

Supplement to this issue

- 1. Sample examination questions 2002:
VCE VET Laboratory Skills

VCE Bulletin

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Season of Excellence update

Top Designs to be extended

Due to the overwhelming response to Top Designs from both the education sector and the general public, Melbourne Museum has invited the VCAA to extend the exhibition until 14 July. Exhibitors have agreed to extend the loan of their works.

This will enable those schools unable to previously visit Top Designs to take advantage of the extended period. Further, the dates for Top Designs will now overlap with Top Arts until that exhibition ends on 30 June.

A joint programs has been devised in conjunction with the extended season: view Melbourne Museum's Top Designs in the morning, and the National Gallery of Victoria's Top Arts after lunch, including the Top Arts education program, all for the price of \$8.40. Book each venue separately (NGV – (03) 9208 0291/ 0292 after 12 noon or Melbourne Museum – 1300 130 152 – 10.00 am – 4.30 pm daily).

Peter Arnett, Deputy Director of Catholic Education, officially opened Top Arts at the National

Gallery of Victoria on Russell. Five hundred and fifty guests including exhibitors and their families attended.

Three hundred guests attended the Top Arts Gala Dinner on Saturday 11 May at the Hotel Sofitel. Speakers included Top Arts exhibitor Dean Sobey and artist Peter Tyndall, with performances by Steven Russell on clarinet and Samuel Anderson's Drama solo performance *The Pet Dog*, both of whom had appeared in Top Acts.

Planning is underway for Season of Excellence 2003. Application forms for Top Designs and Top Arts will appear in the July 2002 VCE BULLETIN. The deadline for applications is Thursday 31 October 2002.

Season of Excellence enquiries, telephone (03) 9651 4544.



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

Important administrative dates

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

2002	
Tuesday 11 June to Thursday 13 June	Examinations and GAT held.
Monday 24 June	SIAR 1 scores for Studio Arts School-assessed Task 1 and indicative grades for June examinations due at the VCAA. After this date VASS will not allow SIAR 1 results to be entered.
Friday 28 June	End Term 2
Monday 15 July	Start Term 3
Monday 22 July	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. Enrolment 3 data due at the VCAA. This data should also contain 2002 VCE VET enrolment data. After this date VASS will not allow schools to withdraw student enrolments from Unit 4. Review of School-assessed Task by visitation in Studio Arts begins.
Friday 26 July	Final day for schools to lodge the following applications for examinations held in October/November: <ul style="list-style-type: none"> – requests for new or combined examination centres and for students to sit at centres other than home schools – requests for students to present for examinations outside Victoria – special arrangements – timetable clashes – earlier starting time – approval of hiring fees for sites in the community used by two or more schools.
Monday 29 July	SIAR 2 scores for Unit 3 Coursework due at the VCAA. After this date VASS will not allow schools to enter SIAR 2 results.
Wednesday 31 July	Unit 3 Coursework audit material due at VCAA.
Monday 12 August	June examination results and Studio Arts grades available to schools.
Thursday 22 August	Partnership applications for Unit 4 coursework due at the VCAA.
Friday 23 August	Enrolment 4 data due at the VCAA. This data should also contain 2002 VCE VET enrolment data. After this date VASS will not allow schools to enter or withdraw enrolments for Units 1 and 2 in second semester, amend VCE VET assessment plan data or enter or withdraw enrolments for VCE VET modules for scored Unit 3 and 4 sequences.
Monday 9 September	November Examination Centres are available to schools.
Friday 20 September	End Term 3 Final day for lodging applications for enrolment in 2003 in Chinese Second Language, Indonesian Second Language, Japanese Second Language or Korean Second Language.
Monday 7 October	Start Term 4
Monday 7 October to Sunday 3 November	Performance examinations and LOTE oral examinations.
Friday 11 October	Enrolment 5 data due at VCAA. After this date VASS will not allow schools to enter or withdraw enrolments for VCE VET modules/UoCs.

CEO's column



A visit by the head of a UN agency is a significant diplomatic event. This was the case when Koichura Matsuura the head of the United Nations Education, Science and Cultural Organisation (UNESCO) visited Australia in May. The Victorian Curriculum and Assessment Authority was asked to host the education section of his visit.

UNESCO is currently focusing on educating for peace and intercultural understanding and Mr Matsuura asked to visit a school where good work is done in this area. We took him to the King Khalid Islamic College in Coburg where he met with students in Years 11 and 12 and engaged them in dialogue. The students were articulate, reflective and intellectually engaged in the conversation.

Soon after, I visited a school in China where Year 11 and 12 students are studying for scarce places in tertiary institutions. Seated in rows, 45 to a room, in modest surroundings, the students were enthusiastic, committed and keen to engage with the visitor.

I have reflected since on issues of student motivation and engagement. Students in Years 11 and 12 choose all their studies (including which English) and are orienting themselves to a post-school destination of their choice. The days of compulsory school attendance are behind them and they are nearing the completion of a significant phase of their lives.

VCE pedagogy explicitly expects that students will take responsibility for their own learning. Student engagement is built around approximately 50 hours of class time and 50 hours of student-managed learning. VCE assessment derives from the curriculum, is spaced and varied in nature.

Increasingly, students are using the flexibility in the qualification with 31 846 Year 10 students studying Units 1 and 2 (and some Units 3 and 4) this year, 25 514 Years 11 students studying Units 3 and 4 and approximately 1000 students doing Extension Studies.

In addition 25 660 students are doing VCE VET and 430 are doing the Victorian Certificate of Applied Learning (VCAL).

The post-compulsory phase of schooling is conducive to positive student engagement – student choice of study, fewer subjects, increasing maturity, varied pedagogy in VCE (and VCAL), pathways to chosen destinations and expectations of leadership with younger students.

Many of these elements are missing in the Middle Years. Students move from primary to secondary school in a transition generally managed by parents and teacher professionals, much of the school curriculum is set, students are exposed to more subjects (and often more teachers in secondary schools) and there is generally little choice.

This is a description not a critique. These patterns of school curriculum and organisation are shaped by factors such as the volume of students, the aim of ensuring deep learning in Key Learning Areas (KLAs), student maturity and stage of intellectual development and parental expectation.

Research from the Middle Years Research and Development Project (MYRAD) has demonstrated varied levels of attainment by students, varied levels of engagements and varied levels of satisfaction. In earlier

times this situation might have been discounted as 'the hormones kicking in', but many education professionals in Victoria are taking innovative approaches to improving student engagement with school and with learning. The recent injection of funds for the Middle Years in the State Budget will assist Government schools to achieve this improvement.

One of the curriculum challenges in the Middle Years is to use the CSF flexibly and to plan constructivist pedagogies. Many teachers are using Information and Communication Technologies (ICTs) to provide opportunities for students to pace their learning, pursue topics of interest and present findings in interactive and engaging formats.

Some schools are designing their learning programs around key themes with opportunities for individual and group learning, longer learning periods and one major assessment task. These integrated approaches can still enable deep learning in content areas and teachers can vary the integrated KLA focus from one semester to the next. The outcome statements in the CSF are sufficiently general in nature to facilitate this kind of curriculum planning. Teachers are encouraged to use the flexibility to maximise student engagement in the Middle Years.

Given the enthusiasm and motivation to learn that most young students bring to their Prep class and the Early Years in general, it might be tempting to overlook the challenges here. Teachers in the Early Years know of the varied levels of language proficiency, social and emotional development, fine and gross motor skills and attentiveness that students bring to their first day of school.

Victoria is a world leader in Early Years literacy and is developing comparable approaches in Early Years numeracy. The initial assessment of student skill is followed up by diagnosis of learning needs; teachers work in teams and are assisted by volunteers during the literacy block; contact between home and school is maintained and 1:1 support is provided to students as required. Most importantly teachers believe that all students can learn given sufficient time and resources.

The CSF in the Early Years is designed around integrated learning and embeds milestones such as the National Literacy and Numeracy Benchmarks. Most Early Years classrooms are models of positive, active student engagement.

Student engagement is felt acutely in Western nations. Motivation and disposition to learn are individual orientations that collectively can dramatically alter the classroom environment. The challenge for teachers and school and system administrators is to design learning programs that enable rather than inhibit active student engagement. Victoria's MYRAD project, the resource projections from the recent State Budget and the continued commitment of teachers lay a strong foundation for positive student engagement.



Susan Pascoe
Chief Executive Officer
June 2002

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 will have to be returned to the VCAA by Friday 6 September 2002.

Step 3 You will need to distribute the student forms to each VCE and IB student in your school, and to 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.

Step 4 You will 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.

Publication of the VCE Performance Data

Interim Report of the Working Party

The Working Party into the Publication of VCE Performance Data met four times during Term 1. The Working Party produced an Interim Report which was forwarded to the May meeting of the Authority of the VCAA for noting. A summary of the contents of the Interim Report is produced below.

The Working Party considered the following issues in Term 1:

- The use of the General Achievement Test (GAT) in the quality assurance of VCE assessments and in the construction of the VCE Improvement Index.
- The nature, uses and limitations of the VCE Improvement Index.
- The impact on schools identified in the print media as ‘underperforming’ on the basis of the VCE Improvement Index.
- The design of the GAT and its uses.

Individuals and groups provided input to the Working Party. Mr Brian Foster, the recently retired General Manager of the VCE at the VCAA, addressed the Working Party on the use of the GAT in the quality assurance of VCE assessments and Prof. Tim Brown provided a brief on the design of the VCE Improvement Index. The Principals of schools identified as ‘underperforming’ attended and spoke of the impact at the school and community level.

Uses of the GAT

The GAT is a test of general knowledge and skills in written communication, mathematics, science and technology, and in humanities, arts and social sciences. It was introduced in 1994 as a means of statistically checking schools assessments in CATs (Common Assessment Tasks) in each study and to identify schools whose assessments should be reviewed by the (then) Board of Studies.

Because the GAT proved to be a good predictor of achievement of both school assessments and examinations, its use was extended to provide additional quality assurance checks on the Board’s own marking procedures for students’ examinations and CATs/School-assessed Tasks.

The GAT is now used for the following quality assurance purposes:

- Contributing to statistical moderation. In statistical moderation of School-assessed Coursework, students’ scores on the GAT are used in combination with the examinations scores. The GAT is included where it increases the reliability of the moderation process. In 2001 the GAT was used in the moderation of 15 studies, including English.
- Checking schools’ assessments of School-assessed Tasks and identify schools whose assessments should be reviewed by the VCAA. Each school’s assessments are statistically checked against the students’ scores on the GAT. If the

school’s distribution of scores matches sufficiently well with those that are predicted on the basis of the GAT results, then the schools’ assessments are confirmed by the VCAA. If the scores fall outside the expected range, then the work is review by the VCAA.

- Identifying students whose papers should be marked by a second assessor in examinations that are not double marked.
- Checking the VCAA’s marking of examinations and School Assessed Tasks that are called in for review.
- Providing predicted examinations scores that are taken into consideration by the VCAA when dealing with examination irregularities such as student’s performance being affected by unforeseen circumstances or events during the examination.

The GAT is also used to equate the results of students sitting the International Baccalaureate (IB) with the VCE results so that students completing the IB can receive an ENTER score.

Since 1996 the GAT has been used to calculate the VCE Improvement Index developed by Prof. Tim Brown. The VCE Improvement Index provides a measure which compares the students’ performance on the VCE with the achievement predicted for them on the basis of their GAT scores in mid-year.

From 2003 it is intended to use the GAT in the calculation of an ability-adjusted measure of VCE performance which would be provided confidentially to schools as part of the VCE Data Project. The aim of this project is to provide longitudinal data on student performance to assist the school’s own efforts at learning improvement.

Impact on schools identified as ‘underperforming’

Principals of schools identified as ‘underperforming’ in a number of print media articles attended a meeting of the Working Party to describe the impact on the school and local community of this public identification. Common issues raised by these schools included:

- impact on enrolments and budgets
- negative impact on staff and student morale
- loss of credibility in the community
- failure to recognise the good work of the school
- narrow definition of school performance
- exclusion of some students’ results in the statistics
- lack of student tracking and pathway results
- capacity of the GAT to be manipulated by individuals.

Call for Public Comment

On Saturday 13 April 2002, advertisements were placed in newspapers calling for public comment on the issue of the Publication of VCE Performance Data. A memo from the CEO of the VCAA was sent to all school principals and school council presidents on 15 April 2002 alerting them to the call for public comment and requesting their support in soliciting broad community comment, including submissions returned in Languages Other Than English. The deadline for written submissions was 10 May 2002 and some 100 submissions have been received. They are currently being collated and analysed and a report on the key findings will be provided to the Working Party and the Authority.

Technical Work

Prof. Ray Adams, the independent measurement expert on the Working Party, has been undertaking technical work including an analysis of the stability of GAT results from year to year, the performance of sub-populations such as ESL students, the predictive validity of the GAT and the performance of schools and regions in the VCE Improvement Index relative to their GAT results. In addition, Carmel Richardson, undertaking research for her PhD, has shared her research analysing VCE performance vis-a-vis the GAT with the Working Party.

The Final Report

The final report is due to the Authority by 30 June 2002. This report will consider the findings from technical work, the views expressed in the call for public comment and educational best practice nationally and internationally. Members of the Working Party are individually and collectively committed to strong accountability in education and to providing educationally valid information on school performance.

Student Records and Results

SIAR 1

Schools are reminded that scores for Studio Arts School-Assessed Task 1 and indicative grades for the June Examinations are due at the VCAA on 24 June.

Please note that SIAR 1 results cannot be entered on VASS after this date.

VCAA Quality Assurance Procedures in the VCE

Identifying Anomalous Examination Grades

The VCAA applies safeguards to the process of marking examinations in the VCE. Teacher expectations are used to target the review of the outcomes in the external assessment process. The Chief Assessor will review scores identified as anomalous.

Students may have their examination assessment reviewed if:

- their examination assessment is lower than that expected by their classroom teachers (the indicative grade), and
- their external reference score (calculated from their General Achievement Test (GAT) scores and any other non-coursework graded assessment in the same study) indicates a predicted score well above that obtained in the examination

In each test the differences must be both statistically significant and, **provided the schools indicative grades are reasonably accurate**, also the equivalent of at least two grades in magnitude.

It is in the interests of the students for teachers to be as accurate as possible in their estimation of an indicative grade. If the teacher is accurate; that is, allocates indicative grades with a similar order and spread to examination performance of his or her students, then any possible anomalous marking will be detected, and the examination assessment referred to the Chief Assessor for checking. If the teacher allocates indicative grades that are different in order and spread to examination performance of his or her students, then some anomalous assessments may not be detected. If the teacher **consistently** under or over assesses indicative grades for all students, then anomalous performance from the pattern given by the school will still be detected. Thus, within the constraints of the grade structure, a school need not be overly concerned about submitting indicative grades with exactly the correct level, but teachers should try to order and spread students' grades as accurately as possible.

For further information visit the VCAA website:

www.vcaa.vic.edu.au/vce/assess/index.htm

VCE Review

Consultation

Art, Economics, International Studies, Physics, Political Studies, Psychology, Studio Arts,

The studies listed above are proceeding through review and reaccreditation in 2002. Earlier articles in the VCE BULLETIN have provided details on study committees, their terms of reference and membership. Consultation with teachers and key stakeholders is an important stage in the review process. Teachers who would like to be involved in consultation on the proposed study designs are invited to join the 2002 VCAA Consultation Register. A registration form is published on page 12. Teachers who register will be sent a draft study design by mail for comment during Term 3. Regular updates for each of the studies are available on the study webpages at www.vcaa.vic.edu.au/vce/studies/ and will be published in the VCE BULLETIN.

Examinations

VCE VET Financial Services – Sample questions

Sample questions for the VCE VET Financial Services examination will be published in the August 2002 VCE BULLETIN and will also be available on the VCAA website.

VCE VET Information Technology – Examination advice

The format of the VCE VET Information Technology examination for 2002 will be changed to incorporate questions on all units of competency at Unit 3–4 level.

Separate examination papers will be provided for each qualification, software applications, General and Network Administration.

Each examination will continue to have a range of items on competencies common to all three qualifications (refer to Section A and Section B on the 2001 examination).

Section C will consist of items based on the competencies specific to each qualification, that is:

- Students enrolled in Certificate III in Information Technology (Software Applications) will have a section with questions relating to *ICAITU018A Develop Macros and templates for clients using standard products*.
- Students enrolled in Certificate III in Information Technology (General) will have a section with questions relating to *ICAITU018A Develop Macros and templates for clients using standard products* and *ICAITS032A Provide Network Systems Administration*.
- Students enrolled in Certificate III in Information Technology (Network Administration) will have a section with questions relating to *ICAITS032A Provide Network Systems Administration* and *ICAITS034A Determine and action network problem*.

Full details of the revised examination format and sample questions will be published in the July 2002 VCE BULLETIN and on the VCAA website.

VCE VET Furnishing – Examination advice

The format of the end-of-year examination for VCE VET Furnishing will continue to be in a question and answer book format. In 2002 the examination will also include a detachable insert in the centrefold which will include stimulus material for some questions.

Examples of this material include design specifications and visual images. Trainers should refer to the 2001 VCE VET Furnishing Examination pages 8 and 9 for an example of the type of information which could be included in the detachable insert.

Trainers may also refer to the 2001 Design and Technology or Information Systems examination paper for examples of a detachable insert.

Students remove the detachable insert during the reading time and then refer to this when directed. Each stimulus material item will be clearly labelled to indicate the question to which it relates.

There will be no change to the types of the items on the examination.

VCE VET Arts (Interactive Multimedia) – Examination Advice

The VCE VET Arts (Interactive Multimedia) examination is a computer-based examination.

Schools with students enrolled in Units 3–4 of VCE VET Arts (Multimedia) program for 2002 will soon be asked to identify an appropriate examination centre for 2002. Nomination forms will be circulated to home schools in June.

The most suitable Examination Centres will be sites where students are currently undertaking training for VCE VET Arts (Interactive Multimedia). This may be either a school, or an external provider – Registered Training Organisation (RTO). Schools using an RTO to deliver the training for this program need to contact their RTO to discuss arrangements for conduct of the examination.

In determining the suitability of a venue, the following requirements should be noted:

Exam Centre requirements

- The room in which this examination is conducted must be available from 1:00 pm to 6:00 pm on the day of the examination, due to specific preparatory and packing procedures for the examination.
- The examination must be conducted on computers which can be isolated from a network for the duration of the examination. Centres will be responsible for checking that all computers will operate suitably without a network connection.
- Each computer must have specific hardware and software, as described under ‘**Computer requirements**’ below.
- There must be one computer per student for the duration of the examination.
- The exam room must also have an appropriate number of spare computers in the event of a PC-based technical problem or a power failure at a specific power point.
- The computers may be either PC or Macintosh as the examination can be undertaken using either platform.

More detailed procedures for setting up and conducting the examination will be provided in a special Arts (Interactive Multimedia) Exam Supplement prior to the examination.

Computer requirements

- Networked computers must be able to operate as stand alone when isolated from the network.
- One set of audio headphones per computer.
- Web browser and other software applications (depending on the specific multimedia program completed by students):

2D animation/authoring	<i>Director 6.0 or Flash 4</i>
Graphic interface	<i>Photoshop 5.0 or Fireworks 3</i>
Multimedia scripting	<i>Simpletext or Flash or Director</i>
Web authoring	<i>Dreamweaver 2.0 or GoLive or Front Page</i>

Later versions of these software programs can also be used.

Supervisory requirements

The VCE VET Arts (Interactive Multimedia) examination requires both an Examination Supervisor and a Technical Support person.

Delivery Format for 2002

In 2001 the VCE VET Arts (Interactive Multimedia) examination required student responses to be saved to floppy disk. The VCAA is proposing changes to the delivery of the 2002 VCE VET Arts (Interactive Multimedia) Examination which will allow student responses to be saved to computer hard drive and burnt to CD-ROM prior to return to the VCAA.

The following general procedure is proposed:

Examination Materials to be installed off a CD-ROM and loaded onto individual computers. This can be done from either the CD-ROM drive or the server.

- Student responses will be saved to their individual computer hard drive.

On completion of the examination, all student files will be transferred from individual computers and burned to CD-ROM.

- Computers must be isolated from the server for the duration of the examination.

Provision of 2002 Sample Examination Format

The VCAA will provide a sample 2002 examination format to all Examination Centres during August 2002. The sample will be provided for the purpose of testing examination software and procedures. More detailed information for Supervisors and Technical Support Personnel will be included.

Any Schools or Examination Centres wanting more information should contact Susan O'Shannessy in the VCE Assessment Unit at the VCAA: tel. (03) 9651 4414.

Please note: The 2001 examination remains a reliable guide to the types of questions, examination format and examination interface to be used in 2002. It can be obtained from the VCAA website:

www.vcaa.vic.edu.au/VCE/EXAMS/2001/examweb.htm
or from the *VCE Examination Papers and GAT CD-ROM 2001*.

Statistical Moderation

School-assessed Coursework for Revised VCE Studies in 2001

Statistical moderation of school-assessed coursework was implemented for Revised VCE studies from 2000. Statistical moderation ensures that the same assessment standards are applied to students from every school doing a particular study. The process preserves the ranking of students as assessed by their school but adjusts the level and spread to match the scores of those students on external assessments.

For 2001 a report of the impact of statistical moderation on students' school-assessed coursework for each Revised VCE study offered by your school is available through VASS. VCE teachers are urged to examine this information.

Each report shows:

- the number of students of a particular study for your school, and if your school was in a partnership, the number of students in that moderation group
- the number and reason for exclusion of particular students from the moderation process
- the means of each of the initial coursework score, external reference score and moderated coursework score for the state, school and partnership.

Note that differences may be due to rounding, or changes made to students' scores after the statistical moderation procedures were run.

If your students' scores were decreased as a result of statistical moderation then your initial assessments were made against a lower standard than the external examinations or your marking was more generous than the marking of the external examinations. If they were increased your initial assessments were made against a higher standard than the external examination standard or your marking was less generous than the marking of the external examinations.

Please note from 2002 each school will be able to access this information on VASS when the results are released.

Further information about the process of statistical moderation is available from the VCAA website at www.vcaa.vic.edu.au/vce/stats/statmod.htm

If you have any further questions about this information please contact Mrs Claire Robinson-Pope, Manager Research and Evaluation Unit, Victorian Curriculum and Assessment Authority, tel. (03) 9651 4484 email:

robinson-pope.claire.m@edumail.edu.vic.gov.au

VCE VET

Across Victoria, more than 27 000 students are undertaking vocational training as part of their VCE.

These students are engaged in industry-approved programs that offer a different context for teaching and learning.

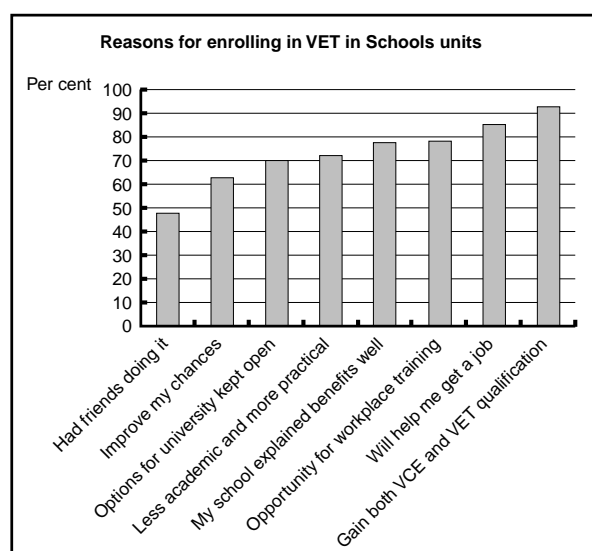
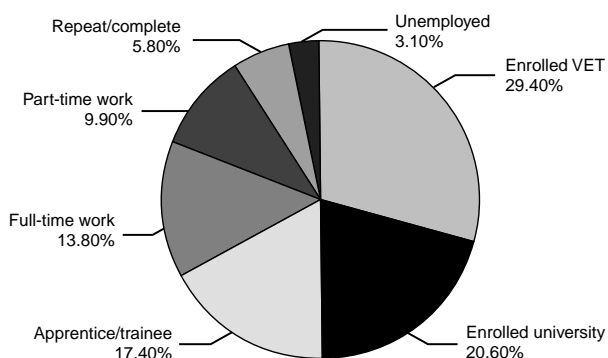
Work placement in these programs offers students the opportunity to apply the knowledge and skills acquired in the training workshop or classroom and often promotes the student's access to employment, while the student is still at school or on completion of the VCE.

Included in this total enrolment figure, 1550 students are undertaking their vocational training through a Part-time Apprenticeship or Traineeship. These students are engaged in learning on three fronts: at school, at the training organisation and in the workplace.

To gain a clear picture of the factors influencing student engagement in VCE VET programs and Part-time Apprenticeships and Traineeships, the University of Melbourne, on behalf of the Department of Education and

Training, has been conducting destination studies of successive Year 12 cohorts since 1994. The most recent publication, *Transitions from the VET in Schools Program – The 1999 Year 12 Cohort*, sent to schools in Term 1 2002, profiles the 1999 cohort and tracks the destinations of these students in 2000. An extract from this report is provided below.

Destinations of 1999 Year 12 VET in Schools students



The picture this data presents is a strong endorsement of the Victorian implementation of VET in Schools. The full integration of VET qualifications within the VCE and the consequent enhancement of the status of these programs, ensures that students have access to a range of equally valued pathways to higher education, further training and employment.

Progress report

Small Business Practice

The accreditation period for Certificate II in Small Business Practice has been extended to 30 June 2003. Students enrolling in this VCE VET program prior to that date may complete the program under the arrangements outlined in the program booklet published in August 1999.

The VCAA, in conjunction with the Curriculum Maintenance Manager for Business, is currently investigating alternatives for a replacement program in 2004.

Program revision

The following VCE VET programs are being redeveloped in line with the Victorian implementation in 2003 of the revised training packages:

- Hospitality (Operations)
- Business (Office Administration)
- Retail

New program booklets will be issued to schools in Term 3.

Part-time Apprenticeship and Traineeship program booklets in these training areas also will be revised and issued to schools for implementation in 2003.

In relation to the revisions of the Agriculture and Horticulture Training Packages, advice from the Primary Skills Industry Training Board indicates that 2004 is the likely date for implementation of revised programs.

The following VCE VET programs are being redeveloped for conversion to the newly endorsed training packages for implementation in 2003:

- Arts (Interactive Multimedia)
- Music Industry Skills

New program booklets will be issued to schools in Term 3.

VCE VET General Construction

The VCAA is continuing discussions with the Office of Training and Tertiary Education and the VQA to find a suitable program supported by industry stakeholders, to replace the expired curriculum based ACT7209 Certificate II in General Construction. Schools will be advised as soon as possible if a VCE VET General Construction program can be made available to students in 2003.

The VCAA will provide credit in the VCE for students enrolled in the Certificate I in Construction in 2002 only. Students will receive credit of two VCE VET units at levels 1 and 2. Schools may enrol students on VASS in the program titled VCE VET General Construction.

For those schools investigating the transfer of students from the Certificate I in Construction into the VCE VET Certificate II in Furnishing in 2003, the following credit transfer arrangements will apply.

In providing this advice, it must be understood that the Furnishing program or any other option is not an alternative way to obtain a General Construction credential.

Students who have successfully completed BCG10198 Certificate I in Construction will receive **full credit** in 2202ACC Certificate II in Furnishing (Furniture Manufacturing Pre-apprenticeship Cabinet-making) for:

- ABC 505 Communications
- ABC 502 Occupational Health and Safety (1)
- ABC 504 Calculations
- ABC 510 Materials Handling
- ABC 545 Plan Reading and Documentation

Students who have successfully completed BCG 10198 Certificate I in Construction will receive **partial credit** in 2202ACC Certificate II in Furnishing (Furniture Manufacturing-Pre-apprenticeship Cabinet-making) for:

- ABC 508 Hand Tools and Equipment*
- ABC 509 Power Tools and Equipment*
- ABC 541 Occupational Health and Safety (2):
 - ABC541.4 Control of hazardous materials
 - ABC541.5 Contact with dangerous chemicals
 - ABC541.6 Dangerous goods labeling
- ABC 503 Workplace Environment
 - ABC503.3 Time management

* 'Use hand and power tools' from the Certificate I in Construction, will need to be contextualised to furniture making to achieve full credit for ABC 508 Hand Tools and Equipment and ABC 509 Power Tools and Equipment, prior to students undertaking furniture making projects. We recommend schools consult their RTO and evaluate the hand and power tools that have been covered in General Construction to identify the training required for students to be competent in the furnishing modules. Partial credits for these two modules should be given as appropriate.

Furnishing Training Victoria would like to assist schools interested in transferring students into the VCE VET Furnishing program in 2003. Please contact Tony Goldsworthy or Mark Kelly directly on (03) 9348 1640.

For further advice schools are encouraged to contact Lynne Stockdale, Project Officer, VET Unit on (03) 9651 4587 or email: stockdale.lynne.e@edumail.vic.gov.edu

Scored Assessment of VCE VET programs

Enrolments in Assessment Plans

Schools are advised that although there are three Certificate III in Information Technology qualifications available, each with access to a study score, students may count only one of these qualifications for the purposes of contribution to satisfactory completion of the VCE. Further, students may enrol in only one Assessment Plan for the purpose of receiving a study score.

Assessment Guides 2002

Schools are advised that the 2002 Assessment Guides for the following scored VCE VET programs are now available on the VCAA website:

- Arts (Interactive Multimedia)
- Business (Office Administration)
- Community Services (Community Work)
- Dance
- Electronics
- Financial Services
- Furnishing
- Hospitality (Operations)
- Information Technology
- Laboratory Skills

Electronic Task Samples

The task samples booklet for the scored VCE VET Electronics program is now available on the VCAA website. Schools will receive printed copies later this month.

State Reviewers

The May 2002 VCE BULLETIN contained an error. The correct details for the State Reviewer for Electronics are as follows:

Mr Bruce Eager
Upwey High School
Tel: (03) 9754 2838
Mob: 0422 973 219
Email: eager.bruce.l@edumail.vic.gov.au

In addition, a State Reviewer for Financial Services has been appointed:

Ken Boyle
St Helena Secondary College
Tel: (03) 9438 3500
Email: kbe@sthelena.vic.edu.au

LOTE

Liaison Leaders 2001 studies

The LOTE Liaison Leaders for the 2001 VCE LOTE studies (**Arabic, Chinese, French, German, Greek, Indonesian, Italian, Japanese, Korean, Latin, Spanish, Vietnamese**) will cease to operate in this role on 30 June 2002. If teachers require advice or clarification relating to study design requirements they should continue to contact the VCAA directly by telephoning (03) 9651 4620, fax (03) 9651 4324 or email: brouwers.bernadette.b@edumail.vic.gov.au

Report for Teachers

Erratum

Please note that there is an error in the multiple-choice solutions for Psychology GA 1: Written examination 2001. On page 31 of *VCE Report for Teachers 2001*, the correct response to Question 41 is **D**, not A as shown.

Statement of Marks

The results for the 2002 June examination period will be available to schools on 12 August. The Statement of Marks and Inspection of Scripts application form is included on page 14 in this edition of the VCE BULLETIN.

Top Acts video

The video of Top Acts 2002 which took place at the Melbourne Concert Hall on 1 May is now available.

The video features 21 exemplary performances from VCE Dance, Drama Solo Performance, Theatre Studies Monologues and Music Performance (Group and Solo) examinations in 2001.

The cost of the video is \$33.00 which includes GST and postage.

If you would like to purchase a copy of the video and you missed the green order form in the May 2002 VCE BULLETIN. Please contact Information Services at the VCAA on (03) 9651 4544 for a copy.

VCE Assessment

GENERAL
ADVICE

Examinations

2002 VCE Examinations Student Information Booklet and Timetable

The 2002 VCE Examinations and General Achievement Test (GAT) Student Information Booklet and Timetable was distributed to schools in the week beginning 20 May. It is also included as an insert to this Bulletin.

The 2002 VCE Examination Timetable is available on the VCAA website: www.vcaa.vic.edu.au

2003 VCE Examinations Timetable

The 2003 VCE Examinations Timetable will be published in the July 2002 VCE BULLETIN.

2003 VCE Examination Setting Panels

The form for Expressions of Interest in positions on 2003 VCE Examination Setting Panels is included as an insert to this Bulletin and will also be included in the July Bulletin.

VCE Examinations – mobile phones

Students should be made aware of the rule regarding mobile phones and other electronic communication devices, as detailed in the *2002 VCE Examinations and General Achievement Test (GAT) Student Information Booklet and Timetable*. The use of mobile phones is covered under Rule 6 in 'Rules and their observance for the conduct of VCE Examinations' as published on page 7 of the booklet.

LOTE VCE Assessment

Free information seminar

An information seminar has been organised for VCE LOTE teachers.

The aim of the session is to:

- outline the work of the VCE Assessment Unit of the VCAA.
- encourage LOTE teachers to participate in the writing and assessing panels of the VCE LOTE Examinations.

Teachers who have not previously been members of writing panels or involved as assessors are especially welcome to participate.

Venue: 2 Treasury Place

East Melbourne

Ground Floor

Conference Rooms 1, 2 and 3

Date: Thursday 18 July 2002

Time: 5:30 pm to 7:30 pm

For further details and to confirm your attendance please contact Kathryn White: tel. (03) 9651 4382 or email: white.kathryn.k@edumail.vic.gov.au



IN CONFIDENCE

Expression of Interest

VCE Study Consultation Register 2002

VCE STUDY

(please tick)

Art

Economics

International Studies

Physics

Political Studies

Psychology

Studio Arts

CONTACT DETAILS *(Block letters please)*

TITLE _____ FIRST NAME _____

SURNAME _____

ORGANISATION _____

POSITION _____

MAILING ADDRESS _____

SUBURB _____ POSTCODE _____

TELEPHONE _____

Please send completed form to: Ms Merry Young
Curriculum Branch
Victorian Curriculum and Assessment Authority
41 St Andrews Place, East Melbourne 3002
Tel (03) 9651 4453 Fax (03) 9651 4324
email: young.merry.m@edumail.vic.gov.au

VCAA privacy statement

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the *Victorian Curriculum and Assessment Authority Act 2000*. The VCAA is committed to protecting all personal information collected and handling this data in accordance with the *Information Privacy Act 2000*.

The information we collect from you may be used as part of a report to the Authority on the proposed study design. All the information we collect from you will be kept secure and confidential. It will only be disclosed to authorised VCAA staff.

If you have concerns about the way in which your information is collected and stored please contact the Manager, Corporate Governance, VCAA on (03) 9651 4311.

You have the right, under the *Freedom of Information Act*, to seek access to your personal information held by the VCAA. Please contact the VCAA if you want access to any information we hold about you. In some circumstances you may have to seek access under the Freedom of Information Act.

Information Technology

Information Systems

Approved programming languages for 2003

Students will use one programming language from the accompanying list, to develop purpose-designed software. In the development of this software, students should be able to:

- develop a graphical user interface (GUI) for use either within an organisation or external to it
- construct and use data structures, for example arrays, strings, sets, lists, tables, records and stacks
- design, construct and use files to store and retrieve data
- design and apply data-validation techniques
- use program control structures: selection, iteration and sequencing.

The purpose-designed software will entail the use of objects, methods and their properties, and event-driven programming.

List of approved languages

Delphi
 Visual Basic (not Visual Basic for Applications)/REALbasic
 Visual C++
 OpenScript
 Hypertalk
 Visual Dbase
 Visual FoxPro
 Javascript, VBScript, Jscript
 Visual J, Java
 Perl, PHP, Python

Teachers of Information Systems should note that the list of approved programming languages is revised each year and is published in the VCE BULLETIN.

Information Technology Study design 2003–2006

Units 1 and 2: Information Processing and Management: Information Systems

The reaccredited Information Technology Study design (accredited 1 January 2003 – 31 December 2006) was distributed to all schools in March for implementation in 2003. An overview of the key changes to the study design was included in the March 2002 VCE BULLETIN, No. 174. A schedule of workshops to introduce teachers to the reaccredited study design was published in the May 2002 VCE BULLETIN, No. 176.

Teachers should note the following advice in relation to the key knowledge detailed in the study design for course planning and assessment purposes.

In each unit of the Information Technology (2003–2006) Study design, the key knowledge bullet points for each outcome typically comprise a ‘stem’ statement, followed by ‘including’, ‘for example’ or ‘such as’. Where a key knowledge bullet point uses ‘including’ or a colon (:) then all of the items listed should be addressed in the teaching and learning program. This means that all items listed are required knowledge for the outcome.

Where a key knowledge bullet point uses ‘for example’ or ‘such as’ followed by a list of items, then the stem of the bullet point is the key knowledge required for the outcome. For course planning and assessment purposes, students may be required to draw on one or more of the examples to substantiate, justify or illustrate a point, but should not be required to demonstrate specific knowledge related to the examples. In such cases, teachers should incorporate into their assessment tasks, those examples that have formed part of student learning. For course planning purposes, teachers can select from the list the examples that will be covered in the teaching program.

LOTE

Japanese Second Language

The following advice is provided in response to a number of questions received from teachers in regard to text types for production. Teachers should also refer to the ‘Further advice on conventions of text types’ which was published as Supplement 1 to the October 2000 VCE BULLETIN, No. 158. (For additional copies, teachers should contact Ms Mioko Wood at the VCAA on (03) 9651 4596). Teachers should also refer to the February 2002 and March 2002 VCE BULLETINS, Nos 173 and 174 for an additional listing of text types.

Frequently asked questions

Diary/journal entry

Question 1

In the examination, can students write a diary using *desu/masu* style?

Answer

No. At VCE Units 3 and 4 level, students are expected to write a diary using the Plain Form. Until Units 1 and 2 level, students may choose to write a diary in *desu/masu*. However, correct use of the Plain Form should be reinforced as it is the most common style used in daily conversation and in writing, for example, in magazine and newspaper articles, commentaries, reviews, reports, essays, summaries, stories, messages, memos and personal letters.

Question 2

What is the correct letter format? It is different from textbook to textbook, and is very confusing.

Answer

The letter format is explained in the above-mentioned Bulletin Supplement 1. Locally published textbooks are written for various purposes and may not consistently represent correct text type format. It is advisable to refer to textbooks or supplementary reference books that are published in Japan.

Question 3

What is the correct format/convention for the additional text types which were published in the February 2002 VCE BULLETIN, No. 173?

Answer

Chart, Table, Timetable – These follow a similar format to English. A timetable can be set either vertically or horizontally. Where a timetable is used in examinations, students are likely to be presented with a shell format and asked to fill in blank spaces.

Email, Fax – No fixed style as in English. Students need to include essential information such as: the sender's name, addressee's name, and a concluding salutation (e.g. *sayonara, jaa mata*) in addition to the main body of the message. The date and the subject may also be included.

Students are expected to fill in the spaces with relevant details where a shell format is provided in the written examination.

Essay, Personal account, Summary – Text type conventions and kinds of writing are determined by the **purpose, context** and **audience** of the particular written piece.

For example, a *Personal Account* can be written in a diary format or as a letter addressed to a family member as may be the case for some prominent writers/public figures. In such a case, a diary or letter may have been written assuming that the audience will be the general public, and that the conventions will otherwise follow those for the particular text type and kind of writing. An example is a journal kept by Captain Cook during his three major voyages. The journal is more of a navigational record to be presented to the British high office upon Cook's return to England than a personal diary. Therefore, it is informative writing rather than personal writing.

The format for *Essay and Summary* will be the same as for Article (newspaper and magazine) as explained in Supplement 1 to the October 2000 VCE BULLETIN, No. 158.

Note: the term 'essay' can be interpreted in Japanese as either *zuihitsu* or a *repooto* that students hand in as part of their school assignment. *Zuihitsu* is a favoured genre in the Japanese literature in which a person writes about his/her personal observations on a wide range of matters which the writer has reflected on/experienced in his/her living environment.

VCE Achiever

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

The VCE Achiever Awards are open to government, Catholic and independent school students. Mature age students are also encouraged to apply for these awards.

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 on: www.vcaa.vic.edu.au/vce/achiever/Docs/VCEAchieverForm.doc.

Tran Siu, the VCE Achiever Award winner for April, has shown himself to be a natural leader. His enthusiasm and zeal have catapulted him into a large number of new projects.

Winner of the 2002 Youth of the Year, the enthusiastic student from Sunshine College, initiated the establishment of a public basketball facility for youth. By drawing on local community groups the project expanded to a council-sponsored multi-sporting centre.

As a member of the Brimbank Council Youth Advisory Committee, Tran consults with Brimbank Council on sporting and recreation plans for local youth.



On Saturdays Tran can be found organising boccia activities at the West Sunshine Community Centre for people with a disability.

To promote an end of year Dance Party last year, Tran gathered together with friends to establish a business which successfully contributed to the party's funds.

Nominee to attend the Young Leaders Forum, a member of the VCE Supportive Friends group, President of the Student Leadership Forum at Sunshine College, Youth Week ambassador, Amnesty International volunteer – Tran's enthusiasm knows no bounds.

His passion extends to global perspectives. Tran believes 'Globalisation is making poor countries poorer, rich countries richer and commercialising our way of living.'

'However globalisation is also uniting our nations. We have developed as a global neighbourhood, for example the European Union, Asia Pacific Economic Corporation (APEC) and so on.

Do we see globalisation damaging our ecosystem to the point where we are forced to live with diminished quality of life? I just hope world leaders consider the effects of their actions and make it a better place for the next generation.'

Chair of the VCAA, Professor Kwong Lee Dow commends Tran on his community commitment. 'Tran Siu has commendable commitment and energy. He uses his leadership skills well to expand community options for youth.'

June 2001 to May 2002

The detailed contents for this VCE BULLETIN are on the front cover. This index records items in all issues from June 2001 to May 2002. Index items are followed by issue number and page number. Index to supplements appears on the next page.

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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

Bulletin No. 173

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

Bulletin No. 174

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

Bulletin No. 175

1. VCE 2002 Drama and Theatre Studies Performance examinations

Bulletin No. 176

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

Distribution

26 April 2002 to 22 May 2002

Memoranda to schools

- 31/2002 re Information for students learning English as a Second Language and their parents
30/2002 re VASS Release version 6.10
29/2002 re Fax numbers for the delivery of examination centre messages, June Examination period
28/2002 re VCE Information Technology Workshops 2003–2006 Information Technology Study design
27/2002 re VCE Accounting workshops 2003–2006 Accounting Study design – Preparing for Units 1–4
26/2002 re VASS Release version 6.07

Publications: Print

- May 2002 VCE BULLETIN
Supplement 1 – Examination advice: June examinations and General Achievement Test (GAT)
Aim Information for Principals: Years 3 and 5 and Year 7
2002 VCE Examinations and General Achievement Test (GAT) Student Information booklet and Timetable

Publications: Internet

Additions

- May 2002 VCE BULLETIN and Supplement
Memoranda to schools: 27, 28, 29, 30, 31
AIM 2001 testing material for Years 3, 5 and 7 English and Mathematics
CSF Annotated Work Samples order form
CEO's column March
Report for Teachers – Mid-year examinations 2001
ACACA brochure and registration form
Education Times articles (on individual study pages): 'Finding Theatres Voice', 'VCE Students take Mathematics Further' and 'A Language Study Worth Smiling About'
Positions Vacant: Senior Project Officer, AIM Item Development – English; Senior Project Officer, Testing and Development; Project Officer, Statistics and Educational Measurement; Senior Data Analyst
UNESCO meeting report and photographs
Visual Communication Draft Study design and Consultation response
Updated 2002 Examinations Timetable

Deletions

- Positions Vacant: Manager of Controls and Operations Manager
Publication of VCE Performance Data

COPY DEADLINES FOR 2002

Issue No. and Month	Date of publication	Copy deadline
No. 178 July	Monday 15 July	<i>Wednesday 26 June</i>
No. 179 August	Monday 12 August	<i>Wednesday 24 July</i>
No. 180 Examination Issue	Monday 26 August	<i>Wednesday 7 August</i>
No. 181 September	Monday 16 September	<i>Wednesday 28 August</i>
No. 182 October	Monday 14 October	<i>Wednesday 25 September</i>
No. 183 November	Monday 11 November	<i>Wednesday 23 October</i>
No. 184 December	Monday 16 December	<i>Wednesday 27 November</i>

VCE Season of Excellence update



Four views of Season of Excellence Top Designs at the Melbourne Museum (Australia Gallery), until 14 July 2002

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