



VCE Bulletin

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Season of Excellence update

Application forms for Top Designs, Top Arts and Top Screen are included in this VCE BULLETIN on pages 16–20.

Top Arts closed at the National Gallery of Victoria on 30 June coinciding with the closure of the Gallery at the Russell Street site. The Bank of Melbourne's People's Choice Awards were presented on 19 June with prizes given to the art department of each winner's school.

First prize went to Madeleine Simson for her work 'Eagle'. Madeleine completed the work while in Year 11 at St Catherine's School. In her two portraits Madeleine sought to make bold 'warts and all' images of her sitters, two teachers, showing moles, blemishes and discoloured teeth. The artist



Madeleine SIMSON – 'Eagle' 100.5 x 81.0 cm
coloured pencil on card

wrote, 'I feel it's more interesting than looking at a model's perfect airbrushed skin, and it's more normal'.

Second prize went to Sean Layh who previously studied at Billanook College. Sean's large, dramatic oil on canvas was previously illustrated in the April 2002 VCE BULLETIN, No. 175. Sean is studying painting at the Victorian College of the Arts.

Leah Robertson completed her VCE at Bayside Christian College and won third prize for her lively, colourful mixed media work on board, 'Just like anyone'.

Leah combined images of youth culture to express her own and her peers group's individuality and a sense of both belonging and isolation. Leah is currently undertaking a double degree at Monash University in Multimedia and Communication.

Top Designs closed at Melbourne Museum on 14 July. Both exhibitions are scheduled to open in March next year as part of the VCE Season of Excellence 2003.



Leah ROBERTSON – 'Just like anyone' 143 x 244 cm (detail)
inkjet print, synthetic polymer paint, shellac, paper, varnish,
computer keys on board

Important administrative dates

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

2002	
Monday 15 July	<p>Start Term 3</p> <p>School Status Report (SSR) identifying Studio Arts School-assessed Task 1 from the SIAR 1 required for review, Authentication Review Record Form (ARRF) for Studio Arts School-assessed Task 1 received in schools.</p>
Monday 22 July	<p>Enrolment 3 data due at the VCAA. This data should also contain 2002 VCE VET enrolment data.</p> <p>After this date VASS will not allow schools to withdraw student enrolments from Unit 4.</p> <p>Review of School-assessed Task by visitation in Studio Arts begins.</p>
Friday 26 July	<p>Final day for schools to lodge the following applications for examinations held in October/November:</p> <ul style="list-style-type: none"> – requests for new or combined examination centres and for students to sit at centres other than home schools – requests for students to present for examinations outside Victoria – special arrangements – timetable clashes – earlier starting time – approval of hiring fees for sites in the community used by two or more schools.
Monday 29 July	<p>SIAR 2 scores for Unit 3 Coursework due at the VCAA.</p> <p>After this date VASS will not allow schools to enter SIAR 2 results.</p>
Wednesday 31 July	<p>Unit 3 Coursework audit material due at VCAA.</p>
Monday 12 August	<p>June examination results and Studio Arts grades available to schools.</p>
Thursday 22 August	<p>Partnership applications for Unit 4 coursework due at the VCAA.</p>
Friday 23 August	<p>Enrolment 4 data due at the VCAA. This data should also contain 2002 VCE VET enrolment data.</p> <p>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.</p>
Monday 9 September	<p>November Examination Centres are available to schools.</p>
Friday 20 September	<p>End Term 3</p> <p>Final day for lodging applications for enrolment in 2003 in Chinese Second Language, Indonesian Second Language, Japanese Second Language or Korean Second Language.</p>
Monday 7 October	<p>Start Term 4</p>
Monday 7 October to Sunday 3 November	<p>Performance examinations and LOTE oral examinations.</p>
Friday 11 October	<p>Enrolment 5 data due at VCAA.</p> <p>After this date VASS will not allow schools to enter or withdraw enrolments for VCE VET modules/UoCs.</p>
Monday 14 October	<p>SIAR 3 School-assessed Task scores due at the VCAA. Indicative grades for October/November examinations including performance examinations are also required.</p> <p>After this date VASS will not allow schools to enter SIAR 3 scores or indicative grades.</p>
Friday 18 October	<p>Final day for lodging requests to inspect scripts for examinations in the June examination period.</p>

CEO's column



Welcome to the second half of the school year, the winter term and the post-World Cup vacuum. I am still recovering from the defeat of my favourite team, Senegal, by my second favourite team, Turkey – and then their defeat!! What a truly global event as millions, possibly billions, fixed their focus on a football game. Those who have seen the movie *The Cup* will know that football fever extends to Tibetan monasteries. Genuinely parochial Aussies will probably insist it is not real football anyway.

Regular readers of this column will know that I speak often on curriculum flexibility. It is worth reflecting on the complementary strategy for learning improvement, namely organisational flexibility. Recent reports in the press that some Victorian universities are considering moving to three-semester or four-term years indicate the capacity for organisational changes to address efficiency and effectiveness principles. I was speaking to a principal recently who indicated that her school teaches General Mathematics to students for one week full-time intensively at the end of Year 10 as preparation for Mathematical Methods in Year 11, satisfying both efficiency and effectiveness principles.

A number of schools block-timetable Years 10–12 to provide students in upper secondary with maximum flexibility in choice of subjects. Similarly, schools block-timetable whole year levels for Mathematics and English, assign additional teachers and re-group students to maximise learning in these foundation areas. Both gifted students and those requiring additional support benefit from these organisational arrangements.

From 2003, students will be able to undertake a VCE in a TAFE institute or a facility in the Adult and Community Education (ACE) sector. We are likely to see more students complete Year 12 or its equivalent with these flexible delivery arrangements.

Those who have visited classrooms in the early years of schooling would have seen organisational arrangements maximised to improve learning. When the two-hour literacy block is scheduled, additional staff and volunteers work alongside classroom teachers to ensure that every child is able to read, write, spell and communicate. I had been in classrooms where some students are working individually at a keyboard, others are in a group learning consonant blends, others are listening to a story being read from a big book and one or two are having individual instruction with a Reading Recovery teacher.

Flexible organisational arrangements within classrooms, within and across year levels, extending or compressing regular timeframes for study and allowing alternative settings provide educators with strategies to improve student learning. A focus on curriculum flexibility alone is unlikely to have the same effect.

Organisational arrangements within many households can return to normal now that the World Cup and the school holidays are behind us. Good wishes for the winter term, for good health and good learning.

A handwritten signature in black ink that reads "Susan Pascoe".

Susan Pascoe
Chief Executive Officer
July 2002

GENERAL
ADVICE

Consideration of Disadvantage

Advance Notice

The *VCE Administrative Handbook 2002* provides information on the responsibility of students and schools in cases where students' performance is affected significantly by illness, factors related to their personal environment, or by disability or impairment. In applying for Consideration of Disadvantage, schools have been required to indicate whether the disadvantage suffered is *slight, moderate* or *severe*.

Concern has arisen that different interpretations of these terms may be in use, and, in particular, that school staff may feel uncertain about their ability to defend their assessments of students' level of disadvantage, should they be challenged. To provide assistance in this area, VCAA staff are working on a set of guidelines that teachers will be able to use in making these judgments. These guidelines will be made available in the next VCE BULLETIN, and schools will be encouraged to use them in making their assessments of level of disadvantage. With this assistance, it is anticipated that school staff will be able to make these assessments with greater certainty.

Privacy Legislation

Collection of Student Information

The Victorian Information Privacy Act

The Victorian *Information Privacy Act 2000* came into operation in September 2001. It covers all Victorian public sector organisations, agencies, statutory bodies and local councils and aims to protect personal information from being misused. Personal information identifies an individual.

Public organisations such as the VCAA and Government schools have until 1 September 2002 to prepare for compliance with the principles outlined in the Act. A breach of the privacy principles could attract a fine by the Victorian Information Privacy Commissioner of up to \$100 000.

The new privacy legislation does not replace any existing obligations under other Acts. Current requirements to maintain confidentiality, or to disclose information in particular circumstances, will still continue, e.g. under the *Victorian Curriculum and Assessment Authority Act 2000*, the VCAA may collect personal student information to undertake its VCE assessment function.

Other Privacy Legislation

The Commonwealth *Privacy Amendment (Private Sector) Act 2000* which provides similar principles to the Victorian Information Privacy Act affects all private organisations that earn over \$3m per annum and also Commonwealth-funded services. It does not affect Victorian Government funded services but does affect independent and Catholic schools.

Student Information Collected from VCE and IB Students

In 2002, through the student enrolment process, the VCAA has collected personal information of students undertaking one or more VCE units of study and of International Baccalaureate (IB) students undertaking the General Achievement Test (GAT).

As the year progresses the VCAA will collect VCE and GAT assessment data. The primary purpose for the data collection is to enable the VCAA to implement the VCE assessment program. The secondary purpose is to enable The Victorian Tertiary Admissions Centre (VTAC) to calculate an ENTER, to submit applications for tertiary selection and to include students in VTAC's password-protected CourseLink database for individual career advice.

Ensuring Compliance with the Act

The *VCE Administrative Handbook 2002* requested that schools collect enrolment information from VCE and IB students through the use of Student Personal Details forms.

The forms, in their current state, do not fully comply with the Act's privacy principles. New Student Personal Details forms have been designed to appear in the *VCE Administrative Handbook 2003*.

However, as compliance with the Act must commence from 1 September 2002, schools are hereby advised that in the week beginning 5 August 2002 amended VCE and IB Student Personal Details forms for 2002 will arrive in schools from the VCAA to be distributed to, and completed by, all VCE and IB students.

A Student Privacy Notice to inform students of the purpose for the collection and use of the information will be included in the amended forms. Access to a privacy notice whenever personal information is being collected is a requirement of the Act.

School Procedures to be Undertaken

Compliance with privacy legislation is not solely the responsibility of the VCAA. However, as the re-issuing of the Student Personal Details forms will be a time-consuming task for schools, the VCAA has developed a process to reduce the amount of work which normally follows the collection of student enrolment information.

Procedures which schools should follow:

Step 1 In the week commencing Monday 5 August 2002, your school will receive sufficient copies of the VCE Student Personal Details form and the GAT/IB Student Personal Detail form for the re-enrolment of all VCE and IB students

Step 2 You will also receive an Acknowledgement Form which must be returned to the VCAA by Friday 6 September 2002.

Step 3 Distribute the student forms to each VCE and IB student in your school, and provide a short explanation of why students are being required to re-enrol. The Student Privacy Notice which will be part of the amended form will assist you with this explanation.

Step 4 Collect the signed forms but DO NOT RETURN the individual forms to the VCAA. They should remain at the school.

Step 5 Use the Acknowledgement Form to record for the VCAA the following TWO pieces of information:

1. that all VCE and IB students at your school have signed the declaration in Section A. (*In Section A, students acknowledge why the information is collected and what use is made of it. All students must sign.*)
2. the names of all students who have NOT signed one or more of the authorisations in Section B of the form. (*In Section B, students should only sign if they authorise for their information to be disclosed for the purpose outlined.*)

Step 6 Fax or mail the Acknowledgement Form to the VCAA by Friday 6 September 2002.

Questions on the process should be directed to Kerry Veal, Student Records and Results at the VCAA on (03) 9651 4402. Questions on the legislation and its requirements should be directed to the VCAA's Information Services on (03) 9651 4328.

Review of VCE studies: Progress report

On 5 June, Study Review Committees for Art, Economics, International Studies, Physics, Political Studies, Psychology and Studio Arts presented progress reports to the VCAA Curriculum Committee. Specific details from the reports of each study are outlined below. The membership for each review committee, terms of reference and earlier reports can be accessed on the VCAA homepage by selecting the *VCE Studies Review and Development 2002* button.

Art

In its work to date, the Art Review Committee has completed a comprehensive analysis of similar curriculum in Australia and overseas, and has examined a range of statistical data relating to the enrolments and assessment program.

In its analysis of data, the Committee noted relative stability in enrolments and improvement in rates of satisfactory completion. The Committee has also considered the relationship between the study and similar VET programs and found that there is no duplication between Art and similar curriculum or training packages.

The Curriculum Committee confirmed the clear differentiation between Art and Studio Arts in the current studies and noted the positive response of students and teachers to the changes introduced in the last review.

The Art Review Committee is focusing on:

- ensuring continuity with the current study
- maintaining the balance between practical and theoretical work
- continuing the use of visual material in the end-of-year written examination.

A draft proposal is to be developed for presentation to the August meeting of the Curriculum Committee prior to the draft proceeding to consultation with stakeholders.

Economics

To date, the Economics Review Committee has considered both a range of syllabi from interstate, England and Canada and VCAA statistical data on enrolments and assessment over the past few years. The Committee has recommended that the content of the study be updated to reflect current trends and developments in economics in both work and educational settings.

The Review Committee will present a proposal for consultation to the July meeting of the Curriculum Committee. Consultation for VCE Economics will take place during Term 3. Teachers wishing to receive a copy of the draft study design for consultation should refer to the June 2002 VCE BULLETIN for registration details.

International Studies

The International Studies Committee has undertaken a comprehensive benchmarking exercise to compare the

Victorian course with both national and international curriculum. The Committee has also considered statistical data relating to enrolments and assessment over the past few years. The report from this Committee was held over due to issues concerning the relationship between this study and Political Studies identified during discussion of the Political Studies Committee's progress report. Further consideration will be given to this matter at the next meeting of the Curriculum Committee on 17 July; details will be published in the August 2002 VCE BULLETIN.

Psychology

The VCAA Curriculum Committee approved changes to the membership of the Psychology Committee due to the resignation of Mr Dan Broderick and the need for further teacher representation. Ms Helen Van Hersel, Ms Teresa Perri and a co-opted member, Mr Ross Down (State Reviewer) are additional members on the Committee.

To date the Review Committee has considered statistical data on enrolments and the assessment program over the past few years. In particular, the Committee has noted the continuing high enrolments, high retention from Unit 2 to Unit 3 and significant gender imbalance. The Committee has also commenced examination of similar syllabi within Australia and overseas, which will form part of their next report to the Curriculum Committee for its meeting of 17 July.

A draft proposal for consultation is to be developed for presentation to the August meeting of the Curriculum Committee. Teachers wishing to receive a copy of the draft study design for consultation should refer to the June 2002 VCE BULLETIN for registration details.

Physics

The Physics Review Committee was established in February 2002 and has spent many hours considering an extensive range of interstate and international syllabi and noted recent developments in the study of Physics. Statistical data relating to the performance of the study over the past few years has also been considered.

A draft proposal will be presented to the July Curriculum Committee meeting prior to its release for consultation with stakeholders in Term 3. Teachers wishing to receive a copy of the draft study design for consultation should refer to the June 2002 VCE BULLETIN for registration details.

Political Studies

The Political Studies Committee has undertaken an extensive benchmarking exercise to compare the Victorian course with similar national and international curriculum. The Committee has also considered statistical data relating to enrolments and assessment over the past few years. In considering the report and suggested changes to the content of the study, the Curriculum Committee requested that further consideration be given to the relationship between Political Studies and International Studies as identified in the Review Committee's terms of reference as well as the possibility of overlap and duplication with other VCE studies.

Further progress in relation to this issue will be published in the VCE BULLETIN and on the VCAA website.

Studio Arts

In its work to date, the Studio Arts Review Committee has completed a comprehensive analysis of similar curriculum in Australia and overseas, and has examined a range of statistical data relating to the enrolments and assessment program.

In its analysis of data, the Committee noted the steady growth in enrolments since 1999. The issue of overlap and duplication has also been considered between Art and Studio Arts and existing programs in the VET sector. The committee concluded that there is no duplication.

The Curriculum Committee noted the recommendation of the Review Committee that in light of the comprehensive analysis and changes undertaken in 2000, the study requires only minor modifications. There was some discussion on the nature of assessment of the study as Studio Arts is the only VCE study with two School-assessed Tasks. However, the Curriculum Committee was of the view that the current school assessment requirements are serving the intention of the study well and do not need to be changed in any substantial way.

A draft proposal is to be developed for presentation to the August meeting of the Curriculum Committee prior to the draft proceeding to consultation with stakeholders during Term 3. Teachers wishing to receive a copy of the draft study design for consultation should refer to the June 2002 VCE BULLETIN for registration details.

VCE Administrative Handbook 2002 feedback

Thank you to everyone who found the time to return the survey in the April 2002 VCE BULLETIN. As you requested, the Special Provision chapter will be revised and forms in appendices will be made larger and therefore easier to photocopy. Overall, responses were overwhelmingly positive and the VCAA will make minimal changes to the Handbook for 2003.

From 2003, a feedback form will be included in the Handbook. All users are encouraged to send their suggestions.

Student Records and Results

SIAR 2 – School initial assessment return

The due date for SIAR 2 – collection of Unit 3 Coursework scores – is **Monday 29 July**.

- The list of studies for which Unit 3 Coursework scores are required, including specific LOTE studies, may be found on pages 11 and 12 of the *VCE Administrative Handbook 2002*.
- There are more than 580 VCE providers who may be entering scores over the last few days before the deadline. Based on the experience of SIAR 1, the VCAA advises schools to begin entering scores as soon as possible.
- Schools are to note that at midnight on July 29 they will no longer be able to access Unit 3 Coursework areas on the coursework results entry screens in VASS. Schools are expected to have completed the required data entry by the given deadline.
- VCE/VASS coordinators or data entry personnel should devise a suitable internal procedure for the entering and auditing of scores. This includes a timeframe in which VCE teachers must submit their scores in sufficient time for checking both before and after entry into VASS.

Result Input/Summary Sheets

Result Input/Summary Sheets for Unit 3 Coursework may be produced by using **Results Admin**→**VCE Reports**→**School Assessed Results**.

Entry of Scores

Results for Unit 3 Coursework are entered in VASS using **Results Admin**→**VCE Results Entry**→**Coursework**. Once the Unit and Class codes have been entered, information regarding how to select tasks and enter scores may be obtained by clicking on the Help button at the top right hand corner of the screen. Details regarding identification of tasks and maximum scores may be obtained from the *VASS Data entry of school assessments 2002* booklet.

The four alternative score possibilities are a score between 1 and the maximum, a zero score, NA or blank.

- A **zero score** should only be given where the work was submitted but did not score against the assessment criteria.
- **NA** should be given where the work was not submitted for assessment.
- A **blank** should only be used if the score is not available due to exceptional circumstances; such as a delay in the assessment or transferred student. This will avoid it being confused with an NA.

Schools should notify the Student Records and Results Unit (SRRU) in writing of the reason for the score being left blank and a date when the school will advise VCAA of the result.

After the scores have been entered, it is recommended that schools run the following reports:

- **Results Admin**→**VCE Reports**→**Missing Graded Assessment Results** to check that all scores have been entered.
- **Results Admin**→**VCE Reports**→**School Assessed Results** to be given back to teachers for checking.

Transferring students

A student may have transferred from School A to School B during the period of Unit 3 assessment. School A (the student's previous school) should have entered all the scores for the

tasks they assessed. School B (the student's current school) enters those scores for the tasks they have assessed.

In some cases School A may not have entered all of 'their' scores and hence are now unable to access that student's records. Note that each score is set against the school that gave the assessment, i.e. the score must be correctly assigned each school for Statistical Moderation procedures. Any schools that have not entered scores for a transferred student should seek advice from the SRRU.

Consideration of Disadvantage

Consideration of Disadvantage may be entered for those Graded Assessments that are completed using the menu path **Results Admin**→**Consideration of Disadvantage**→**Graded Assessment**.

After the SIAR

The VCAA will be closely monitoring the input of scores in the days leading up to the SIAR deadline. After this date schools with missing scores or score irregularities will be contacted.

Unit Results

- Unit results (i.e. 'S', 'N' or 'J') for first semester units may be entered now in VASS although amendments may be made until 25 November.
- You do not need to enter unit outcome results unless a student is to be awarded 'N' for the unit in which case all outcome results must be entered for that student and then the overall unit result will default to 'N'.

Advice on the management of data entry

How can I best get all the information required for data entry and ensure its accuracy?

- Provide teachers with the relevant page from the *VASS Data entry of school assessments 2002* booklet and a Results Input Sheet: **Results Admin**→**VCE Reports**→**School Assessed Results**.
- Ask teachers to submit scores for each assessment task as it is completed rather than all at one time at the end of semester.
- Return the data entry sheet after each progressive entry of scores.
- After the final entry of data for that study, print out **School Assessed Results** report and ask the teacher/s to audit and sign off their scores.
- It is most important that correct task scores are entered, as these scores cannot be changed in VASS by schools after Monday 29 July.
- It is recommended that the **Results Admin**→**VCE Reports**→**School Assessed Results** report for each study be produced for teachers to check after entry of the task scores and before the deadline.

I can't seem to enter the tasks identified by a teacher.

Check the details of the tasks in the 'Data entry of school assessments' booklet and discuss with the teacher.

Contact the SRRU for advice.

How do I change an incorrect task?

Where an incorrect task has been entered for a student or for a whole class, the course work scores will have to be deleted and the data saved. Once the data has been saved, the Task Selection box will appear and the correct task may then be selected and scores entered.

I won't meet the deadline – there are too many scores to enter.

There are many scores required for Unit 3 Coursework and to enter all of these results in the last few days may prove difficult.

Schools are using two main strategies when entering data into VASS.

- Firstly, many schools are opting for progressive entry as described above or some variation of this approach.
- Secondly, there are schools increasing the number of people with access to VASS to enter scores – the VASS/VCE coordinator, specific data entry person and the actual teachers of the studies (note that this needs to be set up correctly in VASS – advice on this set up can be obtained from the Administrative Support Unit).

For exceptional circumstances, application to request an extension of entry time (*VCE Administrative Handbook 2002*, page 187) can be lodged with the SRRU no later than noon on 29 July.

I don't have all the scores.

- To ensure that all the required scores have been entered, the **Results Admin**→**VCE Reports**→**Missing Graded Assessment Results** report for SIAR 2 should be run and actioned prior to the deadline.
- The VCAA expects to receive all scores but there may be circumstances in which some individual or sets of scores are not available.
- For advice on group (e.g. whole class) scores not being available, contact the SRRU. Missing individual scores for a student (e.g. transfer or withdrawal) can be referred to the SRRU.

How do I change incorrect scores or add missing scores after the deadline?

- The Score Amendment Sheet, produced using the menu path: **Results Admin**→**VCE Reports**→**Score Amendment Sheet** must be used to request a change for any entered or blank results after the SIAR date.
- Advice on this matter should be referred to the SRRU.

Schools are advised that requests for score changes are subject to strict audit procedures and schools may be required to submit the work for audit or review.

Help desks

Administrative Support

Problem/issue: Technical and system support for problems such as inability to access VASS, database errors, setting up other school users.

Contact point: Frank Lepore
Pam Gawith
Margaret Andersson

Contact details: 1800 827 721 or (03) 9651 4482
Fax: (03) 9651 4551
vass.support@edumail.vic.gov.au

Student Records and Results Unit

Problem/issue: Difficulties with entering scores for studies, missing data due to student transfers or withdrawals.

Contact point: Kerry Veal
Contact details: (03) 9651 4402
Fax: (03) 9651 4578
student.records@edumail.vic.gov.au

Problem/issue: Advising that the school cannot submit scores and difficulties due to enrolment errors.

Contact point: Kerry Veal
Problem/issue: Consideration of Disadvantage
Contact point: Jan Vinall-Richardson
Gwen Cornelius

Contact details: 1800 653 045 or (03) 9651 4402
Fax: (03) 9651 4578
student.records@edumail.vic.gov.au

Interrupted Studies Status – Students returning to school

Where a student is returning from Interrupted Studies Status, the school **must** in addition to the enrolment process, advise the SRRU in writing that the student has returned and is undertaking the studies for which they are enrolled.

Examinations

Advice slips

Arts Performance and LOTE Oral Examinations

VCE Coordinators and teachers should note changes to be implemented in 2002 for the distribution of Student Examination Advice Slips.

All advice slips for Arts Performance and LOTE oral examinations will now be available via the VASS system. This will allow schools to print both class timetables and individual advice slips from **16 August 2002**.

All other VCAA materials specific to each subject will still be mailed to schools in the week beginning **19 August 2002** along with a memorandum outlining the administrative requirements for each subject area. Included with this memorandum will be such items as Statements of Intention (Drama, Theatre Studies), Statement of Expressive Intention (Dance), Performance Program Sheets (Music Performance: Group and Solo) and Information Booklets (LOTE Oral Examinations).

These new arrangements have been designed to allow for greater flexibility and access in the event of approved changes to student timeslots, misplaced advice slips, and enrolment amendments.

Use of notes in Mathematics and Physics Examinations

Students are advised that they can take notes into all Mathematics and Physics examinations.

Mathematics: Students are permitted to bring up to 4 pages (two A4 sheets) of notes.

Physics: Students are permitted to bring up to 2 pages (one A4 sheet) of notes.

These notes may be typed or handwritten. They may be from any source. Commercially available materials are acceptable.

VCE VET Information Technology

As advised in the June 2002 VCE BULLETIN, the format of the VCE VET Information Technology examination will be changed in 2002 to incorporate questions on all units of competency at Unit 3–4 level.

Separate examination papers will be provided for each of the three qualifications, that is:

- VCE VET Information Technology (Software Applications)
- VCE VET Information Technology (General)
- VCE VET Information Technology (Network Administration)

Section A and B will be the same across all three examinations.

Section C will vary for each examination. Short case study questions and short-answer questions will be based on competencies specific to each qualification.

Sample questions have been produced to reflect changes to Section C of the examination. These are now available on the VCAA website:

www.vcaa.vic.edu.au/VCE/EXAMS/examweb.htm

2003 Examination Timetable

The timetable for all 2003 examinations, including mid-year and end-of-year, is now available on the VCAA website.

To access the timetable, select the Exam Timetable button on the VCAA homepage: www.vcaa.vic.edu.au

English Expert Studies Committee

The English Expert Studies Committee was established in November 2001 to provide advice to the VCAA on issues relating to the group of VCE English studies. The membership of the Committee is published below. The terms of reference include consideration of:

- the accreditation period and timeline for the review of all VCE English studies and the establishment of review committees
- issues arising out of the implementation of the English group of studies, including pathways for Foundation English students
- the appropriateness of the current English requirement
- the feasibility of online assessment in VCE English studies.

Details of the first report from the Expert Studies Committee were published in the May 2002 VCE BULLETIN, including an extension of the accreditation period for all of the English studies by 12 months to 31 December 2004.

A further report was presented to the 5 June meeting of the Curriculum Committee on the issues arising out of implementation of the studies and the current English requirement for graduation purposes. The English Expert Studies Committee made a series of recommendations which were noted by the Curriculum Committee and which will now be considered during the review of individual studies in 2003. In summary these include the relationship between school-assessed coursework and the examination; the length of the end-of-year examination for all English studies; ways to maximise pathways for students from Foundation English; increasing the flexibility of the study design to provide more choice (where appropriate); and exploration of more flexible ways of students meeting the compulsory English requirement.

The VCAA is currently considering the recommendation from the Committee in relation to the current English requirement. The English Expert Studies Committee will continue to meet and provide recommendations in relation to the feasibility of online assessment in the English studies.

Membership

Dr Catherine Beavis, Deakin University
 Mr Dale Bennett, Carey Baptist Grammar School
 Ms Karen Dymke, Donvale Living and Learning Centre
 Ms Prue Gill, Methodist Ladies College
 Ms Fiona Gordon, Wesley College
 Mr David Grant, North Geelong Secondary College
 Ms Meredith Maher, Mullauna Secondary College
 Ms Valerie Mayer, Lilydale High School
 Ms Rosemary McLoughlin, Catholic Education Office
 Ms Marion Meiers, Australian Council for Educational Research
 Mr Jim Murphy, Parade College
 Mr Denis O'Donnell, VCAA
 Ms Caroline Thomas, Camberwell High School

Mathematics Expert Studies Committee

The Mathematics Expert Studies Committee was established in November 2001 to provide advice to the VCAA on issues relating to the group of VCE Mathematics studies. The membership of the Committee is published below. The terms of reference for the Committee include consideration of the accreditation period and timeline for the review of VCE Mathematics studies; issues arising out of the implementation of the Mathematics studies with particular reference to pathways for students of Foundation Mathematics; the feasibility of online assessment; and the number and combination of VCE Mathematics studies for satisfactory completion of the VCE.

Details from the initial report to the VCAA were published in the May 2002 VCE BULLETIN. A further progress report will be presented to the July meeting of the Curriculum Committee with a final report due by November 2002.

Membership

Ms Karen Baker, The University of Melbourne
 Professor Bill Blyth, RMIT
 Ms Margo Carruthers, Maffra Secondary College
 Mr Tom Daly, Wantirna College
 Dr Michael Evans, Scotch College
 Ms Debra Goldman, Department of Education & Training
 Professor Peter Jones, Swinburne University of Technology
 Mr Barry McCrae, ACER
 Ms Beth Price, Canterbury Girls Secondary College
 Dr Peter Stacey, La Trobe University
 Dr Max Stephens, Mathematical Association of Victoria.
 Mr David Tynan, Our Lady of Sion
 Ms Christina Varansky, Monash University
 Ms Judy Walker, Box Hill Institute of TAFE

VCE VET

Progress report

Hospitality (Operations)

The revised Hospitality Training Package will be implemented in Victoria in 2003.

There are minor changes in the structure of the VCE VET program as a consequence.

The significant changes are in the detail of the training package itself:

- the Evidence Guide in each unit of competence has been substantially enhanced to provide more detailed guidance on knowledge requirements
- re-writing of the Performance Criteria to improve user-friendliness
- improved guidance on assessment, including examples of suitable assessment methods

The new qualification codes and titles are:

THH21802 Certificate II in Hospitality (Operations)

THH33002 Certificate III in Hospitality (Operations)

Schools will receive the new program booklet for the revised VCE VET Hospitality (Operations) program during Term 3.

Business Administration

The recently endorsed Business Services Training Package replaces the current Administration Training Package. The VCE VET Business (Office Administration) program is to be replaced with a new program drawn from the Business Services Training Package.

A Project Reference Group has been established that includes teachers from all sectors and industry representatives. The Reference Group has developed two new programs drawn from the Training Package that will be available for new enrolments in 2003:

Program 1: BSB20101 Certificate II in Business – this qualification requires students to undertake 12 units of competence with recognition at VCE VET Units 1–2 level.

Program 2: the extended Certificate II in Business with selected units of competence from BSB30201 Certificate III in Business Administration, with recognition at VCE VET Units 1–4.

The new program booklet will be distributed to schools during Term 3 and the VCAA will hold an information seminar later this year. Schools will be advised of this seminar through the VCE BULLETIN.

Multimedia

The Film, Television, Radio and Multimedia Training Package is to be implemented in Victoria in 2003. The current VCE VET Certificate II in Arts (Interactive Multimedia) will be replaced with two qualifications drawn from the Multimedia sector of the Training Package.

A Project Reference Group has been established that includes teachers from all sectors and industry representatives. The Reference Group has developed a new program drawn from the Training Package that will be available for new enrolments in 2003. The new program offers two qualifications:

CUF20601 Certificate II in Multimedia, that will provide recognition in the VCE at Unit 1–2 level

CUF30601 Certificate III in Multimedia, that will provide a Unit 3–4 sequence for recognition in the VCE.

The new program booklet will be distributed to schools during Term 3 and the VCAA will hold an information seminar later this year. Schools will be advised of this seminar through the VCE BULLETIN.

Music Industry

The endorsed Music Industry Training Package is to be implemented in Victoria in 2003. The current VCE VET Certificate II in Music Industry Skills and Certificates III in Music Industry Skills (Performance/Composition, Technology) will be replaced with the following qualifications:

CUS20101 Certificate II in Music Industry (Foundation)

CUS30101 Certificate III in Music

CUS30201 Certificate III in Music (Technical Production)

A Project Reference Group comprising industry, school and training sector representatives is working in collaboration with AUSMUSIC to develop the new VCE VET program. It is anticipated that the new program booklet will be ready for distribution to schools during Term 3.

Students enrolled in the VCE VET Music Industry Skills in 2002 will be able to complete their program in 2003 under current arrangements.

Students enrolling for the first time in 2003 will be undertaking the new training-package-based program.

A study score for the Certificate III in Music and the Certificate III in Music (Technical Production) will be available to students in 2004.

Horse Studies

A project for the redevelopment of the Certificate II in Horse Studies, conducted by Northern Melbourne Institute of TAFE, is nearing completion. The new course, which is currently in the accreditation process, draws on units of competence from three training packages: Agriculture, Outdoor Recreation and Racing.

The new qualification will be a Certificate II in the Equine Industry.

Once the course is accredited, the VCAA will produce a new program booklet that will outline the recognition arrangements for contribution to satisfactory completion of the VCE.

It is anticipated that this booklet will be available in early Term 4.

Transition arrangements for revised VCE VET programs that have access to study scores

For the VCE VET programs listed below, the following transition arrangements will apply in 2003.

Business (Office Administration)

Students enrolled in the program in 2002 will continue under the current arrangements in 2003 and will have access to a scored Unit 3–4 sequence based on the current program.

Hospitality (Operations)

Students enrolled in the Units 1–2 of the program (i.e. Program 1) in 2002 will be enrolled in 2003 in the revised Unit 3–4 sequence drawn from the revised Training Package. The study score will be derived from the revised Unit 3–4 sequence.

Students enrolling in VCE VET Hospitality for the first time in 2003 will be undertaking the revised program.

Arts (Interactive Multimedia)

Students enrolled in the Arts (Interactive Multimedia) program in 2002 will continue under the current arrangements in 2003 and will have access to a scored Unit 3–4 sequence based on the current program.

Students enrolling in VCE VET Multimedia for the first time in 2003 will be undertaking the new training-package-based program. A study score derived from this new training-package-based program will be available in 2004.

Financial Services

The nominal hours of this program have been amended. The unit of competence *FNBFIN68A Prepare reports for management* has **60 nominal hours** attached, not 20 as published in the VCE VET program booklet.

The program outline on page 5 of the program booklet has been reproduced and amended below to reflect the changes in the hours.

VCE VET Units 1–2

Code	Unit of competence	Nominal hours
FNBF01A	Work within a financial services context	30
FNBF02A	Communicate in the workplace	30
FNBF03A	Work as part of a team	30
FNBF04A	Use technology in the workplace	50
FNBF05A	Apply health and safety practices in the workplace	25
FNBF06A	Resolve customer complaints	20
FNARFS14A	Deliver a service to customer	35
FNBFIN61A	Prepare and bank receipts	10
FNBFIN65A	Process journal entries	10
Subtotal		240 hours

VCE VET Units 3–4

Code	Unit of competence	Nominal hours
BSAFIN201A	Prepare and process financial documentation for cash flow and accounting records	50
BSAFIN302A	Monitor cash control for accounting purposes	20
BSAFIN304A	Process payroll	40
BSAFIN305A	Maintain financial records for reporting	30
BSAFIN301A	Maintain daily records for accounting purposes	50
FNBFIN68A	Prepare reports for management	60
Subtotal		250 hours
Total		490 hours

For schools/RTOs that will be applying to add this qualification to their Scope of Registration please note the following:

There are five units of competence in the Unit 3–4 sequence that have unit codes that begin with BSA. These units of competence are from the Administration Training Package that has been replaced by the Business Services Training Package. It is no longer possible to purchase the Administration Training Package but individual units of competence can be downloaded from the National Training Information Service.

The web address for the National Training Information Service is www.ntis.gov.au

Click on 'Competency Standards' and then select 'Unit of Competency'. Then in the 'Search by National Code' box insert the relevant BSA unit and then click on Search. The unit of competence will then appear and can be printed off.

Performance examinations

Top Acts video

Teachers of the following studies will find the video of Top Acts 2002 very useful when preparing students for the end-of-year performance examinations in:

- Dance, Drama, Theatre Studies, Music Performance: Solo and Group.

The video features 21 exemplary performances by students in 2002, filmed on stage at the Melbourne Concert Hall on 1 May 2001.

The order form for the video can be found on page 14. When returned to the VCAA with a cheque for \$33.00 (which includes GST and postage), a Tax Invoice Receipt will be mailed to your school with the video.

Enquiries about the video should be directed to Information Services at the VCAA on (03) 9651 4544.

Technology

New material on the VCAA website

Design and Technology

Assessment Support Material for Unit 3 and Outcome 3 of Unit 4 was issued to schools in March 2002. This material provides teachers with ideas for teaching and learning activities, developing assessment tasks, elaboration of the criteria published in the Technology Assessment Guide, excerpts from student responses to the assessment tasks, assessment level descriptors and resources. In addition to the printed booklet, the link to this material is posted on the VCAA website, located at

www.vcaa.vic.edu.au/VCE/STUDIES/tech/design.htm

Assessment Support Material for Unit 4 has now been developed. It is only available electronically on the VCAA website. Note that the Unit 4 material does not contain advice on the School-assessed Task as this is included in the Unit 3 material. The link to this material is located at

www.vcaa.vic.edu.au/VCE/STUDIES/tech/design.htm

In addition, examples of student work from folios exhibited in the Top Designs exhibition are available on the VCAA website. The individual pages from the folios are annotated to explain the content and requirements in relation to the assessment criteria for the folio component of the School-assessed Task. This material is located at

www.vcaa.vic.edu.au/VCE/excellence/designs/des_tech/gallery.htm

Food and Technology

Assessment Support Material for Unit 3 was sent to schools in March, 2002. This material provides teachers with ideas for developing assessment tasks, elaboration of the criteria published in the Technology Assessment Guide, an excerpt of a student response and assessment level descriptors. In addition to the printed booklet, the link to this material is located on the VCAA website at

www.vcaa.vic.edu.au/VCE/STUDIES/tech/food.htm

Assessment Support Material for Unit 4 has now been developed. It is only available electronically on the VCAA website at www.vcaa.vic.edu.au/VCE/STUDIES/tech/food.htm

Literature

Text List 2003

Teachers electing to teach Patrick White's 'A Cheery Soul' (published in *Collected Plays Volume 1*, Currency Press, Sydney, 1985, ISBN: 0 86819 124 8) from the Part A list should note that it is the play of this name that is set for study in the course. An earlier short story by Patrick White with the same

title has also been published in several anthologies. Whilst students may find it useful to read the short story, it is important to recognise that the play is the prescribed text.

LOTE

Writing in LOTE

The following advice is provided in response to queries about how to further develop students' writing skills. Teachers should also refer to Support Papers 3, 6 and 8 which are available under the LOTE Study on the VCAA website at www.vcaa.vic.edu.au

Teachers are also advised to regularly check the VCE BULLETIN for any changes.

Purpose for writing

Communication involves a sender and a receiver of a message. Students should determine the purpose behind a written task, then plan, organise and sequence ideas, using appropriate format, vocabulary and grammatical structures.

Planning for writing

Making a plan with clearly related points is crucial. Jotting down random ideas becomes the basis for sorting and organising ideas into a sequential and logical order. Once the key points are selected and ranked, the writer must consider each paragraph and how ideas unfold within the paragraph. Preparing students might include setting tasks and asking pairs or groups of students to prepare a point-by-point plan.

Information should flow sequentially and logically from the introduction through the body of content to a recognisable ending, forming a cohesive text. Each paragraph should contain a topic sentence and show progression and lead to the next paragraph or 'stepping stone'. The use of connectives helps to link related ideas and structures.

Time

Time management is of utmost importance. Students should work out the time required for each task and should allocate it carefully. Time must also be set aside for proofreading if careless errors are to be avoided. Students can be guided to check each other's work to improve their editing skills.

Text types and kinds of writing

Students are expected to be familiar with the text-types listed under 'areas of study' in the LOTE Study design.

Students are also expected to be familiar with the five kinds of writing designated in the study design under 'advice for teachers'. These are personal, imaginative, informative, persuasive and evaluative.

Personal

Is the writer trying to convey something personal to the reader?

Imaginative

Does the writer intend to amuse, create an impression or entertain?

Informative

Is the author conveying objective, comprehensive and accurate information?

Persuasive

Is the writer taking a stance to persuade the reader?

Evaluative

Does the writer present a balanced view of a case?

Students might find samples of different text types/kinds of writing and discuss and circulate them in class for others to consider. Texts can be analysed using the descriptors listed in the LOTE Study design. These include features such as register, context, structure, language, style and audience.

Writing tasks

Students need to analyse the wording of a task very carefully by reading the question and analysing the details of the task to establish WHO, WHAT, HOW, WHEN, WHERE, WHY? Preparing students might include asking them to design some tasks based on a unit of work and asking their peers to analyse the requirements of the task.

Word limit

Students should not exceed the word limit nor waste words. Practising strategies for condensing data is one way of staying within the required word limit. This might include emphasising a point, compacting and streamlining the text appropriately by use of connectives, subordinate clauses, adverb and conjunctions, or by simply deleting excess information.

A strategy which works for some students is to establish beforehand the average number of words they write per line. This enables them to avoid wasting time counting individual words during an assessment task or during an examination.

Teachers are welcome to contact staff in the LOTE Unit at the VCAA for further information:

Bernadette Brouwers	(03) 9651 4620
Anna Coveos	(03) 9651 4441
Serafina Gianonne	(03) 9651 4594
Adrienne Horrigan	(03) 9651 4449
Flora Osorio	(03) 9651 4575
Vicky Marinelis	(03) 9651 4595

Designing Coursework Assessment and Implementing the Detailed Study

The following full-day workshop is offered to support teachers in designing appropriate tasks for coursework and in assessing outcomes. The workshop will also address issues related to implementing the Detailed Study and its relationship to the oral examination.

Date: Wednesday 31 July 2002

Time: 9:45 am – 3:30 pm

Venue: VCAA Camberwell Centre – 1 Railway Parade
Camberwell

Teachers are asked to bring their copy of the LOTE Study design and the LOTE VCE Assessment Guide 2002 with them to the workshop.

To register, teachers should fax on (03) 9651 4324 or email contact details including name, school, language/s taught together with telephone and fax numbers to Marie Clair at clair.marie.m@edumail.vic.gov.au

Closing date for registration is Friday 26 July.

Teachers will receive written confirmation of their acceptance for this workshop.

Notices**Commonwealth Department of Veterans' Affairs****Long Tan Bursary**

The Commonwealth Government, through the Vietnam War Veterans Trust, offers Long Tan Bursaries each year to help selected students with the cost of tertiary studies. Each bursary is \$6000 and is for one year.

For details on eligibility and applying for a Long Tan Bursary see The Long Tan Bursary brochure accompanying this VCE BULLETIN.

Top Acts 2002 Video

now available

Filmed at the Melbourne Concert Hall on Wednesday 1 May 2002, the video features 21 exemplary performances from 2001 VCE Dance, Drama Solo Performance, Theatre Studies Monologues and Music Performance (Group and Solo) examinations.

The cost of the **Top Acts 2002** video is \$33 (includes postage, handling and GST). To purchase the video, mail the attached order form to address below.

- Cheques payable to Victorian Curriculum and Assessment Authority (ABN: 82 628 957 617)
- On receipt of payment, a Tax Invoice receipt will be mailed with the video to the purchaser
- For further details contact Information Services (03) 9651 4544 or (03) 9651 4582.

Mail the order form and cheque to:

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

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



Order Form

Please find enclosed a cheque or money order for \$_____ as payment for

copy/copies of the **Top Acts 2002** video.

Name: _____ Telephone: _____

School/Address: _____

Top Acts 2002 Video

VCE Achiever

VCE
ACHIEVERS

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.

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.

The VCE Achiever for May is Jason O'Brien from Grovedale Secondary College.

Jason O'Brien's contribution to his school has created a very positive presence at Grovedale Secondary College. His commitment to his fellow students and helping those less fortunate than himself has earned him the greater respect of his teachers and peers. His willingness to make a difference has earned him the Jason Thomas Community Service Award. This prestigious award is offered to a student in commemoration of Jason Thomas, a Grovedale Secondary College student who lost his life fighting the Linton bushfires.

As a young student, Jason was a victim of bullying. Much of Jason's concern for student welfare is clearly based on



his personal decision to take a proactive stance on this issue. He has addressed junior groups in speeches on bullying and takes it upon himself to refer younger students with problems to the Student Welfare Officer. Jason feels that 'as a member of the school's Student Welfare Action Group and Bully Busters Committee, I have been able to make a difference to some people's lives and that is incredibly rewarding.'

'Through encouraging people to be themselves and stand up for what they believe in, I feel I'm making a positive contribution to the community and people's lives.'

'The prevention of bullying and harassment in the school community and the wider community is where I am focusing a lot of my energy. I feel it is essential that teachers and students around Victoria provide a more enforceable policy relating to bullying and harassment. It would be a policy where people can be more individual and not be criticised for the way they talk, how they look, or what their race is.'

Apart from his commitment to this worthy cause, Jason has committed himself to a variety of community service activities. Jason has researched welfare issues for the Student Welfare Officer and developed an anti smoking package for students in his role as a member of the Student Welfare Action Group. He coaches junior sports teams and organises in-school competitions at lunchtime.

Jason has raised funds for cerebral palsy sufferers, worked with agencies packing foreign aid materials to send to developing countries, was involved in Reconciliation in Geelong and has played an important role in the inter school public speaking team. Furthermore, Jason has coached junior public speaking team members.

Chair of the Authority, Professor Kwong Lee Dow, is impressed with Jason's commitment to those who are less advantaged. 'Clearly, Jason is a model to junior members of the school, his peers and teachers. It is only through representing those less advantaged than themselves that students like Jason can impact on school communities in creating change.'



Application for Top Designs 2003/Top Screen 2003 Melbourne Museum/Australian Centre for the Moving Image

Students and teachers are invited to nominate school-assessed tasks which they believe are likely to receive very high marks, and which students are willing to make available for exhibition and/or screening in 2003 as part of Top Designs/Top Screen in the VCE Season of Excellence 2003.

1. Please place completed forms (one per work) in an A4 plastic sleeve.
2. Please include a copy of the video, audio tape, CD-ROM or colour photocopies, colour or digital photos of a SAMPLE range of photography or print layouts and DESIGN PLAN. **Do not send ORIGINAL DESIGN PLAN.** All material, except photos and photocopies will be returned after the selection process.
3. Please include a stamped self-addressed DL envelope with the student's home address for notification of outcome.

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: 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 Name _____ Address _____ _____ Postcode _____ Student No. _____ Phone (H) _____ Mobile _____ Email _____	Teacher information Name _____ School _____ Address _____ _____ Postcode _____ Phone () _____ Fax () _____ Email _____
School-Assessed task information: Title: (may be used in catalogue). _____ Medium: Super VHS <input type="checkbox"/> VHS <input type="checkbox"/> Super 8 film <input type="checkbox"/> Photography <input type="checkbox"/> Audio <input type="checkbox"/> Slide-tape <input type="checkbox"/> Print <input type="checkbox"/> Multimedia <input type="checkbox"/> Other <input type="checkbox"/> Other (please give details) _____ Length (if applicable): _____ Computer program: _____ Any special procedures/techniques used _____	
Description/theme _____	
Photography or print lay-out: Number of works: _____ Size of work/s _____ x _____ cms (UNMOUNTED) Size including any mounts _____ x _____ cms	
Size of design plan: <input type="checkbox"/> A2 <input type="checkbox"/> A3 <input type="checkbox"/> A4 Other: _____ x _____	

OFFICE USE ONLY	Envelope	Letter 1	Letter 2	Contract	Final status
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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: 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
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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: 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 processes: _____					
Size of folio: <input type="checkbox"/> A2 <input type="checkbox"/> A3 <input type="checkbox"/> 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, production systems and software used: _____					
PRESENTATION 2. _____					
Materials, techniques, production systems and software processes: _____					
Size of folio: <input type="checkbox"/> A2 <input type="checkbox"/> A3 <input type="checkbox"/> A4 Other: _____ x _____					
OFFICE USE ONLY	Envelope	Letter 1	Letter 2	Contract	Final status

**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: 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 music 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

- 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.
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July 2001 to June 2002

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1. VCE 2002 Drama and Theatre Studies Performance examinations

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VASS menu map 7_01
36/2002 re Information for students learning English
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Information Booklet and Timetable
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Additions

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Booklet and Timetable
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Report for Teachers: End-of-year Examinations and
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English
Senior Project Officer – Testing and development
Project Officer – Statistics and Educational
Measurement
2002 Examination Setting Panel Expression of Interest
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