

Supplement to this issue

1. VCE 2002 Drama and Theatre Studies
Performance examinations

VCE Bulletin

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Season of Excellence Update

Thousands of students have visited **Top Designs** at Melbourne Museum since it opened in March. Presenting works created by Media, Design and Technology, Food and Technology, Systems and Technology and Visual Communication and Design students in 2001, the exhibition continues until 26 May.

Top Class Dance, Drama and Theatre Studies performances were booked out on Saturday 16 March so a larger venue is being considered for 2003. Performances on that day, and by music students the following weekend, were outstanding. A representative sample have been chosen from Top Class to perform in Top Acts.

Top Acts commences at 7.30 pm on Wednesday 1 May at the Melbourne Concert Hall. Tickets are available from Ticketmaster7, tel: 136 166. Tickets are \$17; \$12 concession or \$10 for groups of more than ten.

Top Arts opens at the National Gallery of Victoria on Russell on Wednesday 8 May and the Top Arts

Gala Dinner will be held on Saturday 11 May. Top Arts will be presented in the McCoy gallery this year, a much larger space than in previous years and will show over 100 works by 80 students.

In **Top Arts**, media includes artists' books, sculpture, photographs, ceramics, photography, textiles, short films, multimedia, embossing and two installations. Extensive associated education and public programs are being run. Information has been sent to all schools. Bookings for the education programs and Gala Dinner, tel: (03) 9209 0291/0292 after midday.



Kate Woolley, *Sarah* – Ivanhoe Girls' Grammar School

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Important administrative dates

Full details of dates appear in the *VCE Administrative Handbook 2002*.

2002	
Monday 15 April	Start Term 2
Friday 19 April	Final day for schools to lodge the following applications for examinations held in June: <ul style="list-style-type: none"> – requests for students to sit examinations outside Victoria – special arrangements – timetable clashes – earlier starting time – approval of hiring fees for sites in the community used by two or more schools.
Monday 29 April	Enrolment 2 data due at the VCAA. This data should also contain 2002 VCE VET enrolment data. After this date VASS will not allow schools to: <ul style="list-style-type: none"> – Enrol or withdraw unit enrolments for Units 1 and 2 in first semester. – Enrol or withdraw from Units 3 and 4 sequences. This includes changes to second language enrolments. – Enrol or withdraw International Baccalaureate students for the GAT. – Enrol returning interrupted studies students.
Tuesday 30 April	Partnership applications for Unit 3 and Unit 3/4 coursework due at the VCAA.
Week beginning Monday 13 May	First round invoices for full-fee-paying overseas students sent to schools.
Week beginning Monday 20 May	June Exam Centres available to schools.
Tuesday 11 June to Thursday 13 June	Examinations and GAT held.
Monday 24 June	SIAR 1 scores for Studio Arts School-assessed Task 1 and indicative grades for June examinations due at the VCAA. After this date VASS will not allow SIAR 1 results to be entered.
Friday 28 June	End Term 2
Monday 15 July	Start Term 3 School Status Report (SSR) identifying Studio Arts School-assessed Task 1 from the SIAR 1 required for review, Authentication Review Record Form (ARRF) for Studio Arts School-assessed Task 1 received in schools.
Monday 22 July	Enrolment 3 data due at the VCAA. This data should also contain 2002 VCE VET enrolment data. After this date VASS will not allow schools to withdraw student enrolments from Unit 4. Review of School-assessed Task by visitation in Studio Arts begins.
Friday 26 July	Final day for schools to lodge the following applications for examinations held in October/November: <ul style="list-style-type: none"> – requests for new or combined examination centres and for students to sit at centres other than home schools – requests for students to present for examinations outside Victoria – special arrangements – timetable clashes – earlier starting time – approval of hiring fees for sites in the community used by two or more schools.

CEO's column



On a warm Sunday afternoon in March this year some 30 000 people gathered for the traditional Palm Sunday Peace March. This year there was a focus on the plight of refugees. It is a tribute to democracy Australian style that those marching were vocal yet peaceable. Arguably what drew them to the streets of Melbourne was a commitment to certain core values and concern that they may be under threat.

The transmission of values is a society wide venture. Schools have a particular role to play and teachers are expected to embody and model core values such as fairness and equity. Australian educators have *The Adelaide Declaration on National Goals for Schooling in the 21st Century* as the primary resource in setting broad directions on the outcomes for schooling. It is argued in the goals that:

Schooling provides a foundation for young Australians' intellectual, physical, social, moral, spiritual and aesthetic development. By providing a supportive and nurturing environment, schooling contributes to the development of students' sense of self-worth, enthusiasm for learning and optimism for the future. (MCEETYA, 1999)

The Australian College of Educators (ACE) Yearbook 2002, *Values in Education*, addresses the issue from three aspects, theoretical foundations, school perspectives, and empirical studies. It is timely to address the issue given increased globalisation, the impact of September 11th, shared concerns for environmental sustainability and changing conceptions of citizenship. (I need to declare an interest as editor of the Yearbook; however, I believe it is an excellent resource for educators.)

In her chapter *Naming, Measuring and Modelling the Values of Public Education*, Christine Cawsey, principal of Rooty Hill High School in New South Wales, argues that discussions of values in education need to be considered in the context of the society in which the school operates:

Public schools have never been value free because they have always had an active role in promoting key community values – through curriculum, the involvement of parents, through the values of teachers and, of course, through the education of young people interacting in the school community. (ACE, 2002)

Different perspectives are provided in the yearbook by the principals of Anglican, Catholic, Jewish and Islamic schools. For example, Salah Salman, principal of the King Khalid Islamic School in Victoria, notes that the value of learning and the search for knowledge are the core principles of the Islamic faith. Ross Tarlington and Frank O'Shea, senior educators at Marist Catholic College in the Australian Capital Territory, argue that education is a process of forming human beings to be good. In putting their case for explicit values education they are sanguine about expectations of progress:

To expect adolescents to act wisely, to postpone gratification, to be adults without giving them some set of values, some standards against which to compare their actions, is to ignore commonsense and hormones in about equal measure. (ACE, 2002)

One viewpoint worthy of consideration in the Yearbook is that of senior Canberra public servant, Peter Buckskin, who argues that the value of equity in schooling is undermined by the poor outcomes of Indigenous students:

Indigenous Australians want their children to be strong in two ways: strong in their own culture and language, and strong in the knowledge, skills and understanding that will allow them to achieve their potential and to fully participate in Australian society. These two values are often interpreted as being in conflict; in other words, you can only have one or the other. It is critical then, that educators enhance their own understanding and that of their students about the importance of these two Indigenous values, and that they are also reflected in the curriculum of a multicultural society. (ACE, 2002)

Whatever stance we take on the process for identifying values, the means of imbuing them and the monitoring of their attainment, as educators we are aware that the community has expectations that we will explicitly address the issue. As many contributors to the ACE Yearbook argued, ignoring values in education is a value stance in its own right!

Susan Pascoe
Chief Executive Officer
April 2002

GENERAL
ADVICE

2002 Implementation Support Program: Accounting and Information Technology

All schools have been sent copies of the Accounting and Information Technology Study Designs (accredited 1 January 2003 to 31 December 2006) for implementation in 2003. Any enquiries about distribution of the study designs may be directed to Barbara Tattam in the Curriculum Branch on (03) 9651 4489.

The following activities have been planned to support the implementation of the studies.

Schedule	Activity
Term 1	March 2002 VCE BULLETIN, No. 174: An article outlining the key features of the reaccredited study designs.
Term 2	Workshops: The VCAA is supporting the VCTA and VITTA to conduct statewide workshops to introduce teachers to the reaccredited study design and coursework. Full details appear below. VCE BULLETIN article containing details of approved program languages for 2003 for Information Systems.
Term 3	Distribution of a VCE Accounting ICT CD-ROM to all schools containing resources to support the ICT outcome in Units 1–4 in Accounting. VCE BULLETIN article containing advice on software types and functions for 2003 for Information Technology Units 1–4. Workshops: The VCAA is supporting the delivery of workshops by the VCTA to assist teachers in the use of the VCE Accounting ICT CD-ROM.
Term 4	Distribution of a VCE Information Technology CD-ROM containing a compilation of VCAA publications and resources to support teaching of VCE Information Technology. Distribution of assessment guides containing criteria, scope of tasks and advice to assist teachers with school-assessed coursework. Sample examination questions and advice for new components of the studies.
Ongoing	VCAA website and email support: Implementation material will be published under each study including workshop materials, assessment guides, sample examination material and relevant VCE BULLETIN articles. February 2003 VCE BULLETIN article containing details of VCE Information Technology software requirements.

VCE Accounting Workshops

2003–2006 Accounting Study Design – Preparing for Units 1–4

The VCAA, in conjunction with the Victorian Commercial Teachers' Association (VCTA), is conducting workshops for Accounting teachers to facilitate the introduction of the reaccredited Accounting Study Design in 2003.

The program will outline aspects of the new course and will discuss suggested approaches to incorporating the technical aspects of the course into an effective teaching plan.

Specific areas covered include:

- Accounting principles and qualitative characteristics
- GST
- Journal recording and Profit and Loss Summary
- Analysis and interpretation
- Unit 1 and 2 theoretical analysis of stocks and flows
- A non-double entry approach to Units 1 and 2.

Morning session registration will be 9.30 am – 10.00 am for workshops 10.00 am to 12.00 midday

Afternoon session registration will be 2.30 pm – 3.00 pm for workshops 3.00 pm – 5.00 pm. Flyers will be sent to schools in the near future.

Dates and locations are as follows:

Ballarat	Monday 24 June	am
Wangaratta	Monday 24 June	am
Hamilton	Monday 24 June	pm
Seymour	Monday 24 June	pm
Warracknabeal	Tuesday 25 June	am
Warragul	Tuesday 25 June	am
Ouyen	Tuesday 25 June	pm
Sale	Tuesday 25 June	pm
Frankston	Wednesday 26 June	am
Bendigo	Wednesday 26 June	pm
Sunshine	Thursday 27 June	pm

Registration will be completed through the VCTA, for further information contact Meri Rametta VCTA on (03) 9419 9622 or email meri.rametta@vcta.asn.au

VCE Information Technology Workshops

2003–2006 Information Technology Study Design

The Victorian Information Technology Teachers Association (VITTA), with support from the Victorian Curriculum and Assessment Authority, is conducting a professional development program focusing on planning for the implementation of the reaccredited Information Technology Study Design in 2003.

The program addresses all units and its structure allows teachers to attend for a half-day or a whole day.

Morning session registration is 9.15 am – 9.30 am for workshops 9.30 am – 12.30 pm.

Afternoon session registration is 1.00 pm – 1.15 pm for workshops 1.15 pm – 4.15 pm.

The dates and locations are as follows:

Geelong	Tuesday 11 June
Preston	Wednesday 12 June
Horsham	Wednesday 12 June
Frankston	Thursday 13 June
Wangaratta	Thursday 13 June
Sale	Friday 14 June

Fees for half a day are \$44, full day \$80.

For further details and registration, contact VITTA on (03) 9417 3555 or email (vitregrn@vcta.asn.au) or website (www.vitta.org.au).

Review of VCE studies 2002

As published in the March 2002 VCE BULLETIN, seven VCE studies have commenced the review and reaccreditation process. The membership of each of the Study Review Committees was finalised at the Authority meeting on 27 March and is published below. Each Committee has terms of reference which guide the evaluation of the current study design and the development of a proposal for approval and accreditation. Included in all VCE studies terms of reference is the requirement to benchmark the curriculum against similar international and national senior secondary programs to ensure that the Victorian credential continues to be of an appropriate standard. In addition, particular aspects of each study have been identified for consideration by the Committees. The terms of reference for each of the seven studies are published on the VCAA website on each study page. Regular reports on the progress of the studies will be published in the VCE BULLETIN and can be accessed on the VCAA website on each study page.

Art Review Committee

Dr Chris Marshall: University of Melbourne
Mr Bruce Wilson: Kingswood College
Ms Patricia McCormack: St Bede's College
Mr Greg Smith: The Geelong College
Mr Larry Parkinson: Swinburne University TAFE Division
Ms Lena Torikov: Thomastown High School

Economics Review Committee

Mr Chris Mannix: Wesley College
Ms Anita Forsyth: Monash University
David Bradshaw: Catholic Ladies College, Eltham
Ms Shula Lazar: Leibler Yavneh Secondary College
Ms Wendy Smith: MacRobertson Girls' High School
Dr Ross Booth: Monash University
Ms Robyn Stanton: Lyndale Secondary College
Mr Peter Kerwan: University of Ballarat
Mr Jeff Oughton: National Australia Group

International Studies Review Committee

Dr Damien Kingsbury: Deakin University
Ms Andrea Balsillie: Avila College
Mr Ron Anderson: Scotch College
Ms Janet Goud: Gilmore College
Mr Damian Puglisi: RMIT University
Ms Anne Stewart: Swinburne Senior Secondary College
Mr Robert Sieminski: Bayside Secondary College

Political Studies Review Committee

Ms Patricia Hincks: Department of Education and Training
Ms Polly Flanagan: Sacred Heart Girls College, Oakleigh
Dr Verity Burgmann: University of Melbourne
Dr Rod Wise: Mount Waverley Secondary College
Mr Glen Marchant: University High School
Ms Maureen O'Flaherty: Footscray City Secondary College
Mr James Brown: Wesley College
Ms Diana Wolowski: Resources for Courses

Physics Review Committee

Dr Michelle Livett: University of Melbourne
Mr Lachlan Thompson: RMIT University
Dr Alex Mazzolini: Swinburne University of Technology
Mr Gary Bass: Eltham High School
Dr Greg Wilmoth: Haileybury College
Ms Dianne Wilkinson: Lilydale High School
Mr Ian Watkins: Mooroolbark Heights Secondary College
Mr Colin Hopkins: Balwyn High School
Mr Ranjith Dediwalage: St Leonards College
Ms Helen Lye: Star of the Sea College

Psychology Review Committee

Associate Professor Michael Saling: University of Melbourne
Associate Professor Simon Crowe: La Trobe University
Professor Con Stough: Swinburne University
Ms Toula Papadimitropoulos: Melbourne Girls College
Mr Roger Hewitt: Warrandyte High School
Ms Maria Spackman-Williams: Methodist Ladies College
Ms Nadija Anin: Lowther Hall Anglican Grammar School
Mr Gerard Houlihan: St Michael's Grammar School
Mr Dan Brodrick: Catholic Education Office

Studio Arts Review Committee

Ms Mary Cushnahan: Consultant
Dr Christopher Marshall: University of Melbourne
Ms Maree Gibson: Our Lady of Mercy College, Heidelberg
Ms Judy Petch: Glen Waverley Secondary College
Ms Melissa Bedford: Presentation College, Windsor
Ms Helen McCormack: Tintern AGGS
Ms Colleen Morris: Northern Melbourne Institute of TAFE
Ms Katherine Smith: Kew High School

VCE Assessment

School Assessment

Reviewer: Coursework and/or School-assessed Tasks – 2002 Application

Information on, and the application form for, positions of Reviewer: Coursework and/or School-assessed Tasks were published in the March 2002 VCE BULLETIN Supplement 1, *2002 Advice for School Assessment*, pp. 9–11.

Studio Arts School-assessed Task 1

VCE coordinators in schools offering Studio Arts Unit 3 and 4 are reminded to complete and return the visitation information response sheet for the School-assessed Task 1 by no later than 10 May 2002. This sheet and further details on visitation requirements can be found in the March 2002 VCE BULLETIN Supplement 1, *2002 Advice for School Assessment*, pp. 4–8.

Report for Teachers

Individual study reports on the Graded assessments in 2001 are progressively published on the VCAA website at www.vcaa.vic.edu.au

Teachers should note that these reports are on the website well in advance of the booklet version being published and sent to schools.

Coursework Audit

Information about the 2002 Coursework audit is now in schools. The School Coursework Audit Notification (SCAN) was sent as an email on 20 March. For each school, SCAN identifies the studies required to submit a portfolio of teacher task and assessment material and the student work selected for sampling.

This will be followed by an email 'Information on the management of Coursework audit materials' providing some guidance on the packaging and delivery of the portfolios, and addressing some common questions about selected studies. In May, pre-paid envelopes will be sent to schools for packaging and return of the required Unit 3 coursework audit material by the end of July.

Questions should be directed to Marlwood Ryder on (03) 9651 4421 or ryder.marlwood.f@edumail.vic.gov.au

VASS Data entry of School Assessments

VCE coordinators are reminded that a set of scores in each study for the coursework assessment tasks will be required. Reference can be made to the *2002 VASS Data entry of school assessments* booklet.

A copy of the booklet has been sent to schools and is also available on the website www.vcaa.vic.edu.au/vce/vass/index.htm

Student Records and Results

2002 Full-fee-paying overseas student invoices

Full-fee-paying overseas students in 2002 will be invoiced for the first time on Monday 13 May. Payment is due at the Victorian Curriculum and Assessment Authority by Wednesday 12 June. Schools are required to collect payments and submit one cheque which covers all students invoiced. A late fee of \$29.20 will be issued to each student who does not make the required payment by the due date. In the event of non-payment of fees, a student's final results will be withheld from the student, the school and VTAC.

For further information including identification of full-fee-paying overseas students and fee structure, refer to *Section 4.14 Full-fee-paying Overseas Students* (page 29) of the *VCE Administrative Handbook 2002*. Queries can be directed to the Student Records and Results Unit on (03) 9651 4376.

VCE LOTE: Second Language Studies

LOTE

GENERAL
ADVICE

Enrolments for 2002

The closing date for 2002 enrolments was 25 February.

Any enrolment applications that have been overlooked and have not yet been submitted will require an accompanying letter from the Principal of the applying school. The letter should clearly state the reasons for the late application. No appeals will be allowed on these late applications.

Enrolments for 2003

Students enrolling in units 1 and 2 of a VCE LOTE Second Language who wish to determine their eligibility for enrolment in the Unit 3 and 4 sequence of that language in 2003, may apply to the VCAA any time prior to Friday 20 September 2002. Students should complete the appropriate application form from the *VCE Administrative Handbook 2002* and have their school forward it to the Student Records and Results Unit at the VCAA. The school will be informed of the student's eligibility after the closing date.

Late Amendments to VCE Student Enrolments/Results for 2001 and Prior to 2001

Schools should please take note that all applications for VCE amendments for 2001 and prior, should be:

- made on the appropriate forms (refer to *Appendix 5.2, 5.4 of the VCE Administrative Handbook 2002*) and give reasons for the requested change
- signed by the Principal
- accompanied by a cheque to cover the relevant late fee
 - \$29.20 per student for 2001 amendments
 - \$112.80 per student for amendments prior to 2001
- accompanied by evidence (e.g. in the form of a student's school report)

When an amendment will change the overall VCE Result for a student, a letter of explanation signed by the Principal should accompany the application.

Please ensure that you do a checklist of the above before sending in your application.

Implementation Support material for Revised VCE LOTE studies 2002

Albanian, Armenian, Bengali, Croatian, Czech, Dutch, Filipino, Hebrew, Hindi, Hungarian, Khmer, Latvian, Lithuanian, Macedonian, Maltese, Persian, Polish, Portuguese, Romanian, Russian, Serbian, Sinhala, Slovenian, Swedish, Tamil, Turkish, Ukrainian

Teachers are advised that *Resource material to assist the implementation of VCE Languages Other Than English* is now available on the VCAA website at www.vcaa.vic.edu.au under LOTE in VCE Studies. Materials for Auslan are to follow.

LOTE workshops: Revised VCE studies 2002

Albanian, Armenian, Bengali, Croatian, Czech, Dutch, Filipino, Hebrew, Hindi, Hungarian, Khmer, Latvian, Lithuanian, Macedonian, Maltese, Persian, Polish, Portuguese, Romanian, Russian, Serbian, Sinhala, Slovenian, Swedish, Tamil, Turkish, Ukrainian

LOTE staff from the Curriculum Branch of the VCAA will present a series of workshops aimed at supporting teachers in developing student skills relevant to the end-of-year LOTE examinations. Workshops are aimed at teachers of Revised VCE LOTE studies for 2002 as well as teachers who may be teaching any Revised VCE LOTE studies for the first time. Other teachers are also welcome. Please note that workshops are not language specific. Details of workshops are as follows:

Thursday 2 May 5 pm – 8 pm

Saturday 4 May 2 pm – 5 pm

Tuesday 7 May 5 pm – 8 pm

Teachers wishing to attend should fax or email their details (name, school, language and contact details) to Marie Clair by email at clair.marie.m@edumail.vic.gov.au or by fax on (03) 9651 4324. **Closing date for applications is Monday 22 April.** Confirmation of attendance and details of venues will be faxed/emailed to applicants.

VCE Administrative Handbook – Have your say

The VCAA produces an updated edition of the VCE Administrative Handbook every year. The purpose of the handbook is to provide advice for the administration of the VCE and to publicise the VCAA policies and procedures regarding the administration of the VCE. It is written specifically for principals, VCE Coordinators, VASS administrators and teachers of VCE studies, but it may also be a useful reference for students and their parents.

The VCAA welcomes feedback and suggestions from all users of the handbook. If you would like to have your say, please complete this form and **fax it to Student Records, VCAA, on (03) 9651 4578**. Your responses will be used to form part of a recommendation to the Authority on changes to the handbook.

1. The first question is about the ease of finding the information you need. How helpful do you find the:

i) Index? (pages 208–216) (tick one box below)

Almost always helpful Sometimes helpful Usually unhelpful Don't use it

ii) Table of Contents? (pages xi–xviii) (tick one box below)

Almost always helpful Sometimes helpful Usually unhelpful Don't use it

iii) Side headers? (tick one box below)

Almost always helpful Sometimes helpful Usually unhelpful Don't use them

iv) Is there any particular information you have had trouble finding? Please specify.

2. This question is about the clarity of information in the handbook.

i) Do you find the list of abbreviations and glossary helpful? (pages vi–ix) (tick one box below)

Almost always helpful Often/Sometimes helpful Usually unhelpful Don't use it

ii) Do you find having new information in red helpful (tick one box below)

Almost always helpful Often/Sometimes helpful Usually unhelpful No use

iii) Are any sections hard to follow? (please give heading and page numbers):

3. This question is about the organisation of information in the handbook.

i) Do you find headings and subheadings helpful? (tick one) Yes No

ii) Do you have any suggestions to improve the organisation of information?

iii) Do you find the grouping of administrative forms in the appendices helpful? (tick one) Yes No

iv) Do you have any suggestions to improve administrative forms?

4. This question is about electronic versions of the handbook.

i) Do you use the Handbook from the VCAA website? (tick one) Yes No

If you answered Yes, what are the advantages of using the website version?

If you answered No, why don't you use the website version?

ii) Do you have difficulty finding the handbook on the VCAA website? (tick one) Yes No

iii) Would a CD-ROM version be helpful for your school? Yes No

5. Do you have any other comments or suggestions you would like to add?

Please attach another page if the space here is insufficient.



Curriculum Branch is moving floors – all support materials must go

The following VCE implementation material is available to a loving home while stocks last. Supplies are limited and will be distributed on a 'first come – first served' basis. Please fill in the form on page 10 and return it to Merry Young via fax on (03) 9651 4324.

MATERIALS AVAILABLE

Revised VCE Studies 2000 Implementation Resource Kit

This kit was developed to assist schools in the conduct of professional development activities to support implementation of the Revised VCE. It was specifically designed for the new and revised studies first implemented in 2000.

Revised VCE Studies 2000 Implementation Resource Kit CD-ROM

As above in CD-ROM format



Revised VCE Studies 2001 Implementation Resource Kit

This kit was developed to assist schools in the conduct of professional development activities to support implementation of the Revised VCE. It was specifically designed for the new and revised studies first implemented in 2001.

Revised VCE Studies 2001 Implementation Resource Kit CD-ROM

As above in CD-ROM format



2000 Assessment Support Material disks

This material is based on the experience of teachers in the first year of implementation of VCE studies and on their plans for 2001. For each of the VCE studies listed below, teachers will find a range of approaches to school-assessed coursework, a collection of annotated extracts from students' work, suggestions for designing assessment tasks and strategies to integrate assessment into regular classroom teaching and learning activities.

The Arts: Art, Media, Studio Arts, Visual Communication and Design

English: English/English as a Second Language, Literature

Health and Physical Education: Health and Human Development, Physical Education

Mathematics: Further Mathematics; Mathematical Methods, Specialist Mathematics

Science: Biology, Chemistry, Physics, Psychology

SOSE: Accounting, Business Management, Classical Societies and Cultures, Economics, Geography, History:

Australian, History: Renaissance Italy, History: Revolutions, International Studies, Legal Studies, Political Studies

Technology: Agricultural and Horticultural Studies, Information Technology: Information Processing and Management, Information Technology: Information Systems



Revised VCE Videos

The Revised VCE: An Introduction, The Revised VCE: Assessment, The Arts, English, Health and Physical Education, Mathematics, Science, SOSE: Business, SOSE: Humanities, Technology



VCE Implementation Support Materials

Order Form

To: Merry Young
VCE Administration Officer
Victorian Curriculum and Assessment Authority
Fax: (03) 9651 4324

Name: _____

School/Organisation: _____

Address: _____

MATERIALS AVAILABLE *(Please tick the appropriate box and fill in the quantity)*

Qty

- 2000 Implementation Resource Kit _____
- 2000 Implementation Resource Kit CD-ROM _____
- 2001 Implementation Resource Kit _____
- 2001 Implementation Resource Kit CD-ROM _____
- VCE Systems and Technology and VCE Design and Technology video _____

2000 Assessment Support Material disks

Qty

- Arts _____
- English _____
- Health and Physical Education _____
- Mathematics _____
- Science _____
- Studies of Society and Environment _____
- Technology _____

Revised VCE Videos

Qty

- The Revised VCE: An Introduction _____
- The Revised VCE: Assessment _____
- Arts _____
- English _____
- Health and Physical Education _____
- Mathematics _____
- Science _____
- SOSE: Business _____
- SOSE: Humanities _____
- Technology _____

Drama

Teachers of VCE Drama are notified that Assessment Support Material will be sent to schools by the end of the first week of Term 2.

The mail-out for the document will be sent to the VCE Arts Coordinator in all VCE schools. Following distribution, material will also be made available on the VCAA website (www.vcaa.vic.edu.au).

Theatre Studies

Teachers of VCE Theatre Studies are notified that Assessment Support Material will be sent to schools during the first week of Term 2.

The mail-out for the document will be sent to the VCE Arts Coordinator in all VCE schools. Following distribution, material will also be made available on the VCAA website (www.vcaa.vic.edu.au).

Music Performance and Music Styles

Materials to support the implementation of Music Performance: Group, Music Performance: Solo and Music Styles will shortly be available on a CD-ROM to all VCE schools.

The mail-out for the document will be sent to the VCE Arts Coordinator in all VCE schools. Following distribution, material will also be made available on the VCAA website (www.vcaa.vic.edu.au).

Outdoor and Environmental Studies

Teachers of VCE Outdoor and Environmental Studies are notified that Study Advice for Unit 3 will be sent to schools by the end of the first week of Term 2.

The mail-out for the document will be sent to the VCE Health and Physical Education Coordinator in all VCE schools. Following distribution, material will also be made available on the VCAA website (www.vcaa.vic.edu.au). Material for Unit 4 will be made available via the website later in Term 2.

Studies of Society and Environment

Teachers of VCE Contemporary Australian Society, Industry and Enterprise Studies, Philosophy and Religion and Society are notified that Assessment Support Materials for each study will be available in schools in the first week of Term 2.

The mail-out for all four documents will be sent to the VCE SOSE Coordinator. Following distribution, the material will also be made available on the VCAA website (www.vcaa.vic.edu.au).

Technology

Additional advice for the use of the Additional Teacher Comment sheet for the School-assessed Task for Design and Technology, Food and Technology and Systems and Technology

The Additional Teacher Comment sheet was published on page 12 of the March 2002 VCE BULLETIN Supplement 1. Reference should also be made to the information provided on pages 6 and 7 of the March supplement.

Teachers of Design and Technology, Food and Technology and Systems and Technology are reminded that they should complete for each student a 2002 Additional Teacher Comment sheet. The main purpose of the Additional Teacher Comment sheet is to document skills and competencies that may not be clearly demonstrated in the student's final presentation.

Teachers should photocopy the Additional Teacher Comment sheet and make notes of observations of students **during** the production of the School-assessed Task. The Additional Teacher Comment sheet should not be filled in retrospectively, that is, following notification of visitation. The completed Additional Teacher Comment Sheet should be attached securely to the student's work prior to visitation review. The sheet allows teachers to supply written information that will assist visitation reviewers in making a fair assessment.

As the production work for the School-assessed Task is produced over a period of time, the Additional Teacher Comment sheet can also assist teachers in their record keeping. Teachers may find it useful to refer to the comments on the sheet when assessing the four criteria related to the production. The criteria related to the production work are: for Design and Technology, Criteria 4, 5, 6 and 7; Food and Technology, Criteria 3, 4, 5 and 6; Systems and Technology Criteria 3, 4, 5 and 6. In addition, these criteria relate to the key skills listed in the relevant production outcome in each study design.

The following information and questions are provided to assist teachers with the type of information they can supply on the Additional Teacher Comment sheet. Teachers are not expected to address each question listed below for each student. Rather, the questions are intended to provide guidelines as to what information teachers could record.

Design and Technology

The 2002 VCE Technology Assessment Guide advises in the Scope of the task (page 14) the following information regarding use of the Additional Teacher Comment sheet for Design and Technology:

The Additional Teacher Comment sheet should be used to document skills and competencies; particularly those relating to the safe use of tools, equipment and machines and application of processes (Criteria 4–7) that may not be clearly demonstrated in the student's final presentation.

Teachers could comment on the following aspects that are drawn from the criteria and related bullet points in the assessment guide.

Criterion 4: Understanding of the characteristics of the materials used

Did the student select suitable materials that are appropriate for the product? Some materials may not be visible or may not be documented by the student, such as glues, fastenings (nails, screws, appropriate threads etc.).

Did the student make selections of tools, equipment, machines and processes that are generally accepted as appropriate for use with the selected materials? (The student may not have adequately documented this in the folio, or may otherwise not be evident in the production work.)

Criterion 5: Skill in the application of pre-finishing processes

What pre-finishing processes were applied during the production of the product?

Did the student skilfully and competently carry out a range of pre-finishing processes including some that were more complex or difficult? Pre-finishing processes include marking out (or laying out), cutting or separating material, preparing and constructing joins (e.g. welds, joints, seams), incorporating components or notions (e.g. hinges, castors, zips), joining major sections, decorating and embellishing that are not methods used in finishing (e.g. stencilling, printing, appliqué, etching, sandblasting, and hammering). Only those pre-finishing processes that are not generally evident in the finished presentation need to be documented on the Additional Teacher Comment sheet. The teacher could also note the level of independence demonstrated by the student when applying the processes.

Criterion 6: Skill in the use of tools, equipment and machines

Did the student use a range of tools, equipment and machines in the production of the product? The teacher could note major pieces of equipment used and if there was variation from what the student mentioned he/she planned to use in the production plan.

Did the student show an awareness of and independently demonstrate safe working practices when working with the tools and equipment? Did the student need to be reminded of safety practices?

The teacher could also note how much prior experience the student has had in using tools, equipment and machines or any physical disability that may affect performance.

Criterion 7: Skill in completing the product to specified standards of quality

Did the student carry out a range of finishing and/or presentation processes? Did the student not carry out any of the finishing processes? If the student did not carry out some finishing processes, is this noted in the design plan/production plan or modifications?

Is the product finished to the standard specified in the design brief (generally specified by the client)?

Food and Technology

As a representative sample, a minimum of three of the set of products for each student is to be preserved and available should visitation occur, the use of the Additional Teacher Comment sheet assists School-assessed Task reviewers to make assessment judgments about the unpreserved components of the product.

The 2002 Technology Assessment Guide advises in the Scope of the task (page 24) the following information regarding use of the Additional Teacher Comment sheet for Food and Technology:

The Additional Teacher Comment sheet should be used to document skills and competencies; particularly those relating to the safe use of tools and equipment and safe and hygienic preparation and processing techniques that may not be clearly demonstrated in the student's final presentation.

Teachers could comment on the following aspects that are drawn from the criteria and the related bullet points in the assessment guide for Unit 4 Outcome 3 and Criteria 3–6.

Criterion 3: Understanding of the characteristics of the ingredients used.

Did the student select appropriate ingredients?

Did the student select tools, equipment and processes that were appropriate to the ingredients?

Was teacher assistance required or were selections made independently? Was a degree of teacher intervention required?

Were selections and choices based on researched information or the student's knowledge?

Criterion 4: Skill in the application of food preparation and food processing techniques.

Did the student safely and hygienically apply a range of food preparation and food processing techniques? (Did the teacher need to remind the student of correct safety and hygiene practices?)

Were a range of food preparation and food processing techniques (some of which were complex and of a high degree of difficulty undertaken by the student?)

The teacher could note any physical disability that may affect student performance in applying food preparation and food processing techniques.

Criterion 5: Skill in the use of tools and equipment

What level of skill did the student demonstrate in the application of a range of tools and equipment?

In observing the products (both finished and in progress) is it evident that the student can use the tools and equipment accurately, skilfully and competently?

Has the student been able to achieve a high quality and presentation in the completed components of the product/overall product that reflects the skilful use of tools and equipment?

Criterion 6: Skill in realising the plan

Does the completed product resemble the plan?

Have the changes and the reasons for these changes (with justification/s) been documented? For example, did the student actually undertake the processes defined in the plan? Consider changes to the product/components of product, selection of tools and equipment and processes, and timeline. This criterion requires a comparison of the documented selected design option and content of the production plan with the actual product and related production activities, because the product and its components are completed progressively.

Systems and Technology

The 2002 Technology Assessment Guide advises in the Scope of the task (page 46) the following information regarding use of the Additional Teacher Comment sheet for Systems and Technology:

The Additional Teacher Comment sheet should be used to document skills and competencies; particularly those relating to the safe use of tools, equipment and machines (Criteria 3–6) that may not be clearly demonstrated in the student's final presentation.

Teachers could comment on the following aspects that are drawn from the criteria and related bullet points in the assessment guide.

Criterion 3: Skill in the application of processes

Did the student carry out a range of processes (some of which were difficult or complex) in the production of the product? (Processes could be noted if they are not evident in the record of design, planning and production or the production work.)

The teacher could also note the level of independence demonstrated by the student when applying the processes.

Criterion 4: Skill in the use of tools, equipment and machines

Did the student demonstrate competence and technical skill in the use of a range of tools, equipment and machines?

Is the product functional or non-functional (or has it at some stage been functional)? (Functionality or performance of the product may relate to the way the student has used the tools and equipment.)

Does the product look neat and tidy? (Some parts may be hidden from view.)

Criterion 5: Skill in realising the plan

Does the product perform in the intended way (i.e. expected output) as outlined in the plan or as documented in the modifications? (Aspects that should be considered are listed on page 48 of the assessment guide.)

Did the student make appropriate selections and use of appropriate materials, components, methods of assembly and conventions? Did the student make these selections independently, and/or follow advice given by the teacher or locate and use technical information or journals to inform selections?

Criterion 6: Understanding of appropriate diagnostic test procedures

Has the student been able to plan and carry out the diagnostic test with little assistance and direction?

Have the appropriate procedures been followed?

Was testing equipment (devices to locate faults and measure performance) selected and used appropriately and accurately?

Notices

aMuse

Music Round Table Discussion Groups

An informal presentation and discussion group for new or inexperienced teachers of Solo and Group performance to ask questions of experienced VCE teachers. The possible discussion topics may include: 'How to teach combined classes' (is Units 1/3 or solo/group); 'Best way to program 5 lessons per week'; 'How much homework to give'; 'How much practice time is enough?'; 'How many performances per year'; 'How to assist kids to cope with assessment processes'; 'Effective use of computer labs'; 'Appropriate marking schemes'; 'Monash Enhancement program'; 'VET'; 'Examples of technical work'. A valuable opportunity to discuss vital VCE issues in a friendly environment. Participants should email your questions ahead of time to the *aMuse* office. Booking essential. Contact *aMuse*, 150 Palmerston Street Carlton 3053, tel: (03) 9349 1048 or amuse@jcsav.vic.edu.au

Music Styles

Date: Tuesday 30 April
 Time: 6.00 pm – 8.00 pm
 Cost: \$5.50 members/\$11.00 non-members
 Venue: Statewide Resources Centre

Solo and Group Performance

Date: Tuesday 30 April
 Time: 6.00 pm – 8.00 pm
 Cost: \$5.50 members/\$11.00 non-members
 Venue: Statewide Resources Centre

Achieving Success in Aural Studies

presented by John Crowley, St Bernard's College, Essendon

This is an intensive supplementary course for students. Over a series of hands-on seminars students will develop a range of effective strategies to enable the successful completion of the VCE Solo Performance Aural Examination in November. These seminars are sequential and will be held monthly on Monday evenings. There is no compulsion to attend all seminars – students should feel free to attend as required. Teachers may also find this course useful. Contact *aMuse*, 150 Palmerston Street Carlton 3053, tel: (03) 9349 1048 or amuse@jcsav.vic.edu.au

Date: Mondays as listed below
 Time: 7.00 pm – 9.30 pm
 Cost: (*per session*)\$12.00 members/\$18.00 non-members

Venue: Statewide Resources Centre
 15 April Melodic transcription
 6 May Melodic transcription
 27 May Chords and their recognition
 17 June Recognition of chord progressions
 22 July Recognition of chord progressions
 12 August Revision and practise exam questions
 2 September Transcription of rhythms
 14 October Revision and full practise exam

VCE Solo Performance

Prescribed List of Ensemble Works Lectures

aMuse has assembled an exceptional line up of presenters for the Prescribed List of Ensemble Works for Solo Performance Lectures during Term 2 2002. Each lecture will feature live or recorded performance of the piece being studied, a detailed lecture covering the structure and context of the work, and a discussion of teaching and learning aspects. The 2001 written exam questions will be discussed as well. These lectures are suitable for students and teachers and will provide valuable insight into each of the prescribed list works. All participants should bring marked up scores for reference. Booking essential. Contact *aMuse*, 150 Palmerston Street Carlton 3053, tel: (03) 9349 1048 or amuse@jcsav.vic.edu.au

Ensemble Works Lecture Number 1 – Work for Band

Holst: 'First Suite in E flat for Band Opus 28 No. 1'
 Lecturers: John Crowley, St Bernards College, Essendon
 Peter Bohmer, Penleigh and Essendon Grammar School

Featuring a performance of the suite by the City of Boroondara Symphonic Band, Colin Harris, Conductor.

Date: Sunday 28 April
 Time: 1.00 pm
 Venue: Methodist Ladies College Music Auditorium
 Cost: Students \$11.00/Teachers \$22.00

Ensemble Works Lecture Number 2 – Work for Choir

Bach: 'Wachet Auf Cantata No. 140'
 Lecturer: Graham Abbott, Melbourne Symphony
 Jayne Turner, Presbyterian Ladies' College
 Michael Sargeant, Lauriston Girls' School
 Date: Sunday 5 May
 Time: 1.00 pm
 Venue: Methodist Ladies College Music Auditorium
 Cost: Students \$11.00/Teachers \$22.00

Ensemble Works Lecture Number 3 – Work for Chamber Ensemble

Mozart: 'Clarinet quintet in A K 581'
 Lecturers: Graham Abbott, Melbourne Symphony
 John Ferguson, Scotch College
 Melinda Sawers, Ivanhoe Girls' Grammar
 Featuring a performance of the quintet by an ensemble from the Victorian College of the Arts, William Howard, coordinator
 Date: Sunday 26 May
 Time: 1.00 pm
 Venue: Methodist Ladies College Music Auditorium
 Cost: Students \$11.00/Teachers \$22.00

Ensemble Works Lecture Number 4 – Work for Contemporary Popular Group

The Beatles: 'Sgt. Pepper's Lonely Hearts Club Band'
 Lecturer: Mandy Stefanakis, The University of Melbourne
 Date: Sunday 2 June
 Time: 1.00 pm
 Venue: Statewide Resources Centre, 150 Palmerston Street Carlton
 Cost: Students \$11.00/Teachers \$22.00

Ensemble Works Lecture Number 5 – Work for Orchestra

Westlake: 'Antarctica: suite for guitar and orchestra'
 Lecturer: Nigel Westlake, composer
 Date: Sunday 16 June
 Part 1: Screening of *Antarctica* at IMAX Theatre
 Time: 10.00 am
 Cost: Students \$7.50/Teachers FREE
 Venue: IMAX theatre
 Part 2: Lecture by Nigel Westlake
 Time: 11.00 am
 Cost: Students \$11.00/Teachers \$22.00
 Venue: Melbourne Museum

Bookings for the Antarctica film and lecture only through aMuse. Do not contact the IMAX or the Melbourne Museum for this event.



Drama Ensemble Video ORDER FORM

This video features three Drama ensembles filmed at the Melbourne Concert Hall as part of the VCE Season of Excellence.

The video will be accompanied by a booklet giving details of the prescribed structures that were used in developing and realising the performances in 1997, 1998 and 1999.

This video will inspire and inform teachers and students of VCE Drama – Units 1, 2 and 3.

The cost of the video is \$33 (includes postage, handling and GST).
To purchase the video, mail the attached order form to:

Information Services
Victorian Curriculum and Assessment Authority
41 St Andrews Place
East Melbourne VIC 3002

**Make cheque payable to Victorian Curriculum and Assessment Authority
(ABN: 82 628 957 617)**

This order form becomes a TAX INVOICE upon receipt of payment

For further details contact Information Services (03) 9651 4544 or (03) 9651 4328



On receipt of payment, a Tax Invoice Receipt will be mailed with the video

Order Form

Please find enclosed a cheque or money order for \$_____ as payment for copy/copies of the **Drama Ensemble** video.

Name: _____ Telephone: _____

Address: _____

April 2001 to March 2002

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2. VCE Music Performance: Group Units 3 and 4
3. VCE Mathematics Application Tasks

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2. VCE VET Scored Assessment
2. Revised VCE LOTE Coursework survey report

Distribution

28 February to 27 March 2002

Memoranda to schools

- 21/2002 re VASS Release version 6.03
20/2002 re History: Revolutions 2001 exam paper (pending)
19/2002 re History: Renaissance Italy 2001 exam paper (pending)
18/2002 re VCE Season of Excellence 2002 – Top Class
17/2002 re Information for students learning English as a Second Language
15/2002 re 2002 Principal's Certification of changes to VCE Chemistry
14/2002 re 2002 Principal's Certification of changes to Unit 4 VCE Philosophy
13/2002 re Liaison Leaders for LOTE Studies
12/2002 re Workshops for teachers of VCE Chinese FL, Indonesian FL, Japanese FL and Korean FL

Publications: Print

- March 2002 VCE BULLETIN
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Supplement 2 – VCE VET Scored assessment
Supplement 3 – Revised VCE LOTE Coursework survey report
Reaccredited Study Designs: Accounting, Information Technology
VCE Assessment Support Material: Technology
Design and Technology
Food and Technology
(Course Advice) Systems and Technology
VCE VET Task Samples: Business (Office Administration), Arts (Interactive Multimedia), Furnishing

Publications: Internet

Additions

- March 2002 VCE BULLETIN and Supplements
Memoranda to schools: 3, 4, 12, 13, 14, 15, 17, 18, 21
VCE Achiever Flyer
VCAA Copyright Application form

- 2003 Literature Text list
2003 English/ESL Text list
Education Times article: 'Focus on Great Outdoors'
LOTE Liaison Leaders 2002
VCE VET Task Samples: Business (Office Administration), Arts (Interactive Multimedia), Furnishing
Expression of Interest Study Consultation Register 2002
School Assessment forms: Reviewer application, Visitation information response, Additional information sheet (Tech)
CEO's column March
Examinations 2001: Accounting 2, Agriculture and Horticulture, Biology 2, Chemistry 2, Business Management, Dance, Design and Technology, Drama: Performance and Written, Economics, English, ESL, English Language, Further Mathematics 1 and 2, Health and Human Development, GAT
History: Australian, Renaissance and Revolutions
Industry and Enterprise, Information Processing and Management, Information Systems, International Studies, Legal Studies
LOTE: Arabic, Chinese FL, Chinese SL, French, Greek, Hebrew, Italian, Japanese SL, Latin, Maltese, Portuguese, Russian, Spanish, Swedish, Tamil, Vietnamese
Mathematical Methods 1 and 2, Media, Outdoor Education, Philosophy, Physical Education, Physics 1 and 2, Political Studies, Psychology 2, Religion and Society, Specialist Mathematics 1 and 2, Texts and Traditions
VET: Arts (Interactive Multimedia), Business, Community Services, Furnishing, Hospitality, Information Technology

Deletions

- State Reviewer application form for Coursework and School-assessed Tasks
2001 Literature Text list
2001 English/ESL Text list

COPY DEADLINES FOR 2002

Issue No. and Month	Date of publication	Copy deadline
No. 176 May	Monday 13 May	Wednesday 24 April
No. 177 June	Monday 10 June	Wednesday 22 May
No. 178 July	Monday 15 July	Wednesday 26 June
No. 179 August	Monday 12 August	Wednesday 24 July
No. 180 Examination Issue	Monday 26 August	Wednesday 7 August
No. 181 September	Monday 16 September	Wednesday 28 August
No. 182 October	Monday 14 October	Wednesday 25 September
No. 183 November	Monday 11 November	Wednesday 23 October
No. 184 December	Monday 16 December	Wednesday 27 November



Sean Layh, *C.O.D.Y: come on die young!* – Billanook College, Mooroolbark



Lucy McNamara, *Precariously* (detail) – Loreto Mandeville Hall, Toorak



Simone Bennett, *Lepidophobia* – Kew High School, East Kew

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