this unit.
- Unit 2 retains two areas of study.
- While the content of Unit 2 remains relatively unchanged, there has been some reorganisation and changes to wording to ensure greater clarity.
- The key knowledge in Area of Study 2 now includes community based environmental actions to promote positive human impacts on outdoor environments.
- The key knowledge in Area of Study 2 no longer includes procedures and practices for managing and minimising human impacts on nature.

Area of Study	Outdoor and Environmental Studies 2006–2011	Outdoor and Environmental Studies 2012–2016
1	Discovering natural environments	Investigating outdoor environments
2	Impact on nature	Impacts on outdoor environments

Unit 3: Relationships with outdoor environments

- Unit 3 retains two areas of study.
- There has been some change in terminology in Area of Study 1. The term 'relationships' is now used to include the terms 'interactions, perceptions and impacts'.
- The key knowledge in Area of Study 1 now includes an overview of Australian outdoor environments prior to humans, including the characteristics of biological isolation, geological stability and climatic variation.
- Area of Study 1 now includes the examination of relationships expressed by specific indigenous communities with Australian outdoor environments both before and after European colonisation.
- The key knowledge in Area of Study 1 identifies content which is studied regardless of outdoor environments visited. This includes identifying key historical events that have influenced relationships with outdoor environments in Australia and key environmental movements that have changed relationships with outdoor environments.
- Area of Study 2 now includes social and political discourses about the environmental issues of climate change, water management and biosecurity.

Area of study	Outdoor and Environmental Studies 2006–2011	Outdoor and Environmental Studies 2012–2016
1	Historical perspectives	Historical relationships with outdoor environments
2	Contemporary relationships with natural environments	Contemporary relationships with outdoor environments

Unit 4: Sustainable outdoor relationships

- Unit 4 retains two areas of study.
- Critiques of sustainability and sustainable development is new to Area of Study 1.
- Key knowledge in Area of Study 1 now includes indicators of healthy outdoor environments.
- The contemporary state of Australian outdoor environments now includes reference to the themes in the State of the Environment reports.
- Area of Study 2 still focuses on sustainability of environments, but now specifically identifies key knowledge, which is studied regardless of outdoor environments visited. This includes identifying specific conflicts of interest, management strategies and policies and acts or conventions that must be studied.
- Area of Study 2 includes reference to specific actions to sustain healthy outdoor environments such as green building design, integrated farming, urban planning, use of renewable energy and Landcare.

Area of Study	Outdoor and Environmental Studies 2006–2011	Outdoor and Environmental Studies 2012–2016
1	Healthy natural environments	Healthy outdoor environments
2	Sustaining environments	Sustainable outdoor environments

Outcomes

Units 1 and 2

- In Units 1 and 2 the range of assessment tasks has been expanded and now includes the use of technologies such as podcasts, weblogs and web discussion forums.

Outdoor and Environmental Studies 2006–2011	Outdoor and Environmental Studies 2012–2016
<ul style="list-style-type: none"> journal of outdoor experiences case study analysis oral presentations practical reports in non-text format such as multimedia, annotated visual display short reports of outdoor experiences tests written responses 	<ul style="list-style-type: none"> journal/report of outdoor experiences case study analysis oral presentations practical reports in non-text format, such as multimedia, audio podcasts, annotated visual display data analysis tests written responses, including essays, short answers, weblogs, web discussion forums

Units 3 and 4

The Unit 3 and 4 assessment program has been retained: Unit 3 coursework (25%), Unit 4 coursework (25%) and end-of-year examination (50%).

Unit 3 Outcome statements and assessment

- The mark weighting for Unit 3 has been changed. The 2006–2011 study design has a weighting of 40 per cent and 60 per cent for Outcome 1 and 2 respectively. This has been changed to 50 per cent for Outcome 1 and 50 per cent for Outcome 2 in the 2012–2016 study design.

Outdoor and Environmental Studies 2006–2011	Outdoor and Environmental Studies 2012–2016	Marks allocated	Assessment tasks
Outcome 1 Describe and analyse how particular interactions and relationships with, and perceptions of, the Australian environment have changed over time, with reference to related outdoor experiences.	Outcome 1 Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.	50	At least one task from the following: <ul style="list-style-type: none"> case study multimedia presentation written analysis and evaluation oral presentation.
Outcome 2 Analyse and evaluate factors influencing contemporary relationships with natural environments, and the consequences for humans and the environment, with reference to related outdoor experiences.	Outcome 2 Analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.	50	At least one task from the following: <ul style="list-style-type: none"> a test data analysis written analysis and evaluation.
Total marks		100	

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

Unit 4 Outcome statements and assessment

- The assessment weighting of 40 per cent and 60 per cent for Outcomes 1 and 2 respectively has been retained in Unit 4.

Outdoor and Environmental Studies 2006–2011	Outdoor and Environmental Studies 2012–2016	Marks allocated	Assessment tasks
Outcome 1 Describe the contemporary state of the environment and evaluate the importance of healthy natural environments for individuals and society, with reference to related outdoor experiences.	Outcome 1 Evaluate the contemporary state of Australian outdoor environment, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.	40	At least one task from the following: <ul style="list-style-type: none"> case study data analysis multimedia presentation written analysis and evaluation oral presentation.
Outcome 2 Evaluate practices and strategies for sustainable interactions between humans and the environment, with reference to related outdoor experiences.	Outcome 2 Analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to related outdoor experiences.	60	At least two tasks from the following: <ul style="list-style-type: none"> case study a test data analysis written analysis and evaluation.
Total marks		100	

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

VCE Product Design and Technology

General changes

- The title of the study has been changed to Product Design and Technology to better reflect the nature and focus of the study.
- Three cross study specifications applicable to Units 1 to 4 are included in the study and referred to in each unit.
- There is an increased focus on economic, social and environmental sustainability in the study.
- There is an increased focus on intellectual property (IP) including respecting the IP of others' product designs.
- Consistent reference is made throughout the study design to risk assessment and risk management.
- References to the specifications of the design brief have been removed; however, these continue to be referred to as considerations and constraints.

Specific changes

Introduction

- The new Scope of study outlines the nature of the field of product design and technology.
- The aims have been consolidated.
- Safety information has been updated and refers to appropriate equipment for use in this study.

Cross study specifications

Three cross study specifications are included:

- The Product design process which includes four stages
 - Investigating and defining, Design and development (conceptualisation), planning and production, and Evaluation
- Product design factors and parameters that influence the design of a product
- Materials categories – all Categories can be used in Units 1 and 2, but in Units 3 and 4, Category 1 materials are used but could be combined with category 2 and 3 materials.

Unit 1: Product re-design and sustainability

The title of Unit 1 has been changed to better reflect the increased emphasis on sustainability.

- Area of Study 1: *Product re-design for improvement*
 - Area of Study 2: *Producing and evaluating a re-designed product*
- Outcome 1 statement specifies the type of improvement (aesthetics, functionality, quality and consideration of sustainability) for the product modification.
 - Reference will need to be made to the Product design factors when analysing an existing product to be re-designed.
 - References to how a designer works and replicating these processes have been removed from the key knowledge and key skills. However, case studies will be used to ascertain how designers claim to incorporate sustainable practices.
 - Systems, models and strategies used to assess sustainability of a material and/or product are also included in the key knowledge and key skills.
 - At least two materials should be considered in terms of their sustainability and suitability
 - The product design must incorporate three points of difference, one of which aims to improve the sustainability of the product.

- Evaluation criteria are developed and used for design options; design, planning and production; and the finished product.
- Specific mention of conventions and standards used in product design has been removed in the new study design.
- Greater specificity is provided about the types of drawings to be produced to communicate designs at the different stages of the Product design process and about the components of the production plan.
- Outcome 2 includes reference to students making a prototype or a product. The prototype should be full scale but may be made of an alternative material to the one that would be used in the final product.
- Digital and manual methods should be used to record production processes and progress
- There is greater specificity provided about the methods used to evaluate the re-designed product and processes
- The product design evaluation requires students to comment on whether improved sustainability has been achieved.

Unit 2: Collaborative Design

The title of Unit 2 is unchanged.

- Area of Study 1: *Designing within a team*
 - Area of Study 2: *Producing and evaluating a collaboratively designed product*
- Area of Study 1 includes reference to: including team work in a collaborative and global environment facilitated by ICT; human-centred design factors; use of the Product design factors, and using historical and/or a cultural design movement or style for design inspiration.
 - Outcome 1 key knowledge includes social protocols and tools and techniques for working in an online collaborative environment and role of ICT and computer-aided design to communicate assembly, exploded views and design details as appropriate.
 - There is reference to students using primary and secondary resources, using project management methods, presenting their work to others and using feedback during the Product design process.
 - Area of Study 2 refers to students conferring about specific aspects during the production of their product/s and includes reference to students digitally collaborating. Reference to historical/cultural movements or styles through production and in the evaluation is included in the key knowledge and key skills.
 - There is greater specificity about the evaluation of the product; and the design, planning and production activities.

Unit 3: Applying the Product design process

The title of Unit 3 has been changed to reflect the Product design process used by the student (in the role of a designer) and how products are designed and developed in an industrial setting, which are the foci of this unit.

- Area of Study 1: *The designer, client and/or end-user in product development*
 - Area of Study 2: *Product development in industry*
 - Area of Study 3: *Designing for others*
- Outcome 1 makes specific reference to explaining the Product design process, including the stages, steps and goals of the process.
 - Reference is made in the key knowledge to the Product design factors that influence the designer.

- The key knowledge and key skills refers to the development of four-part evaluation criteria.
- Specifications have been removed from Area of Study 1; however, there are references to the considerations and constraints in a design brief.
- Area of Study 2 includes reference to using case studies of product design in industry and lean manufacturing replaces agile manufacturing and the batch manufacturing system has been replaced by low-volume production.
- Area of Study 2 includes new content:
- relationship between market research and the 5 Ps of marketing (marketing has been removed from Unit 4, Outcome 3)
- purposes of international and Australian Standards to ensure safety, consistency and quality of products (note: reference to Quality Management has been removed). extended range of new and emerging technologies
- sustainability systems and models that influence design, production and distribution of products
- Area of Study 3 more clearly articulates the Product design process students use, includes references to the Product design factors and the selection of materials from the list in the Cross study specifications.
- Area of Study 3 refers to a use of a decision matrix (with weighted evaluation criteria based on considerations and constraints in the design brief) to determine the selection of the preferred option (in conjunction with the client and/or an end user), and the development of four-part evaluation criteria to evaluate the finished product.
- Outcome 3 key knowledge and key skills refer to product specification and how they are communicated; key knowledge lists the components of a production plan;

key skills refer to the specific types of drawings students produce in the Design and development stage of the Product design process, and reference is made to students acknowledging intellectual property (IP) of others.

Unit 4: Product development and evaluation

The title of Unit 4 has been changed to reflect the content of the revised unit.

- Area of Study 1: *Product analysis and comparison*
 - Area of Study 2: *Product manufacture*
 - Area of Study 3: *Product evaluation*
- Area of Study 1 has a greater emphasis on methods used to make judgments about products. It also includes reference to the values people attach to products and how they make judgments. Reference is made to the Product design factors for analysis and evaluation of products.
 - Outcome 1 key knowledge includes qualitative and quantitative methods of evaluating products, comparative testing methods, user trials, values attributed to products and how these vary over the life cycle of a product and how these vary between designers, manufacturers and users/owners.
 - Outcome 3 now has less focus on the product promotion and does not refer to marketing (now in Unit 3 Area of Study 2) and ethical considerations in product promotion has been removed.
 - The features of the product will be highlighted in a presentation for the client and/or end-user.
 - A care label will advise on methods to prolong the life of the product.

Outcomes

Some outcome statements in Units 1 to 4 have been altered to reflect the focus of the unit.

Unit 1: Product re-design and sustainability

Outcome statements:

Design and Technology 2007–2011	Product Design and Technology 2012–2016
<p>Unit 1</p> <p>Area of Study 1 Describe the methods used by a designer to design a product, and apply similar processes to document the redesigning of an existing product.</p> <p>Area of Study 2 Use and evaluate materials, tools, equipment and processes to make the product redesigned in Outcome 1, and compare the finished product with the original design.</p>	<p>Unit 1</p> <p>Area of Study 1 Re-design a product using suitable materials with the intention of improving aspects of the product’s aesthetics, functionality or quality, including consideration of sustainability.</p> <p>Area of Study 2 Use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.</p>

Unit 2: Collaborative design

Outcome statements

Design and Technology 2007–2011	Product Design and Technology 2012–2016
<p>Unit 2</p> <p>Area of Study 1 Individually and as a member of a team, identify a need and collaboratively develop design options and production planning in response to a design brief for a product range based on a common theme or group product with component parts.</p> <p>Area of Study 2 Justify, manage and use appropriate production processes to make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group project against the design brief.</p>	<p>Unit 2</p> <p>Area of Study 1 Design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.</p> <p>Area of Study 2 Justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.</p>

School-assessed Coursework

Unit 3: Applying the Product design process

Outcome statements

Design and Technology 2007–2011	Product Design and Technology 2012–2016	Marks allocated	Assessment tasks
Outcome 1 Explain and demonstrate the role of the designer by writing a design brief, developing evaluation criteria, and identifying and explaining areas for research and methods that would be used to develop design ideas.	Outcome 1 Explain the roles of the designer, client and/or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.	25	A structured, annotated design brief, four-part evaluation criteria and an explanation of how the designer will research and develop design ideas from the design brief, with reference to key words and phrases.
Outcome 2 Explain the factors that influences on the design, development and manufacture of products within industrial/commercial settings.	Outcome 2 Explain and analyse influences on the design, development and manufacture of products within industrial settings.	35	Any one or a combination of: <ul style="list-style-type: none"> • a test (short and/or extended response) • a short written report • a report in multimedia format • an oral presentation accompanied by speaker notes.
Total marks		60	

*School-assessed coursework for Unit 3 contributes 12 per cent to the study score.

Unit 4: Product design and evaluation

Outcome statements

Design and Technology 2007–2011	Product Design and Technology 2012–2016	Marks allocated	Assessment tasks
Outcome 1 Analyse similar product types through a comparison of innovative features, function, aesthetic and visual appeal, and any economic, social and environmental benefits and costs.	Outcome 1 Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.	40	Any one or a combination of: <ul style="list-style-type: none"> • a test (short and/or extended response) • a short written report • structured questions • a multimedia report • an oral presentation accompanied by speaker notes • an annotated visual report.
Total marks		40	

*School-assessed Coursework for Unit 4 contributes 8 per cent to the study score.

School-assessed Task

Unit 3: Applying the product design process

Outcome statements

Design and Technology 2007–2011	Product Design and Technology 2012–2016	Marks allocated	Assessment tasks
Outcome 3 Present a folio that documents the procedure and decision-making processes used while working as a designer to meet the needs of a client or end-user, and commence production of the designed product.	Outcome 3 Present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or end-user, and commence production of the designed product.	Subject to external review	A design folio comprising: A client and/or an end-user profile, a design brief, evaluation criteria, research, visualisations, design options with decision matrices and justification of the selected option, working drawings of final option, production plan and record of progress and modifications. The design folio must include documentation of decisions and acknowledge sources of information.

Unit 4: Product design and evaluation

Outcome statements

Design and Technology 2007–2011	Product Design and Technology 2012–2016	Marks allocated	Assessment tasks
<p>Outcome 2 Competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in Unit 3, Outcome 3, and manage time and resources efficiently.</p>	<p>Outcome 2 Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.</p>	Subject to external review	<p>Production work accompanied by a record of production progress, documentation of decisions and modifications with justification of these changes (text and images should be included).</p> <p>AND A functional product that conforms to standards of quality.</p>
<p>Outcome 3 Evaluate the outcomes of the design and production activities, and promote the product's design features to the client and/or end-user.</p>	<p>Outcome 3 Evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.</p>	Subject to external review	<p>An evaluation report that includes evaluation of the product and design, planning and production processes.</p> <p>AND An informative presentation to highlight the features of the product in any of the following formats: Annotated image of the product Multimedia Image and commentary</p> <p>AND A care label.</p>

*School-assessed Task contributes 50 per cent to the study score.

VCE Sociology

General changes

- Clarity of language has been improved throughout the study design. This includes consistency in the use of terms, and scoping the key knowledge and key skills more clearly.
- Theoretical approaches and sociological methodology have been introduced across many of the areas of study. This is outlined in the Scope of study, a new section of the study design that precedes the Rationale.

Specific changes

Unit 1: Youth and family

- The title of Unit 1 has been changed to better reflect the revised content of the study.
 - i. Area of Study 1: *Category and experience of youth*
 - ii. Area of Study 2: *The family*
- Areas of Study 1 and 2 from the current study design have merged into the proposed Area of Study 1.
- Unit 2 Area of Study 1 from the current study design has moved to Unit 1 Area of Study 2.
- Students continue to study the categories of youth and adolescence and issues concerning essentialist thinking (now termed homogenous thinking) as part of their learning in Area of Study 1. Explicit key knowledge on the nature of sociological inquiry and the definition of social categories and their role in sociological discourse has been introduced.
- Comparison with family life in other cultures has been introduced in Area of Study 2 as an appropriate context for exploring comparative perspectives in sociology. Issues concerned with homogenous thinking about families has also been introduced.
- Sociological theory is new to the area of study of family. Students explore the sociological concept of an institution; functionalist and feminist views on family are key knowledge. The introduction to this area of study suggests the use of these theoretical frameworks to analyse perspectives on the concept of family.

Unit 2: Social norms: breaking the code

- The title of Unit 2 has been changed to reflect the introduction of two new areas of study, *Deviance* and *Crime*. Area of Study 2: *Education and the workplace* in the current study design, has been removed.
 - i. Area of Study 1: *Deviance*
 - ii. Area of Study 2: *Crime*
- In Area of Study 1, students learn about the meaning of deviance, how sociologists explain deviant behaviour and the impact of 'moral panic' on those considered deviant. Three ways of explaining deviance are explored: the functionalist theory, the social control theory and the interactionist theory of deviance.
- In Area of Study 2, students explore sociological perspectives of the concept of crime and factors that may contribute to people committing crimes. Students examine the aims of punishment, including retribution, deterrence, rehabilitation and societal protection and consider how these may shape human behaviour. Students explore how effectively sentencing and restorative justice achieve the aims of punishment, and through these the influence of these methods of punishment on shaping human behaviour.

Unit 3: Culture and Ethnicity

- The title of Unit 3 has changed to reflect its two areas of study. This unit is based on the current Unit 3 Area of Study 2: *Australian cultural communities*. Area of Study 2 in the current study has now been split into two outcomes, with the current area of study on communities moving to Unit 4. Globalisation and national culture have been removed from the unit.
 - i. Area of Study 1: *Australian Indigenous culture*
 - ii. Area of Study 2: *Ethnicity*
- Area of Study 1 now considers the content and meaning of culture and the historical suppression of Australian Indigenous culture. It expands on the current Area of Study 2 by considering Australian Indigenous responses to the suppression of their culture and analyses factors supporting and/or limiting an increase in public awareness and perception of Australian Indigenous culture.
- Students are introduced to the sociological imagination in the context of Area of Study 1, considering ethnocentrism and cultural relativism through investigation of representations of Australian Indigenous culture.
- Area of Study 2 retains exploration of Australia's ethnic diversity and the social, political and economic impact of immigration from the current Area of Study 2: *Australian cultural communities*. Ethnic hybridity theory is studied to understand ethnic identity. Institutional responses to the needs of ethnic groups at local, state and national level are studied. This general study of ethnicity is illustrated by the study of a selected specific ethnic group experience. Ethical methodology in sociology and the concepts of ethnocentrism, cultural relativism and the 'other' is considered in this context.

Unit 4: Community, social movements and social change

- This unit has two areas of study with the first absorbing much of the current Unit 3 Area of Study 2: *Community and society*. Area of Study 2 is new, replacing Citizenship and future directions in Australian society in the current study design. The concept of change is no longer being considered in the context of future directions and globalisation, but rather social movements and social change.
 - i. Area of Study 1: *Community*
 - ii. Area of Study 2: *Social movements and social change*
- The impact of globalisation, and policies affecting people of non-English speaking and Aboriginal and Torres Strait Islander backgrounds have been removed from Area of Study 1.
- The revised Area of Study 1 introduces the theories of Tonnies and Castells as a way of exploring the history and concept of community. It outlines a general study of community and the study of a selected specific community, exploring factors that help maintain, weaken and strengthen community; the impact of information and communication technologies; and the effect of social, political and environmental changes.
- In Area of Study 2 students develop a detailed understanding of the meaning, nature and purpose of social movements and how they influence social change. Students investigate theories as to why social movements arise and investigate two specific social movements, including an environmental movement, to illustrate a general study of the nature of social movements. Power, a key sociological concept, is explored in this area of study.

Outcomes

Outcome statements across Units 1 to 4 have been altered to reflect the focus of each unit.

Unit 1: Youth and family

Outcome statements:

Sociology 2006–2011	Sociology 2012–2016
Unit 1 Area of Study 1 Discuss in an informed way the idea that youth and adolescence are social categories. Area of Study 2 Explain the key changes influencing the experience of being young in contemporary Australian society.	Unit 1 Area of Study 1 Describe the nature of sociological inquiry and discuss in an informed way youth and adolescence as social categories. Area of Study 2 Analyse the institution of family.

Unit 2: Social norms: breaking the code

Outcome statements

Sociology 2006–2011	Sociology 2012–2016
Unit 1 Area of Study 1 Identify and analyse the various forms of families in Australia and the social implications of their diverse forms. Area of Study 2 Describe and analyse the various changes that have taken place since the mid 1970s in the workplace and educational institutions, and the social impact of these changes.	Unit 1 Area of Study 1 Analyse a range of sociological theories explaining deviant behaviour and the impact of moral panic on those considered deviant. Area of Study 2 Discuss crime in Australia and evaluate the effectiveness of methods for shaping human behaviour of methods of punishment in the judicial system.

Unit 3: Culture and ethnicity

Outcome Statements

Sociology 2006–2011	Sociology 2012–2016	Marks allocated	Assessment tasks
Outcome 1 Analyse the key issues involved in and changes to the concept of community.	Outcome 1 Analyse and evaluate changes in public awareness and perception of Australian Indigenous culture.	50	Any one or more of the following: <ul style="list-style-type: none"> • an analysis of text-based or visual representation/s • a multimedia presentation • a report • a test • an extended response. • a film analysis.
Outcome 2 Analyse key debates on the concept of culture.	Outcome 2 Identify and analyse experiences of ethnicity within Australian society.	50	
Total marks		100	

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

Unit 4: Community, social movements and social change

Outcome statements

Sociology 2006–2011	Sociology 2012–2016	Marks allocated	Assessment tasks
Outcome 1 Evaluate the ways in which people define and engage in citizenship in the Australian context.	Outcome 1 Explain the experience of community, and evaluate a specific example with reference to the theories of Tonnies and Castells.	50	The student's performance on each outcome should be assessed using one or more of the following: <ul style="list-style-type: none"> • a multimedia presentation • a research report • a test • an extended response.
Outcome 2 Evaluate the impact of globalisation on contemporary and future social life in Australia.	Outcome 2 Analyse the nature of social movements and evaluate their influence on social change.	50	Any one or more of the following: <ul style="list-style-type: none"> • a multimedia presentation • an essay • a report • a test.
Total marks		100	

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



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