

Supplement to this issue

1. Sample examination questions 2002: VCE VET Information Technology

VCE Bulletin

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Season of Excellence update

The VCE Season of Excellence, held annually from March to July, is a series of performances, exhibitions and short film screenings presenting work by VCE students. It is supported by programs, catalogues and online material.

Top Class is a major component of the Season, staging performances by students who gain very high grades in VCE Dance, Drama and Theatre Studies, Music Performance: Solo and Music Performance: Group. Held over two days, Top Class comprises eight concerts attended by hundreds of students and their teachers, and the participants' families and school representatives.

Top Class is characterised by diversity in the approach and techniques students exhibit. Drama Solo performances in 2002 ranged from the humour of *The Pet* or *The Servant* to the power of a vengeful Medea cleverly using a cloak to change scene and mood. Theatre Studies monologues included

speeches from *Hamlet*, *Mother Courage* and *Who's Afraid of Virginia Woolf?* Students created scenes with a minimum of props, inventively conveying time and place. Dance students explored technique and composition, working with a variety of musical forms including rock, classical, pop and sound compilations. The Music concerts featured Solo performances displaying inspiring levels of technical and expressive skill and Group performances from ensembles, including a clarinet duet, jazz ensembles, rock and contemporary groups and a brass sextet.



Kim Smith, Traralgon Secondary College



Important administrative dates

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

2002	
Monday 12 August	June examination results and Studio Arts grades available to schools.
Thursday 22 August	Partnership applications for Unit 4 coursework due at the VCAA.
Friday 23 August	Enrolment 4 data due at the VCAA. This data should also contain 2002 VCE VET enrolment data. After this date VASS will not allow schools to enter or withdraw enrolments for Units 1 and 2 in second semester, amend VCE VET assessment plan data or enter or withdraw enrolments for VCE VET modules for scored Unit 3 and 4 sequences.
Monday 9 September	November Examination Centres are available to schools.
Friday 20 September	End Term 3 Final day for lodging applications for enrolment in 2003 in Chinese Second Language, Indonesian Second Language, Japanese Second Language or Korean Second Language.
Monday 7 October	Start Term 4
Monday 7 October to Sunday 3 November	Performance examinations and LOTE oral examinations.
Friday 11 October	Enrolment 5 data due at VCAA. After this date VASS will not allow schools to enter or withdraw enrolments for VCE VET modules/UoCs.
Monday 14 October	SIAR 3 School-assessed Task scores due at the VCAA. Indicative grades for October/November examinations including performance examinations are also required. After this date VASS will not allow schools to enter SIAR 3 scores or indicative grades.
Friday 18 October	Final day for lodging requests to inspect scripts for examinations in the June examination period.
Monday 21 October	School Status Report identifying School-assessed Tasks from the SIAR 3 required for review, Authentication Review Record Form for the School-assessed Tasks received in schools.
Monday 28 October	Review by visitation of School-assessed Tasks begin.
Tuesday 29 October	LOTE (CCAFL) written examinations.
Wednesday 30 October	Unit 4 Coursework audit material due at the VCAA.
Friday 1 November to Friday 22 November	Written Examinations held.
Friday 15 November	Final day for principals to lodge Score Amendments for School-assessed Tasks from SIAR 1. Final day for principals to lodge requests for confirmation of grades for results released to schools. Earliest date School-assessed Tasks in the Arts and Technology may be returned to students.
Monday 18 November	SIAR 4 scores for Unit 4 Coursework and VCE VET coursework due at the VCAA. After this date VASS will not allow schools to enter SIAR 4 scores.
Monday 25 November	SIAR 5 unit results due at the VCAA. Final day for notifying the VCAA of Consideration of Disadvantage status. After this date VASS will not allow schools to enter unit results or Consideration of Disadvantage.
Week beginning Monday 16 December	Results available to students.

CEO's column



Melbourne can be stark in winter – bare gardens, short days, hurried people. Football punctuates the pattern for some; others enjoy a form of hibernation.

In contrast the VCAA is enjoying a period of regeneration. We have five new Authority members; a major Working Party has just completed its report; we have recently distributed a redesigned booklet for Year 10 students *Where to Now?* and we have completed a research report on the use of information and communications technology (ICT) in the VCE.

The Minister has appointed five new Authority members with strong education credentials:

Christine Burnup BA, DipEd is the CEO of Australian Minerals and Energy Environment Foundation and has almost 30 years of experience in the fields of education, training, policy, government, business, mining and the environment.

Peter McMullin LLB, B. Com., FAIM is a legal practitioner specialising in commercial law and mediation. He has a longstanding interest in educational issues and is a member of the Council of Victoria University.

Joanne Roberts, DipEd, Grad Dip. Comp. Ed. is Assistant Principal at The Grange School. She has worked in the primary, secondary and tertiary sectors in leadership and teaching roles.

Kylie Sanders, DipEd, B. Ed. joins the Authority with extensive experience as a primary teacher. While teaching at Red Cliffs East Primary School, Ms Sanders is also the Middle Years Literacy Leader and Civics and Citizenship Leader for the Loddon Campaspe Mallee area.

Professor Sue Willis is the Dean of the Faculty of Education at Monash University. Her area of expertise is in mathematics education relating to children's development of key mathematical ideas and the development of informed numeracy in children and adults.

Another milestone is the completion of the Report of the Working Party on the Publication of VCE Performance Data. The authors were a group of committed educators who gave generously of their time in Semester 1 to grapple with the technical issues associated with the design of the GAT and the VCE Achievement Index, to check the empirical evidence on the impact of the publication of the Index and to discuss good practice. Individual members brought a range of perspectives but the Working Party was marked by constructive, collegial dialogue.

The report of the Working Party will be considered by the Assessment Committee of the VCAA before it proceeds to the Authority who will in turn forward it to the Minister with advice for her consideration.

Where to Now? is a redesigned information booklet for Year 10 students which provides advice on a range of pathways – the VCE, the new Victorian Certificate of Applied Learning (VCAL), and apprenticeships and traineeships which are a combination of work and structured training that can be combined with the VCE or VCAL. We will be seeking feedback from schools on the new approach which attempts to concentrate in one publication a range of options for students.

The research report on e-learning in the VCE *e-merging* is the result of an initiative of the convenors of VCE studies. During 2001 they worked with the VCAA to gather data on the spread and effectiveness of e-learning in the VCE. The research is guided by a conception of 'knowledge workers'. The findings indicate that ICT is a growing, challenging and contentious context for curriculum design and pedagogy, that both home and school are important ICT environments and that teachers would value increased training and support. This report will be distributed to schools during Term 3.

P-10 has not been neglected during this period! Some annotated work samples have been distributed and others are on the way, the AIM assessments are proceeding (with 81% opting in to Year 7 AIM) and the computer adaptive assessment, AIM Online, is proceeding to a further trial in 70 Year 7 classrooms. More of this next month.

For the Authority, Winter 2002 is proving to be a productive and innovative period. Good wishes for similar enterprise in schools and for healthy winter months.

Susan Pascoe
Chief Executive Officer
August 2002

School assessment

Procedures for school assessments subject to review by visitation

Important dates – SIAR 3

The school's initial assessments for SIAR 3 are to be reported via VASS to the Victorian Curriculum and Assessment Authority (VCAA) on or before **Monday 14 October 2002**.

Schools will be notified of the studies subject to review on the **School Status Report (SSR)** via email on **Monday 21 October 2002**. If a review is required at your school the particular date of visitation will be communicated via email no later than 12 noon **Wednesday 23 October 2002**.

Also, reviewers will phone/fax prior to the visit and communicate to the school the approximate time of arrival and to check details such as availability of the Visitation Liaison Person (VLP), location of the work and parking arrangements.

The review by visitation of the School-assessed Tasks will occur during the period:

Monday 28 October – Monday 4 November

In some cases schools may be requested to be available on Wednesday 6 November or Thursday 7 November.

Review of school assessments by visitation

Should your school's School-assessed Task/s in the following studies be required for review, VCAA appointed reviewers will visit the school.

Visual Arts

Art (AR03), Media (ME03), Studio Arts (SA03), Visual Communication and Design (VC03)

Technology

Design and Technology (DT03), Food and Technology (FY03), Systems and Technology (ST03)

Initial information requested from schools

Schools need to provide the VCAA with particular information that ensures an effective visitation process.

Schools are required to return the Visitation Information Response Sheet, see page 11, by facsimile (03 9811 6211) or mail.

Please use a separate sheet for each study with a School-assessed Task that the school offers.

The following information is required for each study with a School-assessed Task:

- **Nature of student work**
Students can work in a range of areas within a study (refer to the study design).
- **Visitation Liaison Person (VLP)**
Only one person per school is to be identified as the VLP. This person **should not** be the classroom teacher of the

study. The VCAA will assume that the VLP is the VCE coordinator unless notified otherwise.

The VLP needs to carry out the following tasks on the day/s of review:

- student work is organised, where possible, in student number order as on the Study Record Form (SRF) and that any developmental work is located with the final work, in the one location
- give reviewers the annotated SRF/s and guide them to the student work
- ensure the availability of a computer that can access VASS
- sign the 'Acknowledgement of Visitation' form which the reviewers will bring with them.

- **Dates suitable for visitation**

All days within the specified period are considered viable by the VCAA for visitation review. Schools should not omit student-free days from the list when asked for information on suitable dates. Only recognised public holidays and religious holidays could be considered unsuitable days for review.

Preparation required by the school just prior to review by visitation

VASS is used to collect visitation reviewer assessments online, i.e. reviewers provide assessments directly onto the VCAA database. Schools are assured that reviewers do not have access to any schools' records existing on the database. The VCAA asks all schools identified for review to allow the visitation reviewers to use VASS via their Internet facilities.

Schools are asked to make the following arrangements:

1. Provision is made for a computer with VASS capability to be used by VCAA reviewers. It may not have to be the computer used by the VCE/VASS coordinator but the computer must be checked by school staff to ensure that it can access VASS. The location of this computer should be as close as possible to the venue in which reviewers will be asked to work in a school.
2. Ensure that the computer made available for the reviewers will not be affected by security measures instigated by the school to protect their servers or to prevent misuse of their system. This might mean temporary disabling of network logins, timing-out devices and screen saver passwords.
3. The computer provided for reviewers does not compete with the network usage made for students on a given day. Allowing the reviewers to be on the fastest available service that the school can provide would be appreciated.
4. Alert reviewers to known issues regarding the school's Internet usage or to the way in which the local system/network works. Reviewers must be able to do their work in confidential and secure surroundings. Technical support or other staff cannot be present during the review of work or the entry of scores at the school.

Preparation of work prior to visitation

VCE/VASS coordinators and teachers should refer to *VCE Administrative Handbook 2002: Section 8.2, pages 61–66*.

Using the set criteria for the School-assessed Tasks as given in the 2002 assessment guides, teachers are required to

make an initial school assessment of the student work submitted.

Assessment sheets are not to be included with student work but should be stored in a safe place. If assessment sheets are required by the VCAA they are to be bundled, clearly marked and sent in the envelope provided by the VCAA for that purpose (sent after the SSR to only those schools required to submit assessment sheets).

Schools are responsible for ensuring that all student work required for review is available and accessible in a secure location on the day of visitation. All parts of the tasks such as developmental and final work should be placed together in the one location. All student work must be available for review from 9.00 am on the scheduled day of review.

Documents required from VASS

In VASS go to menu items RESULTS ADMIN→VCE reports to access these items.

- **identification sheet** must be attached to all items of student work and they must be clearly visible
- **SRF** must be annotated as required and made available for the reviewers on the day.

Use of technology in student work

It is the responsibility of the school and teacher/s to ensure that any relevant hardware and software is provided with the student work at the time of review.

Student work presented in electronic form, for assessment review during visitation must include appropriate access instructions. School-assessed Tasks that cannot be accessed will be assessed as NA until such time as the school or student is able to provide sufficient information and/or equipment to enable a full assessment to take place.

Teachers and students are advised to ensure that:

- adequate instructions are provided to indicate which sections of the work are to be accessed by computer, e.g. passwords and any other security measures
- the necessary hardware and software is available at the time of the review and set up to display the work appropriately without further intervention or instruction from the school
- all disks and associated material are clearly marked with the students' VCAA identification number/s.

Reviewer requirements on the day of visitation

- Reviewers will arrive in schools at some time **between 9.00 am and 4.00 pm** on the designated day of visitation. It is probable that the reviewers have a number of schools to visit each day
- The VLP should be available to meet the reviewers, hand them the Study Record Form and show the reviewers to the location of student work
- Reviewers will require unrestricted and confidential access to a computer that is capable of accessing VASS

School representatives must not disturb reviewers involved in the assessment of student work on the day of review.

Further reference should be made to Supplement 1 to the March 2002 VCE BULLETIN, pages 4–7

Any further information required or any clarification of visitation procedures should be directed to Marlwood Ryder in the VCE Assessment Unit on (03) 9651 4421, or email: ryder.marlwood.f@edumail.vic.gov.au.

Examinations

LOTE: Classical Greek examination

The Classical Greek examination will be held on Thursday 7 November 2002 – 9.25 am to 12.30 pm.

LOTE Oral examinations: New Video

The VCE Assessment Unit has produced a video for teachers outlining the procedures for the Oral component of the LOTE examination. The video will be sent to all schools in August and will also be broadcast through Schools Television, Interactive Satellite Transmission. The date and time of the broadcast will be advertised in the program guide for Schools Television in *Education Times*. Enquiries can be directed to Cathy Peters on (03) 9651 4469.

VCE VET Financial Services: Sample Examination

The sample examination for the VCE VET Financial Services examination is now available from the VCAA website: www.vcaa.vic.edu.au/VCE/EXAMS/examweb.htm

Music Performance Solo: End-of-year Performance examinations

Students performing in this subject in the October performance period should be aware that examination conditions impose a maximum time limit for performance.

The performance time limit is described on page 59 of the *Music Performance Study design*.

Students are allocated time slots at the examination venue – these time slots allow for changeover and particular setup characteristics that may be required for each performance.

The actual assessed performance time for each performance will commence with the assessor's announcement (for disc recording purposes) of the student's candidate number, the time, date and examination venue.

VCE Economics: Consultation

The draft study design for VCE Economics for implementation in 2004 was approved at the Curriculum Committee meeting on 17 July for consultation with teachers and key stakeholders. Teachers who have not joined the VCAA Consultation Register can access a copy via the VCAA website at www.vcaa.vic.edu.au

Responses can be made online or by downloading the questionnaire and returning it by mail or facsimile. All responses are forwarded to the Study Review Committee for consideration before the final draft is prepared.

Student Records and Results

Change of Fax Number

Schools please note that all faxes to the Student Records and Results Unit relating to:

- Amendments to Enrolments and Results
- Applications for Interrupted Studies, Compassionate Late Withdrawal and requests for information regarding other Special Provision.

(Note: Applications for Special Examination Arrangements are to be forwarded to the VCE Assessment Unit.)

- Second Language applications
- Credit applications
- Partnerships
- Extension of time for VASS Critical Dates
- Coursework Score Amendments
- Amendments to School Assessed Task scores

should now be sent to the Unit's direct facsimile number: (03) 9651 4470.

Erratum – in July Bulletin

Schools please be advised of an amendment relating to the fifth question under the heading 'Advice on the management of data entry':

'I don't have all the scores.' (on page 7 of the July 2002 VCE BULLETIN).

The Missing Graded Assessment Results report no longer exists.

The paragraph should now read:

- 'To ensure that all the required scores have been entered, the

Results Admin → VCE Reports → School Assessed Tasks/Coursework → Display Missing Results Only and or/Display Students Assessed Elsewhere

for the relevant SIAR should be run and actioned prior to the deadline.

VET option in VCE LOTE workshop

A one-day workshop will be held on Monday 26 August for teachers interested in introducing the VCE LOTE VET option into their program. The workshop will cover planning, resource and organisation issues for second language studies as well as information regarding Certificate III in Applied Language. Teachers will be provided with support materials developed by the LOTE unit of the VCAA. Workshop details are as follows:

Date: Monday 26 August 2002
Time: 10.00 am – 3.30 pm
Venue: DE&T
 33 St. Andrew's Place
 Ground Floor
 Meeting Room 3
 East Melbourne

Registration for the workshop is essential and teachers should forward their details, including name, school, language taught, together with phone, facsimile and email contacts to Marie Clair, on (03) 9651 4339, by facsimile on (03) 9651 4324 or via email at clair.marie.m@edumail.vic.gov.au

Closing date for registration is Wednesday 21 August 2002.

VCE VET

VCE VET Briefings

Schools are invited to attend a VCAA briefing on VCE VET programs and related matters. The following pages detail the dates and locations of the VCE VET briefings to be held in August/September 2002. Schools are entitled to send up to three representatives to a briefing including the principal or delegate. VCE/VET Coordinators should attend, in order to ensure that the school has access to all program information for 2003.

These sessions are of 3½ hours duration and will include an overview of:

- the policy context for 2003
- details of programs: new, revised and discontinued for 2003
- possible new developments in 2003
- information on developments for Block Credit Arrangements
- an overview of the AQTF Compliance Guide for school RTOs.

For further information, please contact Kate Rule on (03) 9651 4458 or email rule.catherine.e@edumail.vic.gov.au. The briefings will be held on the following dates:

Location	Date
1 Gippsland Riversleigh 1 Nicholson Street, Bairnsdale	Wednesday 21 August Registration @ 12.30 1.00 – 4.30 pm
2 Gippsland Italian Australian Club 499–501 Princes Hwy, Morwell	Thursday 22 August Registration @ 12.30 1.00 – 4.30 pm
3 Western Metropolitan Region Moonee Valley Racecourse Legends Room McPherson Street, Moonee Ponds Enter via Members Gate	Friday 23 August Registration @ 12.45 1.00 – 4.30 pm
4 Southern Metropolitan Region Edmund Barton Centre, Holmesglen TAFE South Road, Moorabbin	Tuesday 27 August Registration @ 12.45 1.00 – 4.30 pm
5 Barwon South Western Region Warrnambool Function Centre 163 Timor Street, Warrnambool	Thursday 29 August Registration @ 12.30 1.00 – 4.30 pm
6 Barwon South Western Region Mercure Hotel Cnr Gheringhap & Myers Streets, Geelong	Monday 2 September Registration @ 12.30 1.00 – 4.30 pm
7 Eastern Metropolitan Region Novotel 286–287 Springvale Rd, Glen Waverley	Tuesday 3 September Registration @ 12.45 1.00 – 4.30 pm
8 Central Highlands Wimmera Victorian Institute for Dryland Agriculture 110 Natimuk Road, Horsham	Wednesday 4 September Registration @ 12.30 1.00 – 4.30 pm
9 Central Highlands Wimmera Ballarat Lodge 613 Main Road, Ballarat	Thursday 5 September Registration @ 12.30 1.00 – 4.30 pm
10 Northern Metropolitan Region Darebin Arts and Convention Centre Cnr Bell St & St Georges Rd, Preston	Monday 9 September Registration @ 12.45 1.00 – 4.30 pm
11 Loddon Campaspe Mallee Grand Hotel Seventh Street, Mildura	Tuesday 10 September Registration @ 12.00 12.30 – 4.00 pm
12 Loddon Campaspe Mallee All Seasons International Hotel 171–183 McIvor Rd, Bendigo	Wednesday 11 September Registration @ 12.30 1.00 – 4.30 pm
13 Goulburn North Eastern Café Raffety's Restaurant 55 Nunn St, Benalla	Thursday 12 September Registration @ 12.30 1.00 – 4.30 pm

VCE VET Scored Assessment

Assessment Plans

Schools are reminded that the final date to enter/modify Assessment Plans on VASS for scored VCE VET programs is **Friday 23 August 2002**.

Enrolment requirements

For each student completing scored assessment for the purposes of receiving a Study Score in 2002, the following information needs to be entered on VASS by the above date:

- a full Unit 3–4 program
- a VALID Assessment Plan
- the Registered Training Organisation (RTO).

Schools are referred to the March 2002 VCE BULLETIN for further details on the scored VCE VET programs in 2002.

Part-time apprenticeships

Students undertaking a part-time apprenticeship or traineeship in one of the scored programs, are not required to undertake the scored assessment process; however, this option is available to them. The 10% enter increment is still available to these students on completion of the training program.

Financial Services Assessment Plan

Schools are advised that the Assessment Plan published on the VCAA website for Financial Services has now been amended to allow for the change in nominal hours. As detailed in the July 2002 VCE BULLETIN, the nominal hours for the unit of competence **FNBFIN68A Prepare reports for management** has increased. Schools are referred to the July Bulletin for full details.

Consideration of Disadvantage – Procedures for 2002

Victorian Curriculum and Assessment Authority practice is for teachers to attest to the validity of claims of disadvantage made by their students. In doing this, teachers are asked:

1. to confirm that the circumstances are described accurately in the application; and
2. to make a judgment of the impact of the disadvantage on the student's performance – severe, moderate, or low.

The information that follows is provided as a guide to teachers in dealing with these claims. Please note that teachers are best placed to judge the level of disadvantage suffered by students they teach, and the VCAA relies on the accuracy of their reports. The details that follow are provided to help teachers use comparable standards in judging and reporting the level of disadvantage experienced by their students. It is not possible, of course, to anticipate every situation that may arise, and teachers will still be called upon to exercise their judgment and to make difficult decisions. The aim of this release is to make that task a little easier for teachers, and to help them to exercise that judgment in a reasonably uniform manner across schools.

Where a student suffers a disadvantage that affects his/her performance on a School-assessed Task or Coursework Task, teachers should make every effort to alleviate that disadvantage by making special provision for the student. This may involve re-scheduling the task, allowing extra time, or

setting a substitute task. The teacher is the best judge of what the student has achieved, and the circumstances in which that has occurred, and the teacher should award a mark that reflects the achievement of the student, taking into account the circumstances of the student at the time when the assessment was undertaken. Normally there is no need to submit an application for Consideration of Disadvantage to the VCAA. Consideration of Disadvantage in relation to School-assessed Coursework and School-assessed Tasks should only be sought in the most extreme cases, where the student has been unable to complete sufficient work to enable a reliable assessment to be made by the teacher (see section 11.8 of the *VCE Administrative Handbook 2002*). If this is the case, the circumstances need to be fully documented.

For these reasons, the table that follows refers specifically to the effect of disadvantage on students' performance on *examinations*. In general, it is only in examinations that the VCAA needs to become involved in estimating what a student might have achieved had the disadvantage not occurred – in almost all other cases, the teacher is in the best position to do this, and should.

Teachers should note two common threads running through these guidelines –

- Consideration of Disadvantage becomes an issue when the student's performance on an assessment task is affected in a way that is noticeable to the teacher; and
- Consideration of Disadvantage does not apply to events or circumstances that result from deliberate choices on the part of the student (such as involvement in extra-curricular activities), or in a range of circumstances detailed in the *VCE Administrative Handbook 2002* (Section 11.8).

These guidelines are offered to schools with the intention of clarifying the procedures in place and so making the task of school staff easier.

	Sickness	Environmental	Disability
Severe	This would include physical or mental illness that is sufficiently severe, and/or of sufficient duration that the student is clearly unable to perform close to his or her best on an examination. It might include a sudden onset of illness that makes it impossible for a student to sit for an examination, or an illness of long standing that prevents a student from performing anywhere near his/her best at examination time. The severity of the illness is not the point, but rather the severity of the impact on a student's ability to display his/her ability.	This could include severe and long-standing family disruption that prevents a student from performing at his/her best over a substantial period. A dramatic event such as the death of a family member or close friend could have a severe environmental impact if it occurred sufficiently close to the examination time that teachers were aware of the severity of its impact on the student's performance. It could also occur when a student's living arrangements have been dramatically altered to the detriment of the student's ability to perform (e.g. the student becomes homeless).	Severe disabilities are those that prevent a student from demonstrating legitimate learning progress – e.g. major loss of hearing, speech or eyesight could have profound effects in studies where the nature of the assessment tasks rely on their use. Where assistance has been provided (e.g. a transcriber, or extra writing time), this should be taken into account and the judgment of disadvantage should take into account the nature of that assistance. To be rated as severe disability, the impact on the student's performance would need to be severe even after the provision of assistance.
Moderate	Moderate disadvantage through illness would refer to cases in which the impact of the illness is steady and persistent, rather than dramatic. It might include illness or injury that would not be thought of as severe except that they occurred at a crucial time for the student, or serious illness sufficiently far in time from the examination that the student has had an opportunity to recover and make up much of the lost ground. The impact on the student's performance on assessment tasks has to be significant and noticeable to the teacher.	Moderate environmental disadvantage would include cases of severe family disruption sufficiently far from the examination in time that the student had a chance to recover; a student's studies being disrupted by becoming responsible for the care of a close family member during Year 12. The key is that teachers are aware of the impact on the student's performance, and can estimate how great it is. The disruption needs to be significant in its impact and duration to qualify as moderate disadvantage.	This category includes disabilities of long standing that impede the student's studies, but which the student has learned to accommodate to. Even though the disability might be severe in its impact on the student's life, it would be rated as a moderate disadvantage in the examination situation if sufficient allowance is made that the effect of the disability on the student's performance is somewhat alleviated.
Low	This would include minor illness that is persistent and recurrent to the extent that performance is visibly affected. Even an acute illness involving absence at a time that did not impact directly on assessment tasks might also constitute low disadvantage if the student had reasonable opportunity to make up the lost ground.	Persistent family difficulties to which the student has adjusted; unsatisfactory living and study arrangements that have prevented a student from performing at his/her best; death or illness in the family during the year but not at examination time. Again, the test is that the teacher was aware of the problem and of its impact on the student's performance during the year.	This category could include minor disabilities such as poor eyesight or hearing that have some impact on student's performance; significant disabilities for which some allowance has successfully been made (e.g. a student provided with a scribe because of RSI or 'writer's cramp'). The teacher needs to be aware of the disability and of its impact on the student's performance during the year.
Not allowed	Disadvantage in relation to a student's performance on School-assessed Coursework, where sufficient assessment work has been undertaken to enable the teacher to make a reliable assessment of the student's achievement.		
Not allowed	Minor illnesses, claims for which medical documentation is not provided; circumstances that, while significant, have not had noticeable impact on a student's performance (e.g. illness during school holidays). Happenings that occurred as a result of choices made by the student, e.g. part-time work, involvement in sport, theatre or community activities, or positions held within the school (prefect, school captain, etc.). Disabilities that affect a student's life outside school but have no discernible effect on his/her studies. These might include a speech defect (except in studies such as drama where it is directly relevant), mobility problems that are largely overcome by equipment, etc.		

VCE Achiever



The VCE Achiever Awards are coordinated by the VCAA to recognise the efforts of VCE students in promoting community involvement in their local school and wider community. VCE Achievers actively participate in such activities as the arts, environmental protection, aged care, hospitality, local council initiatives, fundraising and public speaking.

The VCE Achiever Awards are open to government, Catholic and independent school students. Mature age students are also encouraged to apply for these awards. These awards are sponsored by IBM Australia who provide the overall winner with an IBM notebook computer. Monthly finalists attend an end-of-year presentation at Parliament House in November, where this year's winner will be announced.

Monthly finalists will receive a certificate and an engraved medallion and their profiles will be published in the Learn section of the Herald Sun. An overall winner will be announced in November.

Written nominations should be addressed to Vera Hemkes, VCAA, 41 St Andrews Place, East Melbourne 3002. An application form, endorsed by the school principal, needs to be included with nominations.

For more information you can contact Vera on (03) 9651 4557 or access the VCAA website at www.vcaa.vic.edu.au/vce/achiever/Docs/VCEAchieverForm.doc.

Bridget Stewart from Bendigo Senior Secondary School is the VCE Achiever for June.

Bridget has all the verve and get-up-and-go you would expect from a young woman who plays a key role in the Loop Youth Newspaper, a local young people's paper. As one of the founding members, Bridget has played an active role in promotions, writing articles, as well as design work for this innovative project intended to give local youth a voice in their community.

Loop Youth Newspaper was developed through Lead On Australia, a community-focused organisation that provides opportunities for young people from all walks of life. Projects supported by Lead On Australia are designed to add value to the community and allow youth to become involved with local businesses simultaneously increasing their own skills of communication, organisation and management.

Bridget considers her involvement with Lead On as being one of her greatest achievements. This allowed her the chance to participate in the foundation of Loop, mentor young writers with the newspaper, and conduct project work and promotional activities for local business.

When asked about her future aspirations, Bridget said she was keen to study media communications at university and continue her commitment to youth issues.

Passionate about politics, Bridget is outspoken about current global conflicts and confronts head-on her concerns for the real people who are affected by political decisions. Bridget points out that: 'In Israel and Palestine they recently interviewed young people from both regions who were asking for peace yet their voices weren't being heard.' She believes more young people need to participate in politics and she wants to do something to help create positive change in that direction.

Bridget has been a recipient of the Victorian Educational Trust Award, recognising her outstanding commitment to School Leadership Programs and promotion, team leadership and community activities in general.



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Bridget is a keen musician and finds time in her busy life to perform at parties and local stage events as well as busking in Bendigo. She has been involved in the Young Ambassador Program with the Spastic Society of Victoria and is a volunteer at the Lighthouse Charity Shop, which helps young people in distress and sets up special houses to help them out in times of need.

Chair of the VCAA, Professor Kwong Lee Dow fully endorses Bridget Stewart's achievements. 'Bridget has created a discernible difference for her school and local community through her outstanding efforts. Bridget is a great ambassador for these awards.'

VISITATION INFORMATION RESPONSE SHEET

To:	Susan Meadows
Organisation:	Assessment Operations (School Assessment)
Fax:	(03) 9811 6211
Phone:	(03) 9811 6236
Email:	meadows.susan.s@edumail.vic.gov.au
From:	
Phone:	
Date:	
Pages including cover:	
Subject:	Visitation information – School-assessed Tasks

School Name: _____

VCAA School Code: _____

VISITATION LIAISON PERSON (VLP)

Please indicate the name and role of the VLP (e.g. Robin Smith, VCE Coordinator).

Tick as appropriate for each study

AR03		DT03		FY03		ME03		SA03		ST03		VC03	
-------------	--	-------------	--	-------------	--	-------------	--	-------------	--	-------------	--	-------------	--

INFORMATION ABOUT THE STUDENT WORK

If students intend to use a computer application (other than in the Microsoft Office Suite) in the completion of the task please indicate the **name** and **version** of the software application (e.g. Adobe Photoshop 5.5).

Please provide a brief overview of the nature of student work being undertaken for this task (e.g. 7 doing photography, 3 doing portraiture, 5 doing electronics, 6 doing multimedia).

DATES AVAILABLE FOR VISITATION REVIEW

Please indicate a response for all dates; if NO, a reason must be supplied.

Whilst it is expected schools will be available for all days they **must be available for at least 3 of the 5 days in the first week, i.e. the period 28 October to 1 November.**

Day	date	YES/NO	Reason if date not available
Monday	28 October		
Tuesday	29 October		
Wednesday	30 October		
Thursday	31 October		
Friday	1 November		
Monday	4 November		

If it became necessary to schedule the visit to the following days would your school be available

Wednesday	6 November		
Thursday	7 November		

Principal's name: _____

Signature: _____ **Date:** _____

Please complete and return this form by Wednesday 18 September 2002



Application for Top Designs 2003 Melbourne Museum

Students and teachers are invited to nominate Technology projects which they believe are likely to receive a high mark, and which students will be willing to make available for exhibition in 2003 as part of the VCE Season of Excellence 2003.

In the first instance, a photograph/photographs are required. If the work is short-listed initially, the folio will be called in, and then the product, as both are considered for the selection process.

1. Please place completed forms (one per work) in an A4 plastic sleeve.
2. Include photograph/s of each piece. Please do not use paper clips or glue as this damages photographs if required for the catalogue.
3. Please take photographs of work against a plain background.
4. Please include a stamped self-addressed DL envelope with the student's home address for notification of outcome.
5. Photographs will not be returned.

PRIVACY STATEMENT

We collect and handle all your personal information in order to process your application to participate in the VCE Season of Excellence. It will be kept secure and only used in relation to the selection of work for the VCE Season of Excellence.

SEND TO:

Season of Excellence
VCAA, 41 St Andrews Place, East Melbourne 3002
Telephone (03) 9651 4544

Closing date: 5 PM THURSDAY 31 OCTOBER 2002
Late applications cannot be accepted due to early short-listing

School: Government Catholic Independent

<p>Student information <input type="checkbox"/> Male <input type="checkbox"/> Female</p> <p>Name _____</p> <p>Address _____</p> <p style="text-align: right;">Postcode _____</p> <p>Student No. _____</p> <p>Phone (H) _____</p> <p>Mobile _____</p> <p>Email _____</p>	<p>Teacher information</p> <p>Name _____</p> <p>School _____</p> <p>Address _____</p> <p style="text-align: right;">Postcode _____</p> <p>Phone () _____</p> <p>Fax () _____</p> <p>Email _____</p>				
<p>Description of work: Study <input type="checkbox"/> Design and Technology <input type="checkbox"/> Food and Technology <input type="checkbox"/> Systems and Technology</p> <p>Title/description (This may be used in the catalogue) _____</p> <p>_____</p> <p>_____</p>					
<p>Materials and processes used _____</p> <p>_____</p> <p>_____</p>					
<p>Dimensions in cm: _____ height x _____ width x _____ depth</p> <p>Or clothing size _____ Size of folio: <input type="checkbox"/> A2 <input type="checkbox"/> A3 <input type="checkbox"/> A4 Other _____ x _____</p>					
OFFICE USE ONLY	Envelope	Letter 1	Letter 2	Contract	Final status



Application for Top Designs 2003 Melbourne Museum

Students and teachers are invited to nominate final presentation/s prepared in Units 3 and 4 which they believe are likely to receive a very high mark and which students will be willing to make available for exhibition in 2003 as part of Top Designs in the VCE Season of Excellence.

In the first instance, a colour photograph/s of the final presentation/s is required. The complete folio demonstrating the selection, refinement and evaluation of design alternatives along with final presentation/s will be requested before the final selection is made.

1. Please place completed forms (one per work) in an A4 plastic sleeve. **Use separate sheets if you are submitting both Unit 3 and 4.**
2. Include a photograph/s of each piece. Please do not use paper clips or glue as this damages images if required for catalogue.
3. Please include a stamped self-addressed DL envelope with the student's home address for notification of outcome.
4. If work incorporates multimedia a sample of hard copy and CD-ROM/disk/s should be submitted.
5. Photographs will not be returned.

PRIVACY STATEMENT

We collect and handle all your personal information in order to process your application to participate in the VCE Season of Excellence. It will be kept secure and only used in relation to the selection of work for the VCE Season of Excellence.

SEND TO:

Season of Excellence
VCAA, 41 St Andrews Place, East Melbourne 3002
Telephone (03) 9651 4544

Closing date: 5 PM THURSDAY 31 OCTOBER 2002

Late applications cannot be accepted due to early short-listing

School: Government Catholic Independent

Student information	<input type="checkbox"/> Male <input type="checkbox"/> Female	Teacher information
Name _____		Name _____
Address _____		School _____
Postcode _____		Address _____
Student No. _____		Postcode _____
Phone (H) _____		Phone () _____
Mobile _____		Fax () _____
Email _____		Email _____

Unit 3: Outcome 1: Final presentations

Communication Need/s _____

Materials, production systems (software where applicable) used: _____

Size of folio: A2 A3 A4 Other: _____ x _____

Unit 4: Designing to a Brief: Final presentations (Please use separate sheet if submitting both Unit 3 and Unit 4.)

CLIENT: _____

PRESENTATION 1. _____

Please list all materials and production systems used: _____

PRESENTATION 2. _____

Materials, techniques, production systems and software processes: _____

Size of folio: A2 A3 A4 Other: _____ x _____

OFFICE USE ONLY	Envelope	Letter 1	Letter 2	Contract	Final status
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**Top Arts: VCE 2002
VCE Art and Studio Arts
National Gallery of Victoria**

Application form

Students and teachers are invited to submit works which are likely to receive A or A+, and that students are willing to make available for the Top Arts exhibition in March 2003 as part of the VCE Season of Excellence 2003.

Students whose work is short-listed will be required to deliver both SAT 1 design process and SAT 2 folio in the case of Studio Arts, and in the case of Art, artworks and support material/body of work, for final selection in early December 2002.

All applicants will be notified of outcome by late February.

PRIVACY STATEMENT

We collect and handle all your personal information in order to process your application to participate in the VCE Season of Excellence. It will be kept secure and only used in relation to the selection of work for Top Arts.

INSTRUCTIONS FOR SUBMITTING APPLICATIONS

Applications: VCE Art students may submit photographs of up to 5 works that represent the resolution of the student's ideas as presented in their body of work.

VCE Studio Arts students may submit photographs of up to 5 works selected from their folio that represent the resolution of the aims outlined in their work brief.

Please complete an application form for each separate work and place with photo/s in a separate A4 plastic sleeve.

Multimedia works can be submitted on CD-ROM. Please include clear instructions on how to access material.

PHOTOGRAPHY

A successful application relies on you presenting the best possible image of your work. Initial selection is made from your photograph. A poor quality photograph limits your chance of selection. Please note the following recommendations for taking photographs.

1. If one work is comprised of multiple pieces it is recommended that you photograph works individually as well as showing the work as a whole. Only one application form is required for this work.
2. Place the work of art against a clean, one colour background, preferably a light coloured wall.
3. Use the best camera available to you. Use a good quality 100 ISO colour print film. Black and white film is acceptable for black and white images only.
4. Make sure the image is sharply focused and fills as much of the frame as possible.
5. Don't take the photograph on an angle that distorts the image. Stand squarely in front of it.
6. If a flash is used, beware of strong reflections caused by glass and other reflective surfaces. If the work is behind glass, photograph before framing.
7. If the work is generally very dark or very light, it is difficult for a camera to automatically calculate the required exposure. If you can, take a number of photographs using different exposures. Try to bracket the exposure by trying one stop more and one stop less as well as the exposure setting indicated by the camera.

CLOSING DATE: 5 pm Thursday 31 October 2002

SEND TO: Top Arts: VCE 2002

National Gallery of Victoria

P.O. Box 7259

Melbourne 8004

Tel: 9208 0435

This application is also available at www.ngv.vic.gov.au

Applications cannot be accepted after Thursday 31 October 2002

NOTE: Works cannot be submitted by email or in slides

Top Arts: VCE 2002 – VCE Art and VCE Studio Arts – Application form

Please read Instructions below for submitting applications. Complete form in **black or blue** ballpoint but please use a soft pencil (**B** or **2B**) to label photographs.

Please place form, photo/s and self-addressed envelope in A4 plastic sleeve. Please do not stick photos to application form in any way.

STUDY NAME: Art Studio Art SCHOOL: Government Catholic Independent

Student information	<input type="checkbox"/> Male <input type="checkbox"/> Female	Teacher information
Name _____		Name _____
Address _____		School _____
_____ Postcode _____		Address _____
Student No. _____		_____ Postcode _____
Phone (H) _____		Phone () _____
Mobile _____		Fax () _____
Email _____		Email _____

DETAILS OF ARTWORK (please use a separate sheet for each separate artwork and place in separate sleeve)

Title (to be used in catalogue) _____

Size in cm: _____ height x _____ width x _____ depth (3D work only)

(Please do not include mount size)

Media of final work _____

(e.g. terracotta; inkjet print; oil on canvas; gelatin silver photograph; type C photograph)

Length of video (if applicable) _____ (mins) Software used _____

Have you secured copyright clearance on any third party material used? ____ Yes ____ No (Please attach evidence)

Software used in multimedia or video submission _____

ARTIST STATEMENT (please print all details in BLOCK letters)

A concise statement in 50–100 words, written by the student. This may be used in the exhibition catalogue or label.

Concept/Ideas/Intention, process and techniques: (What you were trying to achieve)

INSTRUCTIONS FOR SUBMISSION

1. Identification: Please write on the back of each photo in B or 2B PENCIL or on a label: student's name and title, with arrow indicating top of image if unclear. Each image should also be clearly identified on the back of the photograph as to whether it is part of a series, from the folio/body of work or a single final piece.
Do not pin, glue or adhere photo to application form as this damages the image if required for catalogue photography.
Note: PHOTOGRAPHS WILL NOT BE RETURNED.
2. Videos and multimedia: Please label video, disk or CD-ROM with student's name, title and length in minutes where applicable. Students should have copyright clearance on any music used. **Please pack videos, CD-ROMs or disks to protect them.**
3. Framing: Please do not frame your work specifically for this submission as framing is at the discretion of the selection committee.
4. Mailing: Please place application form/s and photo/s or disks/CD-ROM in plastic sleeve/s before forwarding. If you are submitting more than one application please use separate sleeves.
5. **Please include a single DL self-addressed envelope to student's home address not school address. Only one envelope is required for each student regardless of how many applications submitted.**

OFFICE USE ONLY	Envelope	Letter 1	Letter 2	Contract	Final status
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August 2001 to July 2002

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Bulletin No. 171

1. School-assessed Coursework 2001: Survey Report

Bulletin No. 172

1. Sample LOTE examination material (online only)
2. VCE Music Performance: Group Units 3 and 4
3. VCE Mathematics Application Tasks

Bulletin No. 173

1. English and Literature Text list 2003
2. Examination details and assessment criteria for 2002 examinations (online only)

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1. 2002 Advice for School Assessment
2. VCE VET Scored Assessment
2. Revised VCE LOTE Coursework survey report

Bulletin No. 175

1. VCE 2002 Drama and Theatre Studies Performance examinations

Bulletin No. 176

1. Examination advice: June examinations and General Achievement Test (GAT)

Bulletin No. 177

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Distribution

27 June 2002 to 24 July 2002

Memoranda to schools

34/2002 re 2002 June Indicative Examination Grades
35/2002 re 2002 June Examination centre messages
36/2002 re Information for students learning English as a Second Language (ESL) and their parents
37/2002 re VASS Release version 7_01
VASS menu map 7_01
38/2002 re Submission of SIAR 1
39/2002 re VASS Release Version 7_02
40/2002 re Students without programs
41/2002 re 2002 November VCE written Examination centres
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Publications: Print

July 2002 VCE BULLETIN
Liftout – VCE Assessment: 2003 End-of-year Examinations Setting Panels
Where to Now? (Guide to the VCE 2003)
AIM 2002 Guide for Principals and Teachers – English and Mathematics Testing Component Years 3 and 5
AIM 2002 Guide for Principals and Teachers – English and Mathematics Testing Component Year 7

Publications: Internet

Additions

July 2002 VCE BULLETIN and Liftout
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VCE Achiever: June and July 2002
CSF Annotated Work Samples
Professional Development Program Guide and Worksheets: English, Mathematics and Science
AIM Year 7 English and Mathematics Assessment Program 2001 Guide for Principals and Teachers
GAT 2002 brochure PDF
Education Times article (on individual study pages): 'Folios Show Flair for Design' (Design and Technology)
ACACA Conference program
VCE VET Assessment Guides: Arts (Interactive Multimedia), Business (Operations), Community Services, Dance, Electronics, Furnishing, Information Technology
Report for Teachers: End-of-year Examinations 2001 and Coursework update
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VCE Studies Review and Development 2002: July Update

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COPY DEADLINES FOR 2002

Issue No. and Month	Date of publication	Copy deadline
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

During Top Class the Chief Assessor in each study comments on the students' work providing a valuable insight into the assessment criteria for current VCE students and a professional development opportunity for teachers.

Dance, Drama and Theatre Studies students are invited to audition in January. The invitation is forwarded after the VCE results are released. The selection panels include the Chief Assessor for the study, the artistic director for the VCE Season of Excellence and a representative from the relevant subject association.

For Music Performance: Solo and Group, students are invited to participate by the Chief Assessor for each study based on their performance in the October recital. In some cases with Music Performance: Group not all the students in the group achieve an A+ grade. Nevertheless, the whole group is invited to play in the concert.

The selection of performances represents a range of high-



Christopher Morrissey, Victorian College of the Arts Secondary School



Carly Hobbs, Sandringham College

achieving students from a variety of schools, taking into account the sectors and regional and metropolitan locations. All students who accept the invitation to perform in Top Class undertake the necessary preparation to perform at the standard they demonstrated during their end-of-year performance examination.

Dates are currently being finalised for Top Class in 2003. **Reduced ticket prices for regional students will be continued.** A representative sample of students from Top Class will be invited to perform at Top Acts at the Melbourne Concert Hall in Term 2. ArtEd at the Victorian Arts Centre will present skills workshops in conjunction with Top Acts. All dates will be published as they are confirmed.

Application forms for **Top Designs** and **Top Arts** were published in the July 2002 VCE BULLETIN and are reprinted in this edition on pages 12–16. They can also be downloaded from the VCAA website: www.vcaa.vic.edu.au

General Season enquiries: (03) 9651 4582.

VCE BULLETIN, published monthly (except January), is an official publication of the Victorian Curriculum and Assessment Authority. Principals are advised to ensure that it is circulated among VCE teachers. One copy should be filed for reference.

Victorian schools only may photocopy this publication for use by teachers and students.

The VCAA does not endorse the products or services of any notices published in the VCE BULLETIN.

EDITOR Scott Robinson **DESKTOP PUBLISHING** Therese David

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