

Supplement to this issue

1. English Text list 2003

VCE Bulletin

CONTENTS

LIFTOUT

VCE Examination Assessing 2002

CEO's column

3

GENERAL ADVICE

VCE Administrative Handbook 2002	3
2002 Support Program for VCE Studies	4
LOTE	4
Examination Assessors	5
Student Records and Results	5
VCE Achiever Awards – Brief	16

STUDY ADVICE

Biology	6
Drama and Theatre Studies	6
Music Performance: Solo	8
Texts and Traditions	8

DATES

Important administrative dates	2
--------------------------------	---

INDEX

February 2001 to December 2001	13
--------------------------------	----

DISTRIBUTION

Memos and publications	15
------------------------	----

VCE Season of Excellence Update

Teachers of VCE technology, media and the visual and performing arts will have received the VCE Season Poster/Program Guide mailed to schools at the start of Term 1. All Season events, venues, dates and booking details are listed.

Booking forms for Top Class (16 and 23 March) and Top Screen (18–21 March) have been sent to all performing arts and media teachers, are enclosed in this Bulletin or can be downloaded from www.vcaa.vic.edu.au

Please note that ticket prices are reduced for regional students who live 100+ km from the GPO.

Over 400 short-listed works were assembled for Top Designs (6 March – 26 May) and Top Arts (8 May – 30 June) and the final selection was undertaken by the five selection panels in December.

Both exhibitions will be presented in larger exhibition spaces than previously at Melbourne Museum and the National Gallery of Victoria on Russell. This will ensure that a wide range of ideas, approaches and techniques can be explored alongside developmental work.

An extensive range of associated education and public programs will be presented in conjunction with the exhibitions.

Fifty Dance, 87 Drama and 77 Theatre Studies students who achieved a high score were invited to audition for Top Class in January at the Victorian College of the Arts. Music students (Solo and Group) were selected for performance by the Chief Assessors. Some students will be selected from Top Class to perform in Top Acts (1 May) at the Melbourne Concert Hall. In addition, ArtEd at the Victorian Arts Centre offer a special Top Acts and Skills Workshop Package in Dance, Drama or Theatre Studies prior to the evening performance.

For further information please contact the Season office at the VCAA on (03) 9651 4582 or (03) 9651 4528; country callers toll free on 1800 134 197; or visit the VCAA website at www.vcaa.vic.edu.au



DIGITALLY MANIPULATED DETAIL OF METAPHYSICAL MUSE, OIL ON CANVAS, CARLO CARA, 1917

Important administrative dates

Full details of dates appear in the *VCE Administrative Handbooks 2001 and 2002*.

2002	
Tuesday 29 January	Start of school year for government schools.
Friday 15 February	Final day for lodging, without a late fee, applications for Statements of Marks for all 2001 examinations .
	Final day for principals to lodge requests for confirmation of 2001 grades .
	Final day for students to lodge requests to inspect scripts for examinations held in October and November 2001.
Monday 25 February	Enrolment 1 data for first and second semesters due at the VCAA . This should include as much 2002 VCE VET enrolment data as possible.
Tuesday 5 March	Final day for schools to lodge written applications for Alternative Instruments and Alternative Works in Music Performance: Solo, and Alternative works in Music Performance: Group.
Wednesday 13 March	School Coursework Audit Notification (SCAN) identifying student coursework required for Unit 3 received in schools.
Friday 15 March	Final day for schools to lodge requests for new or combined examination centres in 2002 and requests for students to sit at centres other than the home school.
Friday 22 March	Final day for notifying the VCAA of alterations to unit results, Initial school assessments for coursework and School-assessed Tasks for 2001. After this day all scripts and raw assessment data held at the VCAA will be destroyed.
	Final day for lodging, with a late fee, applications for Statements of Marks for 2001 examinations.
Thursday 28 March	End Term 1
	Final day for schools to lodge application for supervisors for the 2002 GAT and VCE Examinations.
Friday 29 March to Monday 1 April	Easter Break
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.

CEO's column



Imagine a school without classrooms, subjects and bells, one in which students move into different workspaces according to the activity, and in which multiple intelligences are nurtured. This futuristic ideal is a reality at the Heimdalsgades Overbygningsskole (HGO) in Copenhagen.

Forged from visionary planning and demographic pressure the school opened in August 2001. Education planners had dreamed of a school where Howard Gardiner's Theory of Multiple Intelligences could influence pedagogy and where democratic principles would guide school structures and organisation. Demographic pressure in the form of increased student numbers required radical solutions. The three local *folkschole* (K-9) could not cope with the growing enrolments in the largely migrant catchment area. A former 1890s bakery was identified as the ideal location and space for a new kind of school for students in Years 8-10. And the dream became reality.

HGO is a dramatic school to enter – glass atrium entry, open plan spaces with sliding doors, furniture on wheels, strong colours and contemporary design. It occupies three levels with the second floor set aside for the 10th Grade, first floor for the canteen and scientific/experimentation area, and the ground floor devoted to the physical and artistic theme area, the international and cultural theme area, and the practical and aesthetic theme area. The canteen is used for meetings, for hospitality classes, as a canteen, and as a resource for the community after hours.

Students are assigned to a large group of 60, with three principal teachers and two theme teachers. They remain in this group for their time at HGO. Teachers are responsible for the well-being of 15 pupils and follow them through their time at HGO. The teachers keep close contact with parents whom they contact if there are problems or good news. To enable quick communication teachers are given a mobile phone and a laptop. Communication is two-way – if students do not attend school parents are contacted; if parents or students want to contact a teacher they can do so personally, by phone, or by email.

The school's aims are:

- development of versatile intelligence
- independent learning free of school context
- development of democratic citizens.

Learning occurs within the four theme areas:

- studio – physical and artistic
- workshop – practical and aesthetic
- station – international and cultural
- laboratory – scientific and experimental.

Students are involved in setting each week's learning schedule and expected to take responsibility for their own learning in 2-hour unstructured sessions. A display board is centrally located in each theme area with an overview of the week's learning schedule and the semester program. The approach to learning aims to create independent, motivated students with opportunities to develop multiple intelligences. Learning is by doing and communicating, not just listening and writing. Teaching is a mix of traditional instruction, mentoring, guiding and advising.

I visited HGO in January with a group of international educators. We were asked to be critical friends to the students and teachers. They generously invited us to observe the learning and to engage with students and teachers alike. We had a round-table discussion after a few hours in the school.

To a person we were impressed with the energy, motivation and self-directed learning. Students moved from clarification of ideas in pairs or groups, to Internet, library, or person-to-person research, to quiet working areas and back to groups. They sought out teachers as required and in turn were engaged by teachers during the session. While we admired the sustained, regular verbal feedback from teachers to students we were concerned at the light amount of record keeping and monitoring of learning. We also wondered whether students would like their own space (other than a locker) in time.

I have written about the HGO in some detail as the innovative school design, organisation and philosophy are geared to the post-industrial world. The valuing of multiple intelligences, respect for democratic principles and practice, development of independent learning habits, and implementation of creative and varied pedagogy has created an environment where adolescent students want to learn. And one in which they are developing the metacognitive capacities for lifelong learning. For more detail visit the website on www.hgo.dk

The Victorian Schools Innovations Commission (VSIC) is aiming to stimulate innovative practice in Victorian schools. Chaired by Barry Jones with Viv White as its new Director, it is poised to support Victorian schools interested in innovative practice. The HGO in Copenhagen is but one example of schooling for the future.

The VCAA is keen to work with schools and other bodies to encourage flexible, innovative approaches to curriculum, learning and assessment. Two-thousand and two promises to be a good year for new ideas and shared perspectives.

Susan Pascoe
Chief Executive Officer
February 2002

VCE Administrative Handbook 2002

Erratum

Application forms for Consideration of Disadvantage and Special Provision

The application form for both of these provisions found in Appendices 4.1 and 4.2 of the *VCE Administrative Handbook 2002*, directs the user to fax the application to the Student Records and Results Unit at VCAA; **this instruction is incorrect.**

All applications for Consideration of Disadvantage and Special Provision must be retained at the school.

2002 Support Program for VCE Studies

The following activities are planned to support Revised VCE studies first implemented in 2001 and for the 27 LOTE studies to be implemented in 2002. Further details of workshops for revised LOTE studies are provided below.

Schedule	Activity
Term 1	<p>LOTE Workshops:</p> <p>Introduction to the Revised VCE Auslan study design and Coursework planning and assessment for teachers of Auslan.</p> <p>An Australian Indigenous Languages Conference for teachers of Indigenous Languages.</p> <p>An introduction to the Revised VCE LOTE study design and coursework planning and assessment for teachers of the revised LOTE studies to be implemented in 2002 and teachers new to VCE LOTE studies.</p> <p>VET in LOTE first language: Course planning and assessment for VCE teachers of LOTE first language.</p> <p>End-of-year exams for teachers of Revised VCE Auslan.</p> <p>VET information booklet on revised and reaccredited certificates for teachers of VCE LOTE.</p> <p>Publication of Study Advice Booklets for teachers of all Revised VCE LOTE studies.</p> <p>Revised VCE LOTE studies 2002 Implementation Resource Kit</p> <p>Support Material for Aural components of Music performance: Solo and Group on CD-ROM for VCE study teachers.</p> <p>Assessment Support Material 2002 for revised and new VCE studies implemented in 2001, containing advice and resources on School-based Assessment for Contemporary Australian Society, Dance, Design and Technology, Drama, Food and Technology, Industry and Enterprise Studies, Music Styles, Philosophy, Religion and Society, Text and Traditions, Theatre Studies, Systems and Technology.</p> <p>Study Advice Booklets containing further advice and resources for Outdoor and Environmental Studies and Environmental Science.</p>
Term 2	Three-hour workshops for VCE teachers of the revised 2002 LOTE studies on end-of-year examination specifications and criteria for Revised VCE LOTE studies.
Term 3	A two-hour workshop for VCE teachers of the revised 2002 LOTE studies and teachers new to the revised 2001 LOTE studies on end-of-year oral examination procedures, specifications and criteria.
Ongoing	<p>VCAA website: Implementation support material and study advice is regularly published on the VCAA website under each VCE study including: workshop materials, assessment guides, study updates, resource lists and further resource material on coursework assessment. www.vcaa.vic.edu.au</p> <p>Continuation of the role of Liaison Leaders (appointed in 2001) for the revised 2001 LOTE studies.</p> <p>Appointment of Liaison Leaders for the revised 2002 LOTE studies.</p> <p>Support has been provided to subject associations to publish materials, conduct workshops or establish dedicated webpages to support the new VCE studies and teachers of Contemporary Australian Society, Foundation English, English Language, Food and Technology, Environmental Science, Outdoor and Environmental Studies and Philosophy.</p>

LOTE

Revised VCE LOTE study designs: Compilation of errata

Teachers are advised to refer to the compilation of amendments to study designs published in the June 2001 edition of the VCE BULLETIN or the LOTE section of the VCAA website: www.vcaa.vic.edu.au

Correction to Revised VCE study design for Japanese Second Language

The Revised VCE study design for Japanese Second Language was distributed to schools in 1999. Teachers are advised to further amend this study design as follows:

Page 14, 'Text-types', amend the text-type 'Chart' to read '**Chart***', 'Table' to read '**Table***', and 'Timetable' to read '**Timetable***'.

Page 14, add the following text types to the list of text types '**Email*/Fax***', '**Essay***', '**Personal Account***', '**Summary***', '**Biography**' and '**Formal letter**'.

Revised VCE LOTE studies to be implemented in 2002: Workshops

Albanian, Armenian, Auslan, 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

A series of workshops to support the implementation of the 2002 Revised VCE LOTE studies has been organised (see below). Please note that these workshops will not be language specific. Coffee and tea will be provided.

If you wish to attend one of the workshops, please contact Marie Clair, fax: (03) 9651 4324, email:

clair.marie.m@edumail.vic.gov.au by the closing date for that workshop.

Teachers of the Revised VCE LOTE studies implemented in 2001, who are new to the VCE and were unable to attend the workshops held in 2000 and 2001, are welcome to apply to attend.

Introduction to the revised study design and coursework assessment workshop

This workshop will provide an overview of the Revised VCE LOTE study design. This will focus particularly on coursework assessment and the detailed study. The dates for this workshop are as follows:

February

Tuesday 19 9.30 am – 4 pm (Auslan)

Thursday 21 5 pm – 8 pm

Saturday 23 2 pm – 5 pm

Tuesday 25 5 pm – 8 pm

Closing date for applications: Monday 11 February.

End-of-year examinations

This workshop will focus on the end-of-year examinations.

The dates for this workshop are as follows:

Auslan: to be advised in March VCE BULLETIN.

May

Thursday 2 May 5 pm – 8 pm

Saturday 4 May 2 pm – 5 pm

Tuesday 7 May 5 pm – 8 pm

Closing date for applications: Monday 22 April.

VCAA staff attendance at workshops or presentation

Victorian Curriculum and Assessment Authority staff will be pleased to attend or present workshops in metropolitan or country areas, where these are organised by associations, networks or an individual teacher or school to include ten or more teachers. Organisers are advised to send requests to Marie Clair (fax: (03) 9651 4324) as early as possible to ensure availability of VCAA staff.

Examination Assessors

Expressions of Interest

Suitably qualified and experienced teachers/educators interested in applying to be Chief Assessors, Assistant Chief Assessors and Assessors for all 2002 written, oral and performance examinations are invited to complete the Expression of Interest Form included as a liftout in this VCE BULLETIN.

In the case of studies that have examinations in more than one assessing period, you are invited to express an interest in assessing for more than one period. For Mathematics examinations, please indicate which examinations you are applying to assess. Please note that you **can** be a teacher of Units 3 and 4 in a study and be appointed to assess that study. Indeed, the Victorian Curriculum and Assessment Authority encourage teachers of Year 12 studies to apply to assess examinations in the study they teach.

(Assessors from the previous year will normally be sent an Expression of Interest form automatically and a copy of the form is available on the VCAA website www.vcaa.vic.edu.au/VCE/EXAMS/docs/exame02.doc).

Examination assessing provides:

- valuable professional development
- full day training sessions in assessment
- broad experience of student responses to examination tasks
- insight into varied approaches to tasks and topics
- professional interaction with colleagues.

Appointment letters will be forwarded at appropriate times during the year. It is expected that assessors for the June examinations (including the GAT) will be notified of their

appointment in early May. Assessors for the October oral, performance and CCAFL examinations will be notified in August, while assessors for the November examinations will be notified in September.

The appointment of assessors for the 2002 examinations will be based on relevant qualifications and experience, past performance where appropriate (marking accuracy and the ability to meet administrative requirements including deadlines), the number of applications received relative to the number of assessors required in each study and other relevant factors.

The VCAA is particularly interested in making opportunities for teachers who have not previously participated.

For further information please contact the Assessment Administration Unit on (03) 9651 4474 or (03) 9651 4230.

Student Records and Results

Identifying full-fee-paying overseas students for enrolment

Full-fee-paying overseas students are those students seeking to enrol in the VCE who are not Australian citizens, who do not have permanent or temporary resident status, and who are not in a recognised overseas exchange program.

Overseas students wishing to undertake the VCE must indicate their status when completing their VCE Student Personal Details form. This status should be indicated on VASS when the student is enrolled in VCE units. A check of the student's entry documents will identify their status.

Full-fee-paying overseas students may be identified by a four-digit code on their Student Entry Visa. The code is found in the middle of the top section of the visa on the line headed 'Class'. The first digit will be 'S' or 'P' followed by a three digit number. The third digit will be '4' if the student is full-fee-paying. Auxiliary to this code is a three-digit number found on the line below headed 'Sub Class'. All full-fee-paying students have a sub class of '560' or '571', if the student arrived after 1 July 2001.

The VCE administration fee invoiced to full-fee-paying overseas students covers the cost of enrolment, assessment and examination procedures, printing and delivery of results and the forwarding of results to VTAC.

Full-fee-paying overseas students in 2002 will be invoiced for the first time in May. Enquiries can be directed to Angie Burton in the Student Records and Results Unit on (03) 9651 4376.

Extension Studies

The VCAA wishes to reiterate to all schools that a student's enrolment in an extension study, at an approved university, may count in the student's ENTER in lieu of a **sixth VCE study**.

Refer *VCE Administrative Handbook 2002*, page 43.

For any further information, please contact the Student Records and Results Unit at VCAA.

Telephone: (03) 9651 4402

Email: student.records@edumail.vic.gov.au

Biology

Teachers should note the following amendment to page 6 of the *VCE Biology Assessment Guide 2002*. The Assessment Guide VCE 2002 published on the VCAA website is correct, visit www.vcaa.vic.edu.au/vce/studies/science/biology.htm

Unit 3

Outcome 1

Criterion 1: bullet point 3 should be the **first bullet point under Criterion 2**.

Criterion 2: bullet point 1 should be the **third bullet point under Criterion 1**.

Drama and Theatre Studies

2002 Playlists

The following plays have been selected for study in 2002. The plays are grouped into three lists: Drama Unit 3 Playlist, Theatre Studies Unit 3 Playlist and Theatre Studies Unit 4 Playlist. The lists should be considered in conjunction with the relevant requirements set out in the Drama and Theatre Studies study designs and referred to in the introduction to each list.

Teachers should note that the performances of the plays should be attended in the unit specified.

Drama Unit 3 Playlist

The following plays have been selected for study in 2002. This list should be considered in conjunction with the requirements set out in Unit 3 Outcome 3 in the Drama study design. Students will undertake an assessment task based on the performance of a play on the Playlist. Question/s will also be set on the performances of the plays in the end-of-year Drama written examination.

1. *Conversations with the Dead* by Richard Frankland

La Mama Theatre

Venue and Season:

Carlton Courthouse: 13–24 February

CUB Malthouse Theatre: 26 February – 2 March

Enquiries: (03) 9347 6948

The play is drawn from stories and poems by Richard Frankland; a Melbourne based indigenous singer, songwriter, and maker of films and documentaries. The script draws on Frankland's stories that are based on his investigations for the Royal Commission into Black deaths in custody.

2. *Stories from Suburban Road* by Alan Becher

Perth Theatre Company

Season: 16 April – 11 May

Touring: Metropolitan and regional Victorian performing arts centres

Enquiries: Regional Arts Victoria (03) 9644 1800 (ask for Schools' Officer)

Based on Tom Hungerford's autobiography, the play charts Tom's journey from childhood to adolescence when growing up in South Perth, between the two world wars. The performance uses mime, movement, music and song to reveal a shared knowledge and innocence as each cast member tells an animated story of Tom's experiences.

3. *Svetlana-in-Slingbacks* by Valentina Levkowitz

Playbox Theatre Company

Venue and Season:

CUB Malthouse: 23 April – 18 May

Bendigo and Geelong performing arts centres

Enquiries: (03) 9685 5165

This play explores a Russian immigrant family's experiences in Australia in the Cold War of the 1960s when the gleam of Sputnik was the only link with home. A tragic-comedy which shows the effect of huge cultural change upon hopes and expectations.

4. *Better Than This* by Pauline Hosking

Spanda Productions

Season: 23 April – 24 May

Venue: St Martins Youth Arts Centre: 23 April – 4 May

Touring: Regional Victoria 6–24 May

Enquiries from 7 January on (03) 5968 3849

Three students, who are considered to be 'at risk' by their regional secondary college, are placed on a special program which includes physical activities and excursions. The young people reveal their fears to each other and, by the end of the play, have developed strategies to cope with their individual challenges.

5. *Odyssey* by Andreas Litras

Anthos Theatre

Season: Terms 1 and 2

Touring: Metropolitan and Regional Victorian schools

Enquiries: Nexus Arts (03) 9528 3416

Odyssey is a solo theatre performance that draws on a number of theatrical styles and techniques including: storytelling, song, mime, clown, buffoon, puppetry and slapstick. The production uses direct audience address, employs dialogue between audience and performer and focuses on exploring how voice, body and gesture can be used to differentiate characters. *Odyssey* weaves the story of Homer's tale of the wanderings of Odysseus through the actor's personal family history of migration to Australia from Greece. The play alternates between these two narratives.

Theatre Studies Unit 3 Playlist

The following plays have been selected for study in 2002. This list should be considered in conjunction with the requirements set out in Unit 3 Outcome 3 in the Theatre Studies study design. Students will undertake an assessment task based on the performance of a play on the Playlist. Question/s will also be set on the performances of the plays in the end-of-year Theatre studies written examination.

1. *Sentimental Bloke* by C J Dennis

Petty Traffickers Inc
Season: 12–24 March
Touring: Moonee Ponds and Regional Victorian centres
Enquiries: Regional Arts Victoria (03) 9644 1800 (ask for Schools' Officer)

The play depicts the life of Billo from his days as gang member in the back streets of Little Lonsdale Street to his marriage and family life in the bush. Performed in the styles of vaudeville and silent movies, actors take on many roles to re-enact C J Dennis' famous poem.

2. *Life x 3* by Yasmina Reza (translated by Christopher Hampton)

Melbourne Theatre Company
Season: 8 March – 20 April
Venue: Victorian Arts Centre
Enquiries: (03) 0684 4513

In the play a scene is presented three different times with variations. The same two couples are involved on each occasion. A couple have been invited over to dinner, however the date is mixed up and they arrive a day earlier than expected. The couples try to make the best of the situation which is further complicated as one couple tries to manage their young child. The relationship between the couples is examined in a comic and more serious manner in this focus on a common domestic situation.

3. *Richard III* by William Shakespeare

Bell Shakespeare Company
Season: 25 April – 11 May
Venue: Victorian Arts Centre
Enquiries: 1800 629 788

Shakespeare's first tragedy is based on Thomas Moore's *History of Richard III* and the Holinshed Chronicles. Set against the British civil war known as the Wars of the Roses, this is the story of a Machiavellian king of England whose ambition ultimately brings about his death.

4. *Milo's Wake* by Margery and Michael Forde

Playbox Theatre Company
Season: CUB Malthouse: 8–25 May
Enquiries: (03) 9685 5165

Milo's family and friends gather in an Australian Irish pub to celebrate his wake, while he is still alive and well. The play explores the complexity of family and filial relationships and questions our mortality.

Theatre Studies Unit 4 Playlist

The following plays have been selected for study in 2002. This list should be considered in conjunction with the requirements set out in Unit 4 Outcome 3 in the Theatre Studies study design. Students will undertake an assessment task based on the performance of a play on the Playlist. Question/s will also be set on the performances of the plays in the end-of-year Theatre studies written examination.

Please note that one supplementary title for the Theatre Studies Unit 4 Playlist will be published in Semester 1 2002.

1. *The Othello Project* (researched and compiled by Meredith Rogers and Julian Meyrick)

Kickhouse Theatre
Season: July/August
Venue: Atheneum Upstairs Theatre
Enquiries from 1 February on (03) 9479 3047

Three actors convey the story of Shakespeare's play *Othello*, using a mixed-media design and a range of acting styles. The intention of the production is to convey the essence of the play to a modern audience and explore the play's themes, which defy time and are as relevant to an audience today as they were in the sixteenth century.

2. *Copenhagen* by Michael Frayn

Melbourne Theatre Company
Season: 7 August – 14 September
Venue: Victorian Arts Centre
Enquiries: (03) 9684 4513

The play looks back to 1941 during World War II and the German occupation of Denmark. It explores the relationship between a Jewish nuclear physicist, his wife and a German ex-student as they developed a nuclear bomb for use by Hitler.

3. *The Comedy of Errors* by William Shakespeare

Bell Shakespeare Company
Venue and Season:
Geelong Performing Arts Centre: 15–17 August
Victorian Arts Centre: 22 August – 7 September
Enquiries: 1800 629 788

In the play Shakespeare juggles twin servants with twin masters and a maze of confused identities. The comedy is balanced by the use of more serious dramatic devices that Shakespeare used in his plays.

Schools should note that in the following plays – *Milo's Wake*, *Better Than This*, *Conversations with the Dead*, *Life x 3* and *Svetlana-In-Slingbacks* – a variety of suggestive and potentially offensive words and phrases are used. They occur with intermittent frequency and are generally consistent with much current contemporary theatrical language usage. However, this language may invite adverse comment from some areas of the community.

If you have any enquiries contact Imre Hollosy at the Victorian Curriculum and Assessment Authority on (03) 9651 4451.

Music Performance: Solo

Prescribed list of notated solo works 1998–2002

The prescribed list was published in November 1997. Teachers are reminded that only works from the Prescribed list or works for which approval to perform an alternative work has been obtained may be performed during the end-of-year performance examination.

Teachers are also reminded of the following information from page 2 of the Prescribed list.

Different editions

Some works are published by different publishers. These works should be checked to ensure they are the same as those listed. The following should be used as a guide in determining their suitability.

Some editions only vary in detail of fingering or have minor changes in phrasing. In general, any recognised edition is acceptable.

For works in the baroque and classical stylistic eras, and prior stylistic eras, the editions listed are recommended. If other editions are listed, their accuracy should be checked against the editions listed.

For works by composers from the romantic and post-romantic stylistic eras, the editions are for identification purposes. Any recognised edition is acceptable.

Where works have an arranger stated, then the editions listed are the only ones permitted. This is essential as some arrangements have a completely different level of difficulty. No other arranger or arrangement of the same work is approved.

Many of the works by the same publisher may be available both as single sheet music and as part of an album. In this case, they should be identical.

Alternative works/instruments

Students who wish to select a work or instrument other than those in the Prescribed List should submit a proposal to the Victorian Curriculum and Assessment Authority on the official form for individual approval.

Applications for approval

Submission forms 'Application for Alternative Instruments and Alternative Works' are available from the Victorian Curriculum and Assessment Authority, 41 St Andrews Place, East Melbourne, 2002.

The completed submission form must be submitted to the VCAA on or before Tuesday 5 March 2002.

Proposals for alternative instruments and works must be made annually.

Errata

The following are errata and changes to that list. They are in addition to those published in the VCE BULLETIN Nos 140 and 152, May 1999 and May 2000 respectively.

Clarinet – B flat soprano

Stamitz, J

'Concerto', movement no. 1, any concerto, any edition, duration: approximately 5.00 minutes

The entry should read: '**Concerto**', **movement no. 1, any edition, duration approximately 5.00 minutes.**

Pianoforte

Schubert, F

'Six Moments Musicaux' op. 94 D.780, any edition.

The entry should read, '**any one, any edition**'.

Texts and Traditions

Changes to examination 2002

The following changes will be made to Part 3 of the Texts and Traditions paper for 2002.

PART C – Exegetical responses

Answer **two** of the following three questions.

The three texts below come from the Chapters for Special Study you have examined this year.

Using exegetical skills you have developed, write an exegesis of **two** of the following passages.

For each passage you should comment on:

- context
- historical or sociocultural setting
- literary form and/or techniques
- meaning and significance for the author's community and, where appropriate
- people, places and historical material of significance.

In the course of your exegesis you must comment on the meaning and significance of the **highlighted** words and phrases in the context of the passage.

Advice to teachers

The term 'highlighted', in the instructions to students for Part C of the Texts and Traditions exam refers to words and phrases in the set passages in bold type and underlined. The students should discuss these words and/or phrases as part of their exegesis. There will be a maximum of five highlighted words and/or phrases in each passage.

Example

6 On the **sabbath** he entered the **synagogue** and taught, and there was a man there whose right hand was withered. 7 The **scribes and Pharisees** watched him to see whether he would cure on the sabbath, so that they might find an accusation against him. 8 Even though he knew what they were thinking, he said to the man who had the withered hand, "Come and stand here." He got up and stood there. 9 Then Jesus said to them, "I ask you, **is it lawful to do good or to do harm** on

the sabbath, to save life or to destroy it?" 10 After looking around at all of them, he said to him, "Stretch out your hand." He did so and his hand restored. 11 But **they were filled with fury** and discussed with one another what they might do to Jesus.

In the above example a student should comment on the meaning and significance of the words and/or phrases: 'sabbath', 'synagogue', 'scribes and Pharisees', 'is it lawful to do good or to do harm on the sabbath' and 'they were filled with fury' in the context of the passage.

Prescribed chapters 2002

The following are the prescribed chapters for 2002.

Luke: Chapters 2, 4:14–30, 7, 9:18–36, 14, 15, 23

John: Chapters 1:1–51, 7, 8, 9, 15, 17

Jewish:

Set chapters

Jeremiah 1–4, 6–7, 26, 29, 31

Ezekiel 2:1–3:3, 4–5, 12, 17–18, 33–37

Special study chapters

Jeremiah 1, 3, 7, 29, 31

Ezekiel 2:1–3:3, 12:1–20, 36

The Victorian Curriculum and Assessment Authority presents a season of outstanding performing and visual arts events by VCE students from 2001

top designs

An exhibition of Media, Design and Technology, Food and Technology, Systems and Technology, Visual Communication and Design

6 March – 26 May 2002

Melbourne Museum, Carlton Gardens, Carlton

Bookings recommended – \$6 per student.

Museum booking fee: \$10.00 (includes catalogue). Tel: 1300 130 (10 am – 4.30 pm)

Education programs website: www.melbourne.museum.vic.gov.au/education

top class

Performing arts students present exemplary solo and group performances

16 March 2002 Dance, Drama, Theatre Studies

23 March 2002 Music Performance: Solo and Group

ABC Iwaki Auditorium, Southbank Boulevard

Single session – \$6.50, double session – \$11.50,

three or four sessions – \$16.50, regional students – \$5

Booking forms and times in Dec and Jan *VCE Bulletins* or on the VCAA website

top screen

Screenings of short fictions, music video clips, documentaries and animation clips by Media students

18 and 21 March 2002 at 7.30 pm – \$12

19 and 20 March 2002 at 10 am and 1 pm – \$6.50

Kaleide, RMIT Union Theatre

Building 8, Street Level, 360 Swanston Street, Melbourne

Booking forms in Dec and Jan *VCE Bulletins* or on the VCAA website.

Tickets also available at the door. Enquiries ATOM. www.acmi.net.au/ATOM

Tel: (03) 9651 1313

top acts

A concert of Dance, Drama, Theatre Studies and Music Performance:

Solo and Group, selected from Top Class

1 May 2002 at 7.30 pm

Melbourne Concert Hall, St Kilda Road, Melbourne

\$17; \$12 conc; \$10 group

Bookings: Ticketmaster7. Tel: 1300 136 166 or at the door

Workshops available – contact Art-Ed. Tel: (03) 9281 8122 (\$20)

top arts

An exhibition of Art and Studio Arts

8 May – 30 June 2002

National Gallery of Victoria on Russell

281–321 Russell Street, Melbourne

Gala Dinner 11 May

Bookings essential. Tel: (03) 9208 0291/0292 (after 12 midday)

Online resource: www.ngv.vic.gov/toparts/

vce season of excellence 2002

For information on all these events call the VCE Season of Excellence office at the Victorian Curriculum and Assessment Authority on (03) 9651 4328 or (03) 9651 4582
website: www.vcaa.vic.edu.au

VCE SEASON OF EXCELLENCE 2002

Top Class Booking Form and Tax Invoice



Venue: ABC Iwaki Auditorium

Corner Southbank Boulevard and Sturt St Southbank

STEP 1 – YOUR CONTACT DETAILS

Name _____ School _____

Address _____

Postcode _____ Telephone _____ Fax _____

Email _____

STEP 2 – CHOOSE YOUR TOP CLASS SESSION/S by writing number of tickets in box

Saturday 16 March – Dance, Drama & Theatre Studies

- | | | | |
|--------------------------|-----------|----------|--|
| <input type="checkbox"/> | Session 1 | 10.30 am | VCE Dance – solo performances |
| <input type="checkbox"/> | Session 2 | 1 pm | VCE Drama – solo performances |
| <input type="checkbox"/> | Session 3 | 3 pm | VCE Drama solo performances (different performances to 1 pm) |
| <input type="checkbox"/> | Session 4 | 5 pm | VCE Theatre Studies – monologue performances |

Saturday 23 March – Music Performances: Solo and Group

- | | | | |
|--------------------------|-----------|----------|--|
| <input type="checkbox"/> | Session 1 | 10.30 am | VCE Music Performance: Solo – brass, woodwind and percussion |
| <input type="checkbox"/> | Session 2 | 1 pm | VCE Music Performance: Solo – acoustic stringed instrument |
| <input type="checkbox"/> | Session 3 | 3 pm | VCE Music Performance: Solo – piano and voice |
| <input type="checkbox"/> | Session 4 | 6 pm | VCE Music Performance: Solo and Group – group and contemporary solo performances |

STEP 3 – HOW TO PAY

Total Number of tickets: _____ @ \$6.50 each (1 session) Cost \$ _____

Total Number of tickets: _____ @ \$11.50 each (2 sessions on same day) Cost \$ _____

Total Number of tickets: _____ @ \$16.50 each (3–4 sessions on same day) Cost \$ _____

Total Number of tickets: _____ @ \$5.00 each session Cost \$ _____
(Regional students only. 100+ kms from Melb GPO)

This event is GST free

Total Payable \$ _____

Please make cheque payable to the Victorian Curriculum and Assessment Authority and send booking form and payment to:

Season of Excellence, VCAA, 41 St Andrews Place, EAST MELBOURNE, 3002

This booking form becomes a TAX INVOICE upon receipt of payment. VCAA ABN: 82 628 957 617

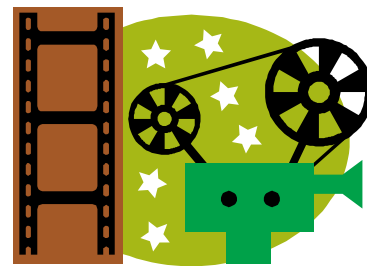
Mail bookings will close at 5 pm on the Wednesday prior to each event to allow time for ticket processing

STEP 4 – TICKET INFORMATION

- On receipt of payment, a Tax Invoice Receipt will be mailed or faxed to each school as booking confirmation. Tickets will be held under the contact name/school at the Ticket Desk at the Iwaki Auditorium and can be collect performance
- Payments are non-refundable
- Tickets cannot be booked by phone
- Tickets can also be purchased (by cash) at the door one hour prior to each performance
- For enquiries please phone the VCE Season of Excellence office on 9651 4582 or 9651 4328

VCE SEASON OF EXCELLENCE 2002

Top Screen Booking Form and Tax Invoice



New venue: Kaleide, RMIT Union Theatre
Building 8, street level, 360 Swanston St, Melbourne
VCE Media: short fictions, documentaries, animation

STEP 1 – YOUR CONTACT DETAILS

Name _____ School _____

Address _____

Postcode _____ Telephone _____ Fax _____

Email _____

STEP 2 – CHOOSE YOUR TOP SCREEN SESSION by writing number of tickets in box

- | | | | |
|--------------------------|-----------------------------|---|--|
| <input type="checkbox"/> | Monday 18 March at 7 pm | \$12 per ticket (Includes panel discussion by reviewers and filmmakers) | |
| <input type="checkbox"/> | Tuesday 19 March at 10 am | \$6.50 per ticket | } \$5.00 per ticket for regional students only.
100+ kms from Melbourne GPO.
For day sessions only |
| <input type="checkbox"/> | Tuesday 19 March at 1 pm | \$6.50 per ticket | |
| <input type="checkbox"/> | Wednesday 20 March at 10 am | \$6.50 per ticket | |
| <input type="checkbox"/> | Wednesday 20 March at 1 pm | \$6.50 per ticket | |
| <input type="checkbox"/> | Thursday 21 March at 7 pm | \$12 per ticket (Includes panel discussion by reviewers and filmmakers) | |

STEP 3 – HOW TO PAY

Total Number of tickets: _____ @ \$6.50 each Cost \$ _____

Total Number of tickets: _____ @ \$12.00 each Cost \$ _____

Total Number of tickets: _____ @ \$5.00 each Cost \$ _____
(Regional students only. 100+ kms from Melb GPO)

This event is GST free Total Payable \$ _____

Please make cheque payable to the Victorian Curriculum and Assessment Authority and send booking form and payment

Season of Excellence, VCAA, 41 St Andrews Place, EAST MELBOURNE 3002

This booking form becomes a TAX INVOICE upon receipt of payment. VCAA ABN: 82 628 957 617

Mail bookings will close at 5 pm on Wednesday 13 March 2002

STEP 4 – TICKET INFORMATION

- On receipt of payment, booking confirmation and Tax Invoice receipt will be mailed or faxed to each school. Tickets will be held under the contact name/school at the Ticket desk at Kaleide Theatre a session
- Payments are non-refundable
- Tickets cannot be booked by phone
- Tickets can also be purchased (by cash) at the door prior to each session
- For booking enquiries: Tel. 9651 4544 (VCAA)
- For enquiries about evening sessions: Tel. 9651 1313 (ATOM) www.acmi.net.au/ATOM

February 2001 to December 2001

The detailed contents for this VCE BULLETIN are on the front cover. This index records items in all issues from February 2001 to December 2001. Index items are followed by issue number and page number. Index to supplements appears on the next page.

A

Accounting 172-7
 Art Acquisition 172-1
 Assessment Guides VCE 2002 171-1
 Summary of changes 171-4-7
 Audit of Second Language eligibility procedures in 2000 162-9

C

CEO's column 172-3, 171-3,
 170-3, 168-3, 167-3,
 166-3, 165-3
 Certification change of name 164-11
 Chemistry
 Sample school-assessed
 coursework Units 3 and 4
 161-7
 School-assessed coursework
 168-11
 Unit 4 Outcome 2 166-16
 Classical Societies and Cultures
 addition to prescribed text list
 166-16
 prescribed Texts 161-8
 prescribed texts 2002 171-11
 Coursework audit 2001 164-8
 Coursework Assessment Survey
 166-1

D

Dance
 Units 3 and 4 Prescribed list of
 dance works
 2002 172-7
 2001 162-13
 Unit 3 Outcome 1 Solo dance
 works
 2002 172-7
 Unit 4 Outcome 1 Group works
 2002 172-7, 8
 Design and Technology
 Erratum 161-9
 Examination Advice 167-16
 School-assessed Task 161-9
 Units 3 and 4 165-8
 Drama
 End-of-year performance
 examinations 166-16
 2001 Examinations See index to
 supplements 163
 Unit 3 play list 161-9
 video 172-4
 Dual Recognition See VET in Schools

E

English
 Text list 2002 172-8, See index
 to supplements 161
 Text list 2001 161-10

English as a Second Language (ESL)
 application form 164-6
 Examinations
 advice for June examinations and
 GAT See Index to
 supplements 164
 assessors: Expressions of Interest
 161-6 (liftout)
 Sample LOTE examination
 material See index to
 supplements 172 (online only)
 setting panels 2002 163 (liftout),
 162 (liftout)
 Student Information Booklet and
 Timetable 2001 (liftout 165)
 timetable November 2001 165-7
 2002 VCE Written Examination
 Timetable 168 (liftout)
 VCE VET Arts Interactive
 Multimedia examination
 162-9
 Environmental Science 168-11,
 167-16, 163-13
 Unit 4 Advice to Teachers and
 Sample questions 167 (liftout)

F

Final results for 2000 164-5
 Food and Technology 164-12,
 161-10

H

Health and Human Development
 Review committee 166-1
 History
 Examination 162-13
 Frequently Asked Questions
 168-7

I

Indicative Grades
 Revised studies: LOTE 168-4
 Important Administrative Dates and
 Assessment Details See index
 to supplements 167
 Information Technology 172-8,
 161-11

L

Legal Studies
 Advice November Examination
 162-13
 Literature
 text list 2001 161-11
 text list 2002 See index to
 supplements 161
 LOTE
 Amendments to revised studies
 162-15
 Compendium of Assessment
 Advice 161-6

Enrolment in Second Language
 studies 2002 165-10, 163-5
 Frequently Asked Questions:
 Coursework assessment
 162-10
 Liaison Leaders 164-7, 163-6
 Professional development 161-6
 Revised VCE Studies
 Assessment Guide 163-6
 Auslan 172-9
 Chinese FL 170-11,
 167-5, 162-12
 Chinese SL use of Pinyin
 162-12
 Classical Greek End-of-year
 examinations 167-16
 Coursework Assessment
 Survey 166-7
 End-of-year examination
 workshops 2002 170-8
 End-of-year Frequently Asked
 Questions See index to
 supplements 167
 Estonian 161-6
 Indonesian FL 170-11,
 167-5
 Japanese FL 170-11,
 167-5, 161-6
 Japanese SL: Text types
 162-12
 Korean FL 170-11, 167-5
 support material for studies to
 be implemented in 2001
 162-10
 Oral examinations videotape
 164-6
 Study Designs: errata 165-6,
 164-7
 Support Paper 8 168-7,
 167-5
 Support Paper 7 165-5
 Support Paper 3 and Support
 Paper 4 163-6
 Latin End-of-year examination
 167-16
 VET option 172-9
 workshop 162-11
 workshops 2002 171-9
 Second Language Application
 2002 167-5
 Support papers 164-6
 Topic for CAT 3 Auslan 2001
 164-6
 VCE LOTE studies to be
 implemented in 2002
 172-9, 168-6, 164-7,
 162-11
 Sample examination material
 See index to supplements 161
 workshops 164-7, 163-7
 Workshops 164-7

M

Mathematics
 Formula sheets 164-15
 Investigating Transformations in
 Further Mathematics See
 index to supplements 163
 Maths Methods
 Computer algebra pilot study
 172-4, 165-10, 163-4
 Specialist Maths
 164-15
 Use of graphics calculators in
 examinations - 2002 170-7,8
 Use of graphics calculators in
 Maths Methods 163-13
 Music Performance
 Errata 161-11
 Group: Chord progressions and
 types 166-17
 Group: End-of-year examinations
 167-16
 Group Units 3 and 4 See index to
 supplements 172
 Solo and Group: MIDI files
 164-5
 Solo and Group End-of-year Aural
 and written examination
 165-10-12
 Solo: Section B 166-17
 Solo: End-of-year examinations
 167-16
 Solo: FAQ 167-16
 Solo Units 3 and 4 Prescribed List
 for Ensemble work 2002 172-
 9, 10
 Music Styles
 End-of-year examinations
 165-12
 Units 3 and 4 end-of-year
 examination 162-14

N

Notices 172-11, 168-11,
 167-19, 166-19, 20,
 165-16, 164-11,
 162-15, 161-11

O

Outdoor and Environmental Studies
 172-10, 15
 Overseas students 163-5

P

Philosophy
 changes for 2002 171-11
 changes to Study Design 2002-
 2004 171 (liftout)
 prescribed texts
 2002 172-10, 11
 2001 161-12

Physical Education 161–12
 study advice for 2002 162–14
 Units 3 and 4 *See* index to
 supplements 162
 Physics 163–14
 Professional Development
 166–3, 163–3, 161–3
 Psychology 161–12
 erratum 163–14

R

Religion and Society
 Frequently Asked Questions
 166–4
 Results 2001 171–9
 Review of VCE studies
 168–3, 167–4, 8,
 166–1, 165–3
 Consultation Register 164–3
 Revised VCE
 Bulletin advice 162–4, 5

S

School-assessed Coursework Survey
 Report 2001 *See* index to
 supplements 171
 School assessment
 Advice on data entry 166–6
 Advice 2000 *See* index to
 supplements 162
 Authentication 163–9
 Coursework Assessment Entry
 into VASS 163–9
 Coursework audit 163–9
 Coursework audit – Unit 4
 170–6, 168–6
 Data entry structure change –
 Psychology 166–5
 Errata 163–10
 Erratum 162–10
 LOTE CAT 1 168–6
 Procedures for school assess-
 ments subject to review by
 visitation 167–5, 9
 Report for Teachers 168–6
 2000 163–9
 Result input/Summary sheets
 166–5
 Reviewer 163–10
 Reviewers for School-assessed
 Tasks 2001 167–7
 application 167–10, 163–9
 School-assessed Tasks 168–4–6
 SIAR 2 166–5
 State Reviewers
 for School Assessment 2002
 170–6 (liftout), 168–6
 for Coursework 2002 171
 (liftout)
 Visitation 170–6, 166–6,
 163–9
 Season of Excellence 166–9, 11–15,
 165–20, 163–20, 161–1
 Season of Excellence 2001 170–1,
 164–20
 Season of Excellence 2002 168–1,
 16, 167–11–15
 Booking Form and Tax Invoice
 172–5, 6
 Statement of Marks 166–7, 9, 10
 Statistical Moderation 161–6

combining small groups
 164–9
 Coursework 2001 165–4
 Moderation procedures for 2001
 165–4
 Student Records and Results
 170–4, 5
 Students VCE Results Telephone
 Service 170–9, 10,
 168–9, 10

T

Texts and Traditions 172–11
 Theatre Studies
 2001 Examinations *See* index to
 supplements 163
 Units 3 and 4 play lists 161–10

V

VCE Achievers 171–12, 170–12,
 168–12, 167–20,
 166–18, 165–15,
 164–11, 163–15,
 162–15
 Finalist 172–16
 VCE Certificate 2001 168–8
 VCE Implementation
 Coursework Assessment Survey
See index to supplements 166
 VCE VET
 Amended program structure 2001
 162–6
 Australian Training Providers
 162–7
 Automotive program 161–5
 Certificate II and III in Music
 Industry Skills 167–5
 Community Services 2001
 Examination 168–4, 167–4
 Enrolment in a stand-alone VCE
 VET Unit 3–4 sequence
 163–3
 Part-time Apprenticeships in
 Automotive 165–5, 162–7,
 161–5
 implementation update 163–4
 new industry area 163–4
 Professional development 164–5
 Retail Assessment Kit 164–4
 Scored assessment *See* index to
 supplements 161
 materials 162–6
 Appointment of State
 Reviewers 2001 164–4
 Hospitality task samples
 164–4
 Sample examination items
 164–4
 Release of final results 164–4
 Student Achievement Award
 167–1
 Study Scores for 2002 167–4
 VET in the VCE
 Access to Training Packages
 166–4
 Certificate II in Agriculture 163–4
 Certificate II in Business (Office
 Administration) 163–4
 Certificate II in Dance 162–7
 Certificate II in Desktop
 Publishing 162–6

Certificate II in Electronics 170–6
 Certificate II in Food Processing
 (Wine) 161–5
 Certificate II in Horticulture
 163–4
 Certificate II in Sport and
 Recreation 166–4
 Certificate III in Information
 Technology 166–4
 Certificate IV in Food Technology
 166–4, 165–5
 Engineering Technology 162–7
 Horse Studies 166–4, 165–5
 Music Industry Skills 172–3

New Part-time Apprenticeships
 166–4
 New program 170–6
 Part-time Apprenticeships and
 Traineeships 170–7
 Scored Assessment Workshops
 172–4, 171–9
 Small Business Practice 166–4
 Sport and Recreation 170–7
 Status of programs 170–6
 State Reviewers: Business (Office
 Administration) 172–4
 Statewide briefings 171–8
 Study scores 161–5

Index to supplements

Bulletin No. 161

1. LOTE: Sample examination material
2. English and Literature Text list 2002
3. VCE VET Scored assessment

Bulletin No. 162

1. 2001 Advice for School Assessment
2. VCE Physical Education Units 3 and 4

Bulletin No. 163

1. Investigating Transformations in Further Mathematics
2. VCE 2001 Drama and Theatre Studies Performance examinations

Bulletin No. 164

1. Examination advice – June examinations and General Achievement Test

Bulletin No. 165

1. Sample examination papers
2. Revised VCE Studies: Frequently Asked Questions

Bulletin No. 166

1. Coursework Assessment Survey

Bulletin No. 167

1. Important Administrative Dates and Assessment Details 2002
2. Revised VCE LOTE studies: End-of-year Frequently Asked Questions

Bulletin No. 170

1. Coursework Assessment Survey: LOTE

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

Distribution

29 November 2001 to 17 December 2001

Memoranda to Schools

- 127/2001 re Review of the operation of VASS in 2001
Expression of interest Questionnaire –
Review of the operation of VASS in 2001
- 126/2001 re Urgent advice re VCE VET program
ACT7209 Certificate II in General
Construction
- 125/2001 re 2001 Final Results – Amendment to
memorandum 123/2001
- 124/2001 re 2001 Final Results – VASS Support
- 123/2001 re 2001 Final Results
- 122/2001 re VASS New users professional development,
February 2002
Expression Of Interest Form
- 121/2001 re Checklist for VASS administrators/
Important steps for VASS administrators
- 120/2001 re Availability of VASS during results
processing period

Publications: Print

- December 2001 VCE BULLETIN
Supplement 1 – Sample LOTE examination material
(online only)
Supplement 2 – VCE Music Performance: Group
Units 3 and 4
Supplement 3 – VCE Mathematics Application Tasks
- 2002 VCE Calander

Publications: Internet

Additions

- December 2001 VCE BULLETIN and Supplements
Memoranda to schools
117, 118, 120, 121, 123, 124, 125,
Results 2001 brochure
VCE Administrative Handbook 2002 (online)
VCE Achiever 2001 Finalist
Statement of Results brochure (online)
State Reviewer Application forms

COPY DEADLINES FOR 2002

Issue No. and Month	Date of publication	Copy deadline
No. 174 March	Monday 18 March	Wednesday 27 February
No. 175 April	Monday 15 April	Wednesday 27 March
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

VCE Achiever Awards – Brief

The 2002 VCE Achiever Awards are the best way to thank students who help their peers build a better community.

The annual awards recognise the efforts of VCE students who play an active role in their school and wider community through sporting, artistic, charity or other activities.

Victorian Curriculum and Assessment Authority chairman, Professor Kwong Lee Dow would like to see more mature-age students nominated for the awards.

‘There are many older students at TAFE or adult education institutions who are doing wonderful things for their local community,’ Professor Lee Dow said.

‘This is our opportunity to say ‘well done and thanks’ by nominating them for the 2002 VCE Achiever Awards.

‘It is important that we recognise student achievement outside the classroom and those who excel in helping others. The VCE Achiever Awards ensures these students do not go unnoticed.’

Last year’s VCE Achiever Award winner, Thornbury Darebin Secondary College’s Jo Apostolopoulos contributed to her school and local community with her active involvement in the school’s community radio. Jo was committed to making a difference and debunking some of the stereotypes associated with youth through her work with the media.

The VCE Achiever Awards are open to government, Catholic and independent school students.

To be eligible for the awards, a student must be studying at least two 3–4 VCE units in the year they are nominated.

Monthly finalists will receive an engraved medallion and their profiles will be published in *Learn*. An overall winner is announced in the Herald Sun Learn section in November and receives a notebook computer.

Written nominations to the VCE Achiever Award, c/- Vera Hemkes, VCAA, 41 St Andrews Place, East Melbourne 3002, should be signed by the school principal.

For more information ring Vera on (03) 9651 4557.

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 **DESIGN COORDINATOR** Geoff Coleman **DESKTOP PUBLISHING** Therese David

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