



# NAZARETH COLLEGE

Subject Guide

Visual Arts students make and respond using visual arts knowledge, understanding and skills to express meanings associated with personal views, intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes.

Technology students plan and manage projects from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions. Digital technology students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.



# VISUAL ARTS AND TECHNOLOGY PATHWAYS



**NAZARETH** COLLEGE

Pathways Summary



\*This information is correct at the time of printing. Please refer to website for latest information.

# OOVCEImage: Media

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This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, and their critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression that are valuable for participation in, and contribution to, contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

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# OOVCEImage: Second conditionMEDIA

# **FOCUS AREAS**

# Unit 1

#### Media forms, representations and Australian stories

The relationship between audiences and media is evolving, with audiences engaging with media products in various ways. Students in this unit develop an understanding of audiences and the core concepts behind their representations and meanings in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narratives, and media codes contribute to the construction of media realities, understanding audiences as producers and consumers. They work in various media forms and develop representations to communicate meaning. Students also explore Australian fictional and non-fictional narratives and develop research skills to investigate and analyse selected narratives. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

#### **Areas of Study**

- 1. Media representations
- 2. Media forms in production
- 3. Australian stories

### Unit 2

#### Narrative across media forms

In this unit, students further develop an understanding of the concept of fictional and non-fictional narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. They analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

Students also undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

- 1. Narrative, style and genre
- 2. Narratives in production
- 3. Media and change

# OOVCEImage: Second conditionMEDIA

# **FOCUS AREAS**

# Unit 3

#### Media narratives, contexts and pre-production

In this unit, students examine media narratives and consider their use of codes and narrative conventions to structure meaning. They analyse these narratives to develop media language, terminology, and understanding of how codes and narrative conventions are combined in a narrative. Students also study how various contexts may influence their construction and audience readings of media narratives. Additionally, they begin the process of research for their own works. Students investigate media forms that align with their interests and intent, developing codes and narrative conventions appropriate for audience engagement, consumption, and reception. They use the preproduction stage to design a media product for a specific audience, explore and experiment with media technologies, and reflect on and document their progress. Students undertake preproduction planning and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

#### **Areas of Study**

- 1. Narratives and their contexts
- 2. Research, development and experimentation
- 3. Pre-production planning

### Unit 4

#### Media production; agency and control in and of the media

This unit focuses on the production and post-production stages of the media production process, bringing preproduction plans from Unit 3 to fruition. Students refine their production through feedback and personal reflection, documenting iterations towards completion. The context in which media products are produced, distributed, and consumed is crucial, as it influences and challenges cultural norms. Students analyse various media products and their creators within their time and place of production, analysing their role within the contexts of their time and place of production. They explore the relationship between media and audiences, examining opportunities and challenges, communication nature, media's capacity to be used by governments, institutions, and audiences, and the Australian government's role in media regulation.

- 1. Media production
- 2. Agency and control in the media



# ASSESSMENT

# Units 1 and 2

For assessments in Media Units 1 and 2, students will be involved in variety of learning activities and assessment tasks that provide a range of opportunities for them to demonstrate the key knowledge and key skills in the outcomes. They will also undertake a mid-year and an end-of year examination covering each of the units' content.

### Units 3 and 4

For assessments in Media Units 3 and 4, students complete Schoolassessed Coursework (20%), a School-assessed Task (SAT) folio (40%) and an end-of-year examination (40%).



Learning in **VCE Art Making and Exhibiting** provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms that art may take. Importantly, students also gain an understanding of how their own and others' artworks are curated, displayed and conserved.

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# ASSESSMENT

# Unit 1

#### Explore, expand and investigate

This unit explores materials, techniques, and processes in various art forms, enhancing students' knowledge of characteristics, properties, and applications. They investigate historical development, changes in materials and techniques, and safe handling. Students experiment with materials, techniques, and processes, stimulating ideas and enabling a broad understanding of specific art forms. Their exploration is documented in both visual and written form through a Visual Arts journal.

#### **Areas of Study**

- 1. Explore materials, techniques and art forms
- 2. Expand make, present and reflect
- 3. Investigate research and present

### Unit 2

#### Understand, develop and resolve

In this unit, students explore the process of creating artworks by investigating how artists use aesthetic qualities to represent ideas and how they are displayed to audiences. Responding to a set theme, students develop their ideas using materials, techniques, and principles, and plan and create finished artworks. They also explore how art elements and principles combine to convey emotions and express themselves.

Additionally, students explore the role of exhibition planning, selection, and display in specific spaces, allowing students to engage with exhibitions in galleries, museums, other exhibition spaces or site-specific spaces.

- 1. Understand ideas, artworks and exhibition
- 2. Develop theme, aesthetic qualities and style
- 3. Resolve ideas, subject matter and style

# ASSESSMENT

# Unit 3

#### Collect, extend and connect

This unit involves students actively engaging in art making using materials, techniques, and processes. They explore contexts, subject matter, and ideas to develop artworks in imaginative and creative ways. Students investigate how artists use visual language to represent ideas and meaning in artworks. Students use their Visual Arts journal to record their art making including research, connections between inspirations and influences, contexts, exploration and experimentation with materials, techniques and processes, ideas and understanding of visual language. They plan and develop artworks from their ideas, reflecting their own ideas and developing style. Additionally, as part of the processes, students present a critique of their artworks to their peer group to receive constructive feedback and develop their ideas. This is used to evaluate their work and revise, refine and resolve their artworks. As part of Unit 3, and Unit 4, students must visit at least two different exhibition spaces. They research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

#### **Areas of Study**

- 1. Collect inspirations, influences and images
- 2. Extend make, critique and reflect
- 3. Connect curate, design and propose

### Unit 4

#### Consolidate, present and conserve

In Unit 4, students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in - specific art forms. They document their progressive resolution of these artworks in their Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities, and style.

Students also reflect on and evaluate their selected finished artworks. They demonstrate their ability to communicate to others about their artworks, articulating various matters relevant to their works and their production. Students also organise the presentation of their finished artworks, making considered decisions to showcase their works appropriately. Additionally, they continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. Students review the methods and considerations used in exhibitions and document this in their Visual Art journal.

- 1. Consolidate refine and resolve
- 2. Present plan and critique
- 3. Conserve present and care

# ASSESSMENT

# Units 1 and 2

For assessments in Art Making and Exhibiting Units 1 and 2, students will be involved in variety of learning activities and assessment tasks that provide a range of opportunities for them to demonstrate the key knowledge and key skills in the outcomes. They will also undertake a mid-year and an end-of year examination covering each of the units' content.

# Units 3 and 4

For assessments in Art Making and Exhibiting Units 3 and 4, students complete School-assessed Coursework (10%), a School-assessed Task (SAT) folio (60%) and an end-of-year examination (30%).



# KOALA SHELTER

This sensational fully equipped viewing structure is at an optimal height for viewing the koala's in the eucalyplus trees. This structure boasts a large balcony featuring a great amount of space in order to accommodate a sizeable group of visitors comfortably. In light of the recent tragic bushlines, this structure also features an information room, which allows for information to be plastered on the walls, raising awareness about climate change, while also informing about koalas. In relation to construction materials, much thought has gone into the design of this too. Considering this enclosure exists because of the effects of climate change, it seems only fitting to use only environmentally friendly materiats. This structure features precast concrete, glass balustrade, reclaimed wood and recycled steel, with the concrete having the added benefit of keeping the interior cool in summer and warm in winter. This structure simply does not disappoint, even aspect of this design is well thought out and is at only the most premium finish.



The complex demands of 21st-century living have broadened the scope of the designer's work, and the potential of design to solve ill-defined problems is recognised across sectors including business, industry and education. In response, **VCE Visual Communication Design** moves beyond practices focusing largely on appearance and function, and views the work of designers as part of larger systems and services addressing problems in sustainable and strategic ways.

Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders' needs, desires, behaviours and attitudes.

The study of VCE Visual Communication Design, therefore, seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

# FOCUS AREAS

# Unit 1

#### Finding, reframing and resolving design problems

This unit introduces students to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They explore design's impact on people, communities, and societies, analysing evolving understandings and utilising human-centered research methods to identify design problems and stakeholders' perspectives. Students learn to collaborate to discover design problems and prepare design criteria in the form of a brief.

They also explore the phases of the VCD design process and the modes of divergent and convergent thinking. Practical projects focus on designing messages and objects, emphasising the role of visual language in communicating ideas and information. Students participate in critiques, apply the Develop and Deliver phases of the VCD design process. They explore brand strategy, product development, sustainable design practices, how design decisions are shaped by various factors and the potential for design to instigate change.

#### **Areas of Study**

- 1. Reframing design problems
- 2. Solving communication design problems
- 3. Design's influence and influences on design

# Unit 2

#### Design contexts and connections

Unit 2 builds on understandings of visual communication practices in Unit 1, focusing on environments and interactive experiences. Students adopt design specialists' practices in fields like architecture, landscape architecture, interior design, and discover the role of the interactive designer in the realm of user-experience (UX). They also explore methods, media, and materials to create spaces and interfaces that respond to contextual factors and user needs. Students investigate the connections between design and its context, the emotive potential of interactive design experiences, historical movements, and cultural design traditions. Design critiques are essential in design processes, and students refine skills in articulating and justifying decisions. Students also explore protocols for creating and commercialising Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practises. The study also examines ownership and intellectual property issues impacting designers across contexts and specialist fields.

- 1. Design, place and time
- 2. Cultural ownership and design
- 3. Designing interactive experiences

# FOCUS AREAS

# Unit 3

#### Visual communication in design practice

This unit focuses on understanding the ways designers work and analyse their work. Students study contemporary designers in various fields of design practice, gaining insights into the processes used to design messages, objects, environments, and interactive experiences. They compare various aspects that designers might consider when communicating and resolving ideas. Students identify the obligations and factors influencing professional design practice and develop practical skills in visual communication practices. They also analyse design examples from various fields, focusing on the purposes, functions, and impacts of aesthetic gualities. This exposure provides the foundation for students' investigation of the Visual Communication Design (VCD) process: Discover, Define, Develop and Deliver. During the Discover and Define phases, they gather insights about stakeholders and a design problem before creating a brief identifying two distinct communication needs. Students generate, test, and evaluate design ideas, sharing them with others for critique during the Develop phase. These ideas are further developed in Unit 4 before refinement and resolution of design solutions during the Deliver phase.

#### **Areas of Study**

- 1. Professional design practice
- 2. Design analysis
- 3. Design process: defining problems and developing ideas

# Unit 4

#### **Delivering design solutions**

This unit further explores the VCD design process, focusing on resolving design concepts and presenting solutions for two distinct communication needs, as part of the Deliver phase. Students evaluate, select, refine, and share ideas from Unit 3, Area of Study 3, and follow an iterative cycle. They explore manual and digital methods, media, materials, and design elements, and test concepts using models, mock-ups, or lowfidelity prototypes. Once design concepts are resolved, students devise a pitch to communicate and justify their decisions and respond to feedback through final refinements. They choose the best presentation methods, considering aesthetic impact and communication, and selecting materials, methods, and media appropriate for the final design solutions, addressing design criteria as specified in the brief.

- 1. Design process: refining and resolving design concepts
- 2. Presenting design solutions

# ASSESSMENT

# Units 1 and 2

For assessments in Visual Communication Design Units 1 and 2, students will be involved in variety of learning activities and assessment tasks that provide a range of opportunities for them to demonstrate the key knowledge and key skills in the outcomes. They will also undertake a mid-year and an end-of year examination covering each of the units' content.

# Units 3 and 4

For assessments in Visual Communication Design Units 3 and 4, students complete School-assessed Coursework (20%), a Schoolassessed Task (SAT) folio (50%) and an end of- year examination (30%). VCE APPLIED COMPUTING

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Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

**VCE Applied Computing** facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.



# **VCE** APPLIED COMPUTING

# FOCUS AREAS

# Unit 1

#### **Applied computing**

In this unit, students are introduced to the stages of the problemsolving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

#### **Areas of Study**

- 1. Data analysis
- 2. Programming

### Unit 2

#### **Applied computing**

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

- 1. Innovative solutions
- 2. Network security



# **VCE** APPLIED COMPUTING

# FOCUS AREAS

# Unit 3

#### **Data analytics**

In this unit, students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software. In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

#### **Areas of Study**

- 1. Data analytics
- 2. Data analytics: analysis and design

### Unit 4 Data analytics

In this unit, students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

- 1. Innovative solutions
- 2. Network security



# ASSESSMENT

# Units 1 and 2

For assessments in Applied Computing Units 1 and 2, students will work through four Outcomes that are assessed via practical and written coursework for them to demonstrate the key knowledge and key skills in each outcome. They will also undertake a mid-year and an end-of-year examination covering each of the units' content.

# Units 3 and 4

For assessments in Applied Computing Units 3 and 4, students complete School-assessed Coursework (20%), a School-assessed Task (SAT) (30%) and an end-of-year examination (50%).

# VCE SYSTEMS ENGINEERING

**VCE Systems Engineering** promotes innovative systems thinking and problemsolving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems.

The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.

VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

\*This information is correct at the time of printing. Please refer to website for latest information.



# **FOCUS AREAS**

# Unit 1

#### Mechanical systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

#### **Areas of Study**

- 1. Mechanical system design
- 2. Producing and evaluating mechanical systems

### Unit 2

#### Electrotechnological systems

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electromechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes. Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies. Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

- 1. Electrotechnological systems design
- 2. Producing and evaluating electrotechnological systems



# **FOCUS AREAS**

### Unit 3

#### Integrated and controlled systems

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological systems and how they function. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of nonrenewables.

#### **Areas of Study**

- 1. Integrated and controlled systems design
- 2. Clean energy technologies

### Unit 4 Systems control

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.

- 1. Producing and evaluating integrated and controlled systems
- 2. New and emerging technologies



# ASSESSMENT

# Units 1 and 2

For assessments in Systems Engineering Units 1 and 2, students will be involved in variety of learning activities and assessment tasks that provide a range of opportunities for them to demonstrate the key knowledge and key skills in the outcomes. They will also undertake a mid-year and an end-of-year examination covering each of the units' content.

# Unit 3 and 4

For assessments in Systems Engineering Units 3 and 4, students complete School-assessed Coursework (20%), a School-assessed Task (SAT) (50%) and an end-of-year examination (30%).

# VCE FOOD STUDIES



VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

A two-year VCE Food Studies course allow students to explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food.

They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

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# FOCUS AREAS

### Unit 1

#### **Food origins**

This unit explores food from historical and cultural perspectives, examining its origins and roles worldwide. Students study the evolution of food from hunter-gatherer to urban living and global trade. They also examine Australian indigenous food before European settlement and its evolution due to food production, processing, manufacturing, and immigration. They also explore the influence of innovations, technologies, and globalisation on food patterns.

#### **Areas of Study**

- 1. Food around the world
- 2. Food in Australia

### Unit 2

#### Food makers

This unit explores food systems in Australia, focusing on commercial and domestic food production industries. Students learn about the importance of food industries and their capacity to provide safe, high-quality food for consumers. They use practical skills to produce food, compare them to commercial products, and develop food skills for daily life. They design new products and adapt recipes, exploring entrepreneurial opportunities.

- 1. Australia's food systems
- 2. Food in the home



# **FOCUS AREAS**

### Unit 3

#### Food in daily life

In this unit, students investigate the many roles and everyday influences of food. They explore the science of food, its role in our bodies, food appreciation, physiology of eating and digestion and gut health. Students analyse the Australian Dietary Guidelines and Guide to Healthy Eating and develop understanding of diverse nutrient requirements. Students also examine influences on food choices, food values, and social environments. Students investigate the role of food in shaping identity and connectedness, and how food information can be filtered and manipulated. Practical activities help students plan and prepare nutritious, sustainable meals for various dietary needs.

#### **Areas of Study**

- 1. The science of food
- 2. Food choices, health and wellbeing

### Unit 4

#### Food issues, challenges and futures

This unit explores Australia's food systems and global food systems, focusing on individual responses to food information, developing food knowledge, skills, and habits, and navigating food fads and trends. Students explore environmental, climate, ecology, ethics, farming practices, innovation, and food security. They research topics, consider solutions, and analyse work to support sustainable futures. The unit also focuses on food issues, challenges, and futures in Australia, allowing students to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations, and optimise food choices for human and planetary health.

- 1. Navigating food information
- 2. Environment and ethics



# ASSESSMENT

### Units 1 and 2

For assessments in Food Studies Units 1 and 2, students will work through four Outcomes that are assessed via practical and written coursework for them to demonstrate the key knowledge and key skills in each outcome. They will also undertake a mid-year and an end-of-year examination covering each of the units' content.

### Units 3 and 4

For assessments in Food Studies Units 3 and 4, students complete School-assessed Coursework for Unit 3 (30%), School-assessed Coursework for Unit 4 (30%) and an end of- year examination (40%).





VCE Product Design and Technologies in textiles or wood offers students a range of relevant practical and applied experiences that can support future career pathways in design fields. These include industrial design, textiles, jewellery, fashion, interior spaces and exhibitions, engineering, building and construction, furniture, and transport. Future pathways also include careers in specialised areas of arts and design at professional, industrial and vocational levels.

VCE Product Design and Technologies offers students a unique focus on creativity through the development and production of innovative and ethical products. Through the study of VCE Product Design and Technologies students become solution-focused and equipped to deal with both the interdisciplinary (interrelationship of multiple disciplines) and transdisciplinary (when disciplines interconnect to form new ideas) natures of design. This is achieved through collaboration (shared work) and teamwork (working on own tasks with a common goal to others), use of computer-aided manufacturing, work practice in designing and making, and development of speculative, critical and creative thinking skills. Students work with a variety of materials, tools and processes to develop their technacy and they employ innovative and ethical practices as they practise design. All of this contributes to the real-life industry relevance of this course.

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# FOCUS AREAS

# Unit 1

#### **Design practices**

In this unit, students explore the work of designers across relevant specialisations in product design, focusing on team collaboration, research processes, and techniques for generating ideas and designing products. In doing this, they practice their critical, creative, and speculative thinking strategies. Students use drawing systems to develop graphical product concepts and experiment with materials, tools, and processes to prototype and propose physical product concepts. They analyse and evaluate existing products and technological innovations, understanding the importance of a design brief, factors influencing design, and using the Double Diamond design approach as a framework. In their practical work, students explore and test available materials, tools, and processes, practicing safe skill development when creating innovative products. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

#### **Areas of Study**

- 1. Developing and conceptualising designs
- 2. Generating, designing and producing

### Unit 2

#### Positive impacts for end users

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/ or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

- 1. Opportunities for positive impacts for end users
- 2. Designing for positive impacts for end users
- 3. Cultural influences on design

# FOCUS AREAS

# Unit 3

#### Ethical product design and development

In this unit, students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They generate product concepts and a final proof of concept to address end user needs or opportunities. The unit focuses on the analysis of materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and product lifecycles. Students also plan to develop an ethical product using a problem-based design approach, starting with a need or opportunity, and using a design process. The design brief, product concepts, and final proof of concept are developed using the Double Diamond design approach, using design thinking. Additionally, they play the role of a designer, generating, analysing, and critiquing product concepts, with the chosen concept becoming the final proof of concept. Throughout the design process, product concepts are evaluated using relevant factors that influence product design. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

#### **Areas of Study**

- 1. Influences on design, development and production of products
- 2. Investigating opportunities for ethical design and production
- 3. Developing a final proof of concept for ethical production

### Unit 4

#### Ethical production and evaluation

This unit involves students continuing to work as designers, throughout the production process. They observe safe work practices, refine production skills, and use various materials, tools, and processes. Students collect, analyse, interpret, and present data, use ethical research methods, and engage with end users to gain feedback. They also explore speculative design thinking, which encourages research, product development, and entrepreneurial activity. Students make products using materials, tools, and processes responsibly, monitoring progress and justifying decisions. They also evaluate their products and existing ones using criteria, data, and feedback, suggesting and justifying enhancements and improvements.

- 1. Managing production for ethical designs
- 2. Evaluation and speculative design

# ASSESSMENT

# Units 1 and 2

For assessments in VCE Product Design and Technologies Units 1 and 2, a variety of assessment tasks contribute to the student's overall level of achievement. This includes School-assessed Task (SAT) folio's, exams, and production of a finished piece. They will also undertake a mid-year and an end-of-year examination covering each of the units' content.

# Units 3 and 4

For assessments in VCE Product Design and Technologies Units 3 and 4, students complete School-assessed Coursework (20%), a School-assessed Task (SAT) folio (50%) and an end-of-year examination (30%).



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