

Supplements to this issue

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

VCE Bulletin

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VCE Season of Excellence 2002 launched at Melbourne Museum

The VCE Season of Excellence 2002 was launched by the Hon. Lynne Kosky, Minister for Education and Training with the opening of **Top Designs** at the Melbourne Museum on 5 March. One hundred and seventeen works by 113 students are represented in the exhibition that runs until 26 May.

Top Class on Saturday 16 and 23 March presents work by VCE performing arts students at the ABC Iwaki Auditorium. On each day there are four separate concerts, allowing teachers and students to watch exemplary work from VCE 2001 performance examinations.

On 16 March the Dance concert features fourteen Technique Solo and eight Composition Solo performances; there are two Drama Solo performance concerts with ten performances in each; and fourteen Theatre Studies Monologue performances.

On 23 March the music concert details are: 10.30 am – woodwind and brass; 1.00 pm – acoustic stringed instruments; 3.00 pm – piano and classical voice; 6.00 pm group performances and solo contemporary popular instruments and voice.

Top Screen presents short films, animation and documentaries by VCE Media students at Kaleide, RMIT Union Theatre, 18–21 March. Sessions on 19 and 20 March are at

10.00 am and 1.00 pm with a panel discussion following the 7.00 pm session on 18 and 21 March.

Booking forms for **Top Class** and **Top Screen** were published in the February VCE BULLETIN and are also available on the VCAA website:

www.vcaa.vic.edu.au

Tickets can be purchased at the door from one hour prior to each concert. There are discounts for purchasing tickets to more than one concert and also for regional students (100+ kms from the GPO).

For further enquiries contact the VCAA on (03) 9651 4544 or (03) 9651 4582. (There are no bookings.)



DIGITALLY MANIPULATED DETAIL OF METAPHYSICAL MUSE, OIL ON CANVAS, CARLO CARA, 1977



Mark Cameron – Catholic Regional College



Thomas Marmine – Mount Lilydale Mercy College



Important administrative dates

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

2002	
Wednesday 13 March	School Coursework Audit Notification (SCAN) identifying student coursework required for Unit 3 received in schools.
Friday 15 March	Final day for schools to lodge requests for new or combined examination centres in 2002 and requests for students to sit at centres other than the home school.
Friday 22 March	Final day for notifying the VCAA of alterations to unit results, Initial school assessments for coursework and School-assessed Tasks for 2001. After this day all scripts and raw assessment data held at the VCAA will be destroyed. Final day for lodging, with a late fee, applications for Statements of Marks for 2001 examinations.
Thursday 28 March	End Term 1 Final day for schools to lodge application for supervisors for the 2002 GAT and VCE Examinations.
Friday 29 March to Monday 1 April	Easter Break
Monday 15 April	Start Term 2
Friday 19 April	Final day for schools to lodge the following applications for examinations held in June: <ul style="list-style-type: none"> – requests for students to sit examinations outside Victoria – special arrangements – timetable clashes – earlier starting time – approval of hiring fees for sites in the community used by two or more schools.
Monday 29 April	Enrolment 2 data due at the VCAA. This data should also contain 2002 VCE VET enrolment data. After this date VASS will not allow schools to: <ul style="list-style-type: none"> – Enrol or withdraw unit enrolments for Units 1 and 2 in first semester. – Enrol or withdraw from Units 3 and 4 sequences. This includes changes to second language enrolments. – Enrol or withdraw International Baccalaureate students for the GAT. – Enrol returning interrupted studies students.
Tuesday 30 April	Partnership applications for Unit 3 and Unit 3/4 coursework due at the VCAA.
Week beginning Monday 13 May	First round invoices for full-fee-paying overseas students sent to schools.
Week beginning Monday 20 May	June Exam Centres available to schools.
Tuesday 11 June to Thursday 13 June	Examinations and GAT held.
Monday 24 June	SIAR 1 scores for Studio Arts School-assessed Task 1 and indicative grades for June examinations due at the VCAA. After this date VASS will not allow SIAR 1 results to be entered.
Friday 28 June	End Term 2
Monday 15 July	Start Term 3 School Status Report (SSR) identifying Studio Arts School-assessed Task 1 from the SIAR 1 required for review, Authentication Review Record Form (ARRF) for Studio Arts School-assessed Task 1 received in schools.
Monday 22 July	Enrolment 3 data due at the VCAA. This data should also contain 2002 VCE VET enrolment data.



The year 1909 was remarkable for the attention Australians paid to the issue of leadership. On the football field, Carlton was making a tilt at its fourth VFL premiership in a row, led by one of the first non-playing coaches, 'Pompey' Elliott, nicknamed after the Roman general. Meanwhile the Australian Government, anticipating the impending war between Germany and Britain, introduced a system of compulsory military training for young men.

And at the new Wangaratta High School it was decided to introduce the prefect system. Ninety-three years later the tradition remains. The school still assembles at the start of the school year for the investiture of its prefects. Young men and women are chosen by their peers to lead and represent them. Their standing as school leaders is formally recognised in a ceremony at which they pledge their commitment to the role.

The continuity of this tradition is recognised in placing the Head Prefects' names on an Honour Board which dates back to 1909, in the content of the investiture ceremony, and in the wearing of academic gowns by senior staff. The dux from the previous year is invited back to receive the school's pre-eminent academic award and honours certificates are presented to students from the previous years 10 and 11 cohort. This year a very contemporary note was evident in the musical entertainment provided by students whose own compositions were performed.

Balancing innovation and tradition is a matter of judgment in any school. The rituals that mark students' welcome and farewell, ceremonies associated with achievement and success, as well as defeat and misfortune, and overt symbols such as crests and banners: these all provide points of identification in the students' journey as a member of the school community.

Wangaratta High School manages this well. There is a comprehensive, contemporary curriculum, a broad range of extracurricular activities, and good community relations and governance structures.

For me it provided an interesting counterpoint to my recent visit to the HGO school in Copenhagen in Denmark. As I noted in my first column for 2002, HGO has state-of-the-art facilities, progressive approaches to student engagement and curriculum design, and an expectation of innovative practice. So it was impressive to visit Wangaratta High School and see many of the same ideas embedded in a community-based tradition.

Ultimately the ethos, rituals and organisation of a school will be shaped by the community it serves and by the leadership of education professionals. Good schools blend the old with the new, and respond to student, community, professional and global influences. Just as in 1909 the pressures and influences come from both local and external sources. Victoria is fortunate to count many schools across the three sectors of education which are

outstanding examples of innovation and tradition, leadership and responsiveness, and community building and global outreach. We are richly served.

Susan Pascoe
Chief Executive Officer
March 2002

Working Party on the Publication of VCE Performance Data

In 1996 the then Minister for Education, Hon Phil Gude, commissioned Professor Tim Brown from the University of Melbourne to develop an achievement index on VCE performance for exclusive publication in the *Herald Sun*. Since that time, school performance, measured on the VCE Achievement Improvement Index, has been published by the major daily newspapers. The data is provided to the newspapers under an agreed set of protocols, including that no 'league tables' will be produced from the data. This agreement was breached twice in 2001.

In January 2002 the Victorian Association of Secondary School Principals (VASSP) raised the issue of the impact of the publication of VCE performance data on schools and the use of the General Achievement Test (GAT) in the construction of the VCE Achievement Improvement Index. It was agreed to establish a Working Party to examine these issues and to investigate international best practice in the publication of education performance data.

The Working Party on the Publication of VCE Performance Data was formed and its first meeting held on 20 February 2002. The Working Party agreed to develop an interim report by the end of Term 1 and a final report by the end of Term 2.

The Working Party's Terms of Reference are as follows:

- Examine the impact of the publication of VCE performance data on schools.
- Canvass the pros and cons of publishing information on the performance of students and schools in the VCE.
- Investigate international best practice in the publication of school performance data.
- Examine the role of the GAT and its place in the Quality Assurance of VCE Assessments.
- Examine the place of the GAT in the calculation of the Achievement Improvement Index including the impact of Victorian Certificate of Applied Learning (VCAL) data.

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General Achievement Test (GAT)

Inclusion of the GAT in Statistical Moderation 2001

For some studies, the GAT component scores were included in the formulation of the external score. For other studies examination scores only were used. The studies in which the GAT was used in statistical moderation were:

Study Code	Name
CS03	Classical Societies and Cultures
DA03	Dance
DR03	Drama
DT03	Design and Technology
EL03	English Language
EN03	English
GE03	Geography
HI08	Australian History
HI13	Revolutions
HI16	Renaissance Italy ¹
LI01	Literature
ME03	Media
PL03	Philosophy
RE03	Religion and Society
TT03	Texts and Traditions

¹Unit 4 Coursework Moderation did not use GAT.

For further information please visit the VCAA website:
www.vcaa.vic.edu.au/vce/stats/statmod.htm

VCE VET

Scored assessment

Study Scores for 2002

At its July 2001 meeting the VCAA decided that Study Scores would be made available for the first time to all students undertaking the Unit 3–4 sequence of Certificate III in Financial Services and Certificate III in Laboratory Skills in 2002.

The following programs will have a Study Score available to students undertaking the Unit 3–4 sequence in 2002:

- Certificate II in Arts (Interactive Multimedia)
- Business (Office Administration)
- Certificate III in Community Services (Community Work)
- Certificate II in Dance
- Certificate II in Electronics
- Certificate II in Furnishing (Cabinet Making Stream)
- Certificate III in Financial Services
- Hospitality (Operations)

- Certificate III in Information Technology (All three Training Package-based qualifications in Network Administration, General and Software Applications have access to a Study Score, however, students may enrol in only one of these qualifications for the purpose of receiving a Study Score)
- Certificate III in Laboratory Skills

Assessment Guides for the following programs were issued in 2001. They contained full details of the requirements for Study Score assessment, criteria and record sheets for conducting scored assessments, and information about the examination for each program.

- Certificate II in Arts (Interactive Multimedia)
- Business (Office Administration)
- Certificate III in Community Services (Community Work)
- Certificate II in Dance
- Certificate II in Electronics
- Certificate II in Furnishing (Cabinet Making Stream)
- Hospitality (Operations)
- Certificate III in Information Technology

As already advised, students undertaking the Unit 3–4 sequence in these programs in 2002 who choose not to receive a Study Score will not receive any contribution to the ENTER.

The first year of Study Score availability is considered a *transition year*. Students undertaking the Unit 3–4 sequence in the following programs in 2002 are in the transition year:

- Certificate III in Financial Services
- Certificate III in Laboratory Skills

For the two studies listed above, the following arrangements apply:

- Where students satisfactorily complete the Unit 3–4 sequence and receive a Study Score, the Study Score will contribute to the ENTER either as one of the primary four or as a fifth or sixth study, depending on the scores received for all the Unit 3–4 sequences undertaken.
- Where students satisfactorily complete the Unit 3–4 sequence but do not receive a Study Score they will receive one ENTER increment; that is, 10 per cent of the average of their primary four scaled Study Scores.

Students who complete the Unit 3–4 sequence of these programs in 2003 and subsequent years, and who do not receive a Study Score, will not receive any contribution to the ENTER for these programs.

VCE VET Assessment Guides 2002

Schools and Registered Training Organisations (RTOs) are advised that the VCE VET Assessment Guides published in 2001 remain current for 2002 except for some updated advice regarding examinations. However, Attachment C: Criteria for Scoring and Attachment D: VET Coursework and Assessment Records (VCARs) have been reissued for 2002 as Supplement 2 to this VCE BULLETIN. The 2002 Attachments are also available on www.vcaa.vic.edu.au

During Term 2, VCE VET Assessment Guides for 2002 with the amended Attachments C and D and updated examination advice will be published on the website and Assessment Guides for Financial Services and Laboratory Skills will be issued to schools and RTOs.

Task Samples

The VCAA published the Hospitality (Operations) Task Samples booklet in April 2001.

Task Samples booklets for: Arts (Interactive Multimedia), Furnishing, and Business (Office Administration) are now available on the website. Schools will receive hard copies at the end of March.

These publications contain details of the assessment plans and task designs used in 2001 by a range of RTOs. Assessors were asked to comment on the tasks devised and to evaluate their assessment plans for implementation in 2002.

Task Samples booklets for Community Services and Electronics are in preparation and will be published early in Term 2.

Professional Development

Scored Assessment workshops 18–27 March 2002

Schools and RTOs received a memo advising of five regional workshops and one metropolitan workshop to be held during March. These workshops are designed primarily for school and RTO assessors who have had some experience in the implementation of Scored Assessment.

Please note that the briefings conducted in December 2001 were provided specifically for new, or inexperienced, assessors. However, school and RTO assessors new to the process in 2002 are also invited to attend the March briefings; a special session for these new assessors will be held at the metropolitan location.

Workshop locations and dates

Venue	Date
Warrnambool Flag Sundowner – Mid City 525 Raglan Parade Warrnambool 3280	18 March 2002 9.30–12.30 pm
Horsham Dryland Institute – Dept of Agriculture 110 Natimuk Road, Horsham 3400	19 March 2002 9.30–12.30 pm
Swan Hill Murray Downs Resort Lot 5, Murray Downs Drive (5 kms over the bridge into NSW at the Murray Downs Golf Resort Complex)	20 March 2002 9.30–12.30 pm
Benalla Cafe Rafferty's 55 Nunn Street, Benalla 3672	21 March 2002 9.30–12.30 pm
Metropolitan Moonee Valley Racecourse Gate 1 Macpherson Street Moonee Ponds 3039	26 March 2002 1–4 pm
Morwell Cedar Lodge Motor Inn 1–3 Maryvale Crescent, Morwell 3840	27 March 2002 1–4 pm

Sessions will be run according to demand. If you are interested in attending, please call Kate Rule on 9651 4458 or email rule.kate.e@edumail.vic.gov.au

Progress in program revision

Projects will soon be underway for the revision of VCE VET programs where curriculum-based certificates are being converted to training package qualifications for 2003.

The following programs will be revised:

- Certificate II in Arts (Interactive Multimedia)
- Business (Office Administration) (to be replaced with Business Services)
- Certificate II in Clothing Design and Production
- Certificate II in Electronics
- Certificate II in Furnishing
- Certificate II in Horse Studies
- Certificates II and III in Music Industry Skills
- Certificate II in Small Business Practice

Students enrolled in any of the above programs in 2002 will be able to continue in these programs in 2003.

Certificate II in Desktop Publishing

Certificate II in Desktop Publishing has been reaccredited to 2005 under a new code: **21232VIC Certificate II in Desktop Publishing**.

The contents of the reaccredited certificate are outlined in the March 2001 VCE BULLETIN, with one amendment to the module VBA040 Illustration Applications.

Schools have already been advised that students enrolled in the program in 2001 had to comply with the certificate requirements outlined in the March 2001 VCE BULLETIN. Schools need to purchase the new curriculum document available from:

Ms Stephanie Snelling
Chisholm Institute of TAFE – Frankston campus
Tel: (03) 9209 5880
Email: s.snelling@chisholm.vic.edu.au

Certificate II in Arts (Interactive Multimedia)

During 2001 the module codes for Certificate II in Arts (Interactive Multimedia) were changed to conform to national guidelines. Listed below are the new module codes, which can now be entered onto VASS. The content of the modules is unchanged. Students enrolled in the individual modules will be automatically transferred to the new codes.

New Module Code	Module Name	Replaced Module Code
VBB121	Industry Context and Future Direction	NMM001
VBB122	Visual Design for Industry	NMM003
VBB123	Introduction to Multimedia Authoring	NMM002
VBB124	Introduction to Multimedia	NMM004
VBB125	Computer Literacy and Survival Skills	NMM005
VBB126	Production Management Skills 1*	NMM006
VBB127	Multimedia Interface Design	NMM007
VBB128	Digital Audio 1	NMM008
VBB129	Digital Imaging 1*	NMM009
VBB130	Introduction to 2D Animation	NMM010

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New Module Code	Module Name	Replaced Module Code
VBB131	Digital Video 1	NMM011
VBB133	Introduction to Delivery Technologies	NMM013
VBB134	Introduction to 3D Modelling and Animation	NMM014
VBB135	Introduction to Multimedia Authoring 2	NMM015
VBB137	Introduction to Multimedia Scripting	NMM017
VBB138	Introduction to Multimedia Business Management	NMM018
VBB139	Introduction to the Internet 1*	NMM019
VBB141	Multimedia in the Performing Arts	NMM021
VBB142	Multimedia in the Visual Arts	NMM022
VBB143	Multimedia in the Music Industry	NMM023

*Please note change in module name

VCE VET General Construction

As advised in the Edumail sent to schools in December 2001, the accreditation period for Certificate II in General Construction has expired. The VCAA is in ongoing discussions with industry bodies to develop a suitable replacement program drawn from the General Construction training package.

Students enrolled in ACT7209 Certificate II in General Construction in 2001 or earlier may continue in this program in 2002. **No new students may be enrolled in this VCE VET program in 2002.**

The VCAA will issue advice to schools on the details and availability of the replacement program as early as possible in 2002.

In the meantime, schools are advised that students who intended beginning a VCE VET program in Construction in 2002 should undertake the training package based Certificate I as an appropriate foundation program, preparatory to enrolment in a replacement VCE VET program in General Construction, when it becomes available.

Part-time Apprenticeships and Traineeships for School Students

During 2001 it became apparent that a large group of students were undertaking a part-time traineeship out of school hours, primarily on the weekends. In a number of cases the students had not informed their schools that they were engaged in a traineeship and were unaware that they could gain credit in the VCE for this training.

As from the 29 January 2002 all apprentices and trainees who indicated they were 'at school' on the Training Contract will now be classified as school based. This change in definition has been made to recognise the range of part-time apprenticeship/traineeship options being accessed by school students, not just in school hours. The change will assist with

improved data collection to demonstrate the level of activity of school students in apprenticeship and traineeship programs.

For the existing suite of VCAA-approved programs, VCE credits will apply, not only for those students who were previously designated 'school-based', but to all those students commencing part-time apprenticeships and traineeships from 29 January 2002. Please refer to the VCAA website for details on credit arrangements.

An advantage of the change in definition for employers is that they will be able to access the more flexible averaging arrangements for students undertaking part-time traineeships out of school hours. This means that the 15 hours per week requirement may be averaged over the whole duration of the training contract instead of being averaged over a maximum four-week cycle.

Schools are reminded that a copy of the student's Training Contract and Training Plan must be provided to the school prior to enrolment on VASS. Schools may enrol students in part-time apprenticeship and traineeship programs at any time in the year up until 11 October.

Recommended communication strategies between schools and RTOs for the timely provision of enrolment and results data will be published in the April VCE BULLETIN.

Introducing the VET team 2002

The VET Unit has two new Project Officers: Lisa Burgess who comes to us from Wheelers Hill Secondary College and Lynne Stockdale who comes to us from an industry training board, Furnishing Training Victoria.

For enquiries contact Kate Rule, Administrative Project Officer on 9651 4458 or email rule.catherine.e@edumail.vic.gov.au

The Manager of the VET Unit is Margaret Mackenzie (email mackenzie.margaret.a@edumail.vic.gov.au)

LOTE Liaison Leaders

Liaison Leaders 2002

The Liaison Leaders for the 2001 VCE LOTE studies will continue in their role until June 2002.

In conjunction with the Language Teachers' Associations, Liaison Leaders have been nominated to support the implementation of the 2002 Revised VCE LOTE Studies.

The role of the Liaison Leaders is to:

- Keep the VCAA informed of how implementation is progressing in general, including aspects that appear to be working well.
- Notify the VCAA promptly of the nature and extent of any issues or concerns raised by teachers.
- Ensure the VCAA is as fully aware as possible of teacher needs and areas in which further clarification or support is needed.
- Ensure an effective and open channel of communication between the VCAA and teachers is maintained.

In addition to their monitoring role, Liaison Leaders will be able to direct teachers to support available from the Authority, Language Teachers' Associations, or other organisations or networks.

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

Liaison Leaders for each study and their contact details are as follows:

Arabic

Khalaf GREIS
Email: greis.khalaf.k@edumail.vic.gov.au

Auslan

Gwenda THOMAS
Fax: (03) 9499 3044
Email: thomas.gwenda.m@edumail.vic.gov.au

Chinese

Wei HA (FL)
Fax: (03) 9349 5417
Email: ha.wei.w@edumail.vic.gov.au

Qiao XIAO (SL)
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Email: czograph@alphalink.com.au

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Chava GURWICZ
Email: viola@ozemail.com.au

Indonesian

Greg WORRELL (FL)
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Email: eddy.matthew.m@edumail.vic.gov.au

Italian

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Email: calati.enzo.e@edumail.vic.gov.au

Japanese

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Fax: 8862 1133
Email: hellem@gen.melb.catholic.edu.au

Shungo SAWAKI (SL)
Fax: (03) 9864 7777
Email: sawaki.shungo.s@edumail.vic.gov.au

Korean

Young-Soon HONG
Fax: (03) 9888 5440
Email: ysoon@hyperion.strathcona.vic.edu.au

Latin

Peter MOUNTFORD
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Email: pmountfo@mgs.vic.edu.au

Macedonian

Lube TRAJKOVSKI
Fax: (03) 9465 9697

Russian

Liz TERAUDS
Fax: (03) 9547 5204
Email: liz@cosmicparrot.com.au

Spanish

Flora OSORIO
Email: osorioflora@netscape.net

Turkish

Ertugrul METE
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Email: mete.ertugrul.em@edumail.vic.gov.au

Vietnamese

NGUYEN Ba
Fax: (03) 9318 4251
Email: nguyen.ba.b@edumail.vic.gov.au

The following VCAA officers will be responsible for the following languages:

Albanian	Anna Coveos	(03) 9651 4441
Armenian	Adrienne Horrigan	(03) 9651 4449
Bengali	Anna Coveos	(03) 9651 4441
Czech	Bernadette Brouwers	(03) 9651 4620
Dutch	Bernadette Brouwers	(03) 9651 4620
Filipino	Mioko Wood	(03) 9651 4596
Hindi	Adrienne Horrigan	(03) 9651 4449
Hungarian	Adrienne Horrigan	(03) 9651 4449
Khmer	Vicky Marinelis	(03) 9651 4595
Latvian	Bernadette Brouwers	(03) 9651 4620
Lithuanian	Bernadette Brouwers	(03) 9651 4620
Maltese	Adrienne Horrigan	(03) 9651 4449
Persian	Anna Coveos	(03) 9651 4441
Polish	Mioko Wood	(03) 9651 4596
Portuguese	Mioko Wood	(03) 9651 4596
Romanian	Adrienne Horrigan	(03) 9651 4449

Serbian	Bernadette Brouwers	(03) 9651 4620
Sinhala	Adrienne Horrigan	(03) 9651 4449
Slovenian	Vicky Marinelis	(03) 9651 4595
Swedish	Vicky Marinelis	(03) 9651 4595
Tamil	Adrienne Horrigan	(03) 9651 4449
Ukrainian	Adrienne Horrigan	(03) 9651 4449

Use of English in School-Assessed Coursework assessment tasks

To reflect the intent of the LOTE study design for Units 3 and 4, teachers are advised that the texts used for school-assessed coursework tasks and student responses to these tasks are expected to be produced *in the LOTE*.

Introduction to the study design for Auslan workshops

The following full-day workshops are offered to support teachers in the introduction of the LOTE study design for Auslan:

Introduction to Coursework assessment

Monday 18 March Monash Deaf Facility,
9.00 am – 4.30 pm Monash Secondary College

Preparing students for the Interactive Sign examination and the Sign Comprehension and Sign Production examination

Monday 29 April National Institute for Deaf
9.00 am – 4.30 pm Studies and Sign Language
Research, Latrobe University

To register for these workshops teachers should send their contact details to Marie Clair on fax (03) 9651 4324 or email clair.marie.m@edumail.vic.gov.au

Erratum – Auslan

The study design for Languages Other Than English has recently been distributed to schools. Teachers should note that the following signed text types should be asterisked *in addition* to those listed on page 13 of the Auslan study design:

Account*, **Argument***, **Instruction***, **Interview***, **Summary***.

Erratum – Japanese Second Language

February 2002 VCE BULLETIN

Teachers should note clarification of the amendments to text types for the study design for Japanese Second Language as noted on page 4 of the February VCE BULLETIN:

“Chart*”, “Table*” and “Timetable*” should read ‘**Chart**’, ‘**Table**’ and ‘**Timetable**’ as printed on page 13 of the VCE study design for Japanese Second Language. “Email*/Fax*” should read ‘**Email/Fax***’.

Examination details and assessment criteria on the web

The assessment criteria for all examinations to be conducted by the Victorian Curriculum and Assessment Authority in 2002, excluding VCE VET studies with scored assessment, are available only on the VCAA website at www.vcaa.vic.edu.au/vce/bulletin/2002/february/pdfs/02FEBSU2.pdf (Note: There is a direct link on the homepage)

LOTE

Erratum: Use of dictionaries in LOTE examinations

Clarification is required on use of dictionaries in LOTE examinations. The following information replaces advice provided on pages 72 and 74 of the *VCE Administrative Handbook 2002*:

9.7.3 Approved Materials and Equipment LOTE Exams (page 72)

In LOTE written exams only: Any monolingual or bilingual printed dictionary in one or two volumes. The dictionary must not contain any highlighting or annotation. Electronic dictionaries are not permitted.

Note: Dictionaries are not permitted in LOTE oral examinations.

9.7.6 Dictionaries (page 74)

An English and/or English–LOTE printed dictionary may be used by students in English/English (ESL), and in the GAT. In LOTE written exams, student may use any printed monolingual or bilingual dictionary in one or two separate volumes. Dictionaries must not contain any highlighting or annotation. Electronic dictionaries are not permitted in any examination. Dictionaries are not allowed to be used in any other examination. In examinations where they are permitted, a dictionary may be consulted during reading time. However, no notes may be made during reading time.

Note: Dictionaries are permitted in LOTE written examinations only. Dictionaries are not permitted in any LOTE oral examinations.

VCE VET Arts (Interactive Multimedia)

Trainers are advised that the 2001 VCE VET Arts (Interactive Multimedia) examination will be included on the *VCE Examination Papers and GAT 2001* CD-ROM, to be distributed to all schools this month. The CD-ROM includes the examination and assets required to complete practical tasks, as well as details of the technical requirements and procedures for delivery of the computer-based examination that applied in 2001.

The November 2002 examination will be based on the following software applications (depending on the specific multimedia program completed by students):

2D animation/authoring	Director 6.0 or Flash 4
Graphic interface	Photoshop 5.0 or Fireworks 3
Multimedia scripting	simple text or Flash or Director
Web authoring	Dreamweaver 2.0 or GoLive or FrontPage.

Full details of the technical requirements for the 2002 examination will be confirmed in the April VCE BULLETIN.

Review of VCE studies 2002

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

The Victorian Curriculum and Assessment Authority has commenced the review of seven VCE studies that have accreditation periods which expire on 31 December 2003. These studies include, Art, Economics, International Studies, Physics, Political Studies, Psychology and Studio Arts. The VCAA is following current principles, procedures and guidelines for the accreditation of VCE studies including the establishment of study review committees to guide the review process. The membership of each committee includes teachers from each of the three educational sectors as well as tertiary and training experts. The Authority approved the initial membership and terms of reference for the respective committees at its meeting on 27 February. A list of committee members will be published in the April VCE BULLETIN following finalisation at the March Authority meeting.

Teachers and VCE coordinators are encouraged to follow the progress of the review and reaccreditation process via updates on the individual VCE studies pages on the VCAA website.

The accreditation periods for VCE English and VCE Mathematics studies also expire on 31 December 2003. In November 2001 English and Mathematics Expert Studies Committees were established to provide advice to the Authority on whether these studies should proceed to reaccreditation in 2002 or have their accreditation periods extended. The recommendation of the two Committees will be reported in the April VCE BULLETIN.

Consultation Register

Health and Human Development and Visual Communication and Design

In 2001 the accreditation period for VCE Health and Human Development and VCE Visual Communication and Design

was extended for 12 months until 31 December 2003 to allow the Study Review Committees more time to consider the experience of teachers in the first two years of implementation. The review committees have met regularly during the past twelve months and provided an initial and interim report to the VCAA. The draft study designs for consultation with teachers and other key stakeholders will be presented to the VCAA meeting in April. The draft study designs will be mailed to all teachers and interested parties on the VCAA Consultation Register during Term 2. It will also be possible to enter a response to the proposed study design electronically via the VCAA website. An Expression of Interest form to receive a hard copy and join the 2002 VCAA Health and Human Development and Visual Communication and Design Consultation Register is published on page 11. Alternatively, the form can be downloaded from the study webpages at www.vcaa.vic.edu.au/vce/studies/

Teachers who registered in 2001 need not reapply as they will be sent a hard copy of the proposed study design for comment.

Top Acts

Top Acts, an event in the VCE Season of Excellence, features performances of Dance, Drama, Theatre Studies and Music Performance (Solo and Group). This is a concert that is entertaining and inspiring for both teachers and students of Dance, Drama, Theatre Studies and Music Performance (Solo and Group), and which will also appeal to a wider audience. Approximately 30 students will be selected from the two Top Class events in March to participate in Top Acts at the Melbourne Concert Hall on Wednesday 1 May, commencing at 7.30 pm. Tickets are available from Ticketmaster7 (1300 136 166) or at the door. Prices are \$17 full, \$12 concession and \$10 for groups of ten or more.

As a special bonus, students of Dance, Drama and Theatre Studies can participate in skills workshops during the afternoon, prior to the concert. ArtEd at the Victorian Arts Centre are coordinating these with a package price of \$20 for the workshop and concert. Bookings can be made on (03) 9281 8122.

Drama video

A video featuring three Drama ensemble performances is available from the VCAA. Teachers can find the order form on page 10 of this VCE BULLETIN. The demand for this video has been overwhelming, as teachers have recognised it as a valuable teaching tool in the teaching of non-naturalistic performance and ensemble work. The three performances on the video were featured in Top Acts events in 1998, 1999 and 2000. The video comes with teachers' notes and costs \$33.00 (including GST). Please send the order form and cheque to Information Services at the VCAA.



Drama Ensemble Video ORDER FORM

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

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

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

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

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

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

This order form becomes a TAX INVOICE upon receipt of payment

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



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

Order Form

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

Name: _____ Telephone: _____

Address: _____



Expression of Interest

VCE Study Consultation Register 2002

VCE STUDY

(please tick)

Health and Human Development

Visual Communication and Design

CONTACT DETAILS *(Block letters please)*

FAMILY NAME _____ INITIALS _____ TITLE _____

FIRST NAME _____

ORGANISATION _____

POSITION _____

PREFERRED MAILING ADDRESS _____

SUBURB _____ POSTCODE _____

TELEPHONE _____

EMAIL _____

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

Accounting

The VCE Accounting Study Design has been reviewed and reaccredited for the period 2003–2006. Schools have been sent sufficient copies of the reaccredited study design for implementation in 2003, according to total VCE enrolments. Any enquiries about distribution of the Accounting Study Design can be directed to Barbara Tattam on 9651 4489 or email tattam.barbara.j.a@edumail.vic.gov.au. Enquiries about the content of the Study Design can be directed to Jenny Quick, Manager SOSE Business Studies on 9651 4436 or email: quick.jennifer.m@edumail.vic.gov.au

The VCAA is working with the Victorian Commercial Teachers Association and Monash University to develop a program of professional development activities as well as support materials during 2002 to introduce the new study design and to develop skills in the ICT components of the study. Details will be sent to schools via memorandum and published in the VCE BULLETIN. The following article provides an overview of the changes to the Accounting Study Design.

Changes for 2003

Changes have been made to the study design to incorporate current trends in Accounting theory and practice and a greater level of Information and Communications Technology (ICT). The new study design sets out clearly for teachers and students the content, key knowledge and skills, and the requirements of the outcomes in order to achieve a satisfactory completion of Units 1–4 VCE Accounting.

The major changes include:

- 1. Increased use of ICT across Units 1–4.** This emphasis reflects the use of ICT by the Accounting profession and the tools available to accountants to assist in the processing of records and financial decision making. Each unit of VCE Accounting includes an outcome that requires the use of ICT by students. As a guide, students would require a minimum of 15 hours of scheduled class time per unit, allocated to teaching and learning activities involving ICT to achieve the ICT outcome of the unit.
- 2. A decrease in the number of areas of study from three to two.** Each unit has two areas of study – ‘Recording, reporting and understanding financial information’ and ‘Decision making’. The area of decision making, evaluating the financial data generated by the business, has been given greater importance in the study design.
- 3. Single entry accounting only in Unit 2.** Unit 2 Accounting involves single entry accounting methods only, within the context of a sole proprietor trading business. Double entry accounting is introduced in Unit 3 Accounting.
- 4. Goods and Services Tax** has been introduced across all units. Unit 1 undertakes a preliminary examination of GST; Units 2 and 3 examine GST in the context of the affect on trading businesses using computer software packages; Unit 4 examines the impact of GST on recording.
- 5. Issues in accounting.** Non-current asset valuation, revenue recognition and depreciation alternatives have been moved into Unit 3.

The examinations for Units 3 and 4 Accounting will take place in the June and November examination periods. The examination will consist of two scenarios with a series of theoretical and practical questions relating to the areas of study and the outcomes. Teachers should note that the application of ICT is not examinable.

The Advice to Teachers section of the VCE Accounting Study Design contains clear advice on the methods used and the underpinning theory of the study design.

English/ESL

Text list 2003

The following annotations were omitted from the list of annotations accompanying the VCE English/ESL text list for 2003 published in Supplement 1 to the February 2002 VCE BULLETIN, No. 173.

The Third Man (Film)

Set in the symbolically divided post World War II Vienna, *The Third Man* shows the journey of an innocent writer, Holly Martins, of mediocre Westerns, into the heart of cynical European darkness. Martins has come to meet his old college buddy Harry Lime only to learn that Lime is dead, and was a war criminal who made his fortune in the drug trade. As the film evolves, it becomes a complex study of friendship set in a world whose codes often place betrayal above loyalty. *The Third Man* has become one of the hallmarks of modern cinematography with its dark, angular and quirky photography reflecting the characters’ stories.

Tonkin, Daryl and Landon, Carolyn Jackson’s Track (Aust., non-fiction, Penguin, 2000)

Jackson’s Track is the true story of bushman Daryl Tonkin and his beloved Aboriginal wife Euphemia who, from the 1930s onwards, lived and worked along Jackson’s Track in Gippsland in South Eastern Victoria. Tonkin, now in his eighties and living in a primitive shack in West Gippsland, related the story of his life to Landon, a local schoolteacher who taught his grandchildren. It is a well-crafted narrative that recaptures a community and a way of life now vanished, and presents a simple, but inspiring story of loyalty, moral honesty, and the human-to-human recognition that can transcend clan, tribe and colour.

Information Technology

The VCE Information Technology study design has been reviewed and reaccredited for the period 2003–2006. Schools have been sent sufficient copies of the reaccredited study design for implementation in 2003, according to total VCE enrolments. Any enquiries about distribution of the Information Technology Study Design can be directed to Barbara Tattam on 9541 4436 or email tattam.barbara.ja@edumail.vic.gov.au. Enquiries about content of the Study Design can be directed to

Paula Christophersen, Manager Information Technology on 9651 4378 or email christophersen.paula.p@edumail.vic.gov.au

A professional development program is being developed to support the implementation of this study. Schools will be informed of this program through the April VCE BULLETIN.

Changes for 2003

A range of factors led to changes to the study design, including:

- The desire to increase students' interest in information technology. This has been achieved in the study design through greater diversity of outcomes and contexts, more topical content of relevance to students and closer integration of theory and practice.
- The need to redress in Units 1 and 2, the imbalance of emphasis given to each of the three key aspects of the Information Technology Study Design. Designing outcomes that give equal emphasis to these aspects has restored the required balance.
- The need to increase teacher confidence in understanding the scope of the study for the purposes of assessment. This has been achieved through clearer statements in the key knowledge for each outcome, more specific examination information and a glossary of terms in the Advice to teachers section.
- The need to place greater focus on contemporary and emerging trends such as globalisation, ecommerce, ethics and information literacy. This has been achieved through the development of new outcomes.

Unit 1

This unit has changed significantly. The contextual setting has shifted from the user's perspective to how individuals use, and can be affected by, information technology in their daily lives. Individuals can be both producers of information as well as users of information and this is reflected in the outcomes. In summary these outcomes require students to:

- Create a solution that informs, persuades, educates or entertains – there is no restriction on the software tool used to create the solution. Students must also consider how this solution could affect an individual's behaviour, attitudes or relationships.
- Design a computer system to meet a personal need.
- Access information from the Internet using a range of Internet search strategies, assess the quality of information gathered, based on a set of criteria, and comment on how this quality influences personal opinions or decisions.

Unit 2

The contextual setting for this unit has broadened to embrace both individuals and organisations. Students must use at least two different software tools; one that controls a system or manages information, and the other capable of producing an electronic publication.

In summary the three outcomes require students to:

- Produce a solution that controls a system or manages information (software types include programming languages, spreadsheets, database)
- Produce an electronic publication (software types include web authoring, multimedia, presentation). Students must work individually as well as in teams to demonstrate this outcome.

- Design a small information system and evaluate the economic effects on an individual or organisation if the system was implemented.

Information Processing and Management

While the outcomes in Unit 4 have not been changed significantly, Unit 3 has undergone greater changes. Students must study two software tools in this sequence of units. In Unit 3 the software tool used must enhance the presentation of information such as desktop publishing, web authoring, graphics and multimedia authoring. In Unit 4 students must use either database or spreadsheet software to solve a problem that meets an organisational need. In **Unit 3** the three outcomes require students to:

- Showcase the capabilities of a software tool that enhances the presentation of information and associated hardware through the production of output. Students are not required to solve a problem.
- Solve an information problem typically experienced in an organisation using the software tool designed to enhance the presentation of information.
- Evaluate the effectiveness of strategies used by an organisation to manage the storage, communication and disposal of data and information.

In **Unit 4** the two outcomes requires students to:

- Apply project management strategies to organise the implementation of a solution that meets the needs of an organisation. Suitable software include databases or spreadsheets. While the value of the outcome has not changed (60 %), it now comprises two assessment tasks – one task entails the information solution; the other, the report.
- Recommend strategies for the development, implementation and evaluation of a new or modified networked information system.

Information systems

While the outcomes in Unit 4 have not been changed significantly, Unit 3 has undergone greater changes. Students must still study the same programming language throughout this sequence of units, and the language must be selected from the list approved by the Victorian Curriculum and Assessment Authority. This list will be published in Term 2 in the VCE BULLETIN.

In **Unit 3** the three outcomes require students to:

- Explain the functions of, and the relationships between, the components of a networked information system. Students represent and annotate the components of the network that are described in a scenario.
- Analyse an information system and prepare a detailed design for a new or modified networked information system. These two stages (analysis and design) of the systems development life cycle are now combined in one outcome.
- Develop a software module, in response to an objective identified in a system design, using a programming language.

In **Unit 4** the two outcomes require students to:

- Develop purpose-designed software to fulfil an information system objective. While the value of the outcome has not changed (60 %), it now comprises two assessment tasks – one task entails the information solution; the other, user documentation and a report.
- Recommend strategies for developing, implementing and evaluating a networked information system designed to operate in a global environment.

Literature

Text List 2003

The following annotation was omitted from the list of annotations accompanying the VCE Literature text list for 2003 published in Supplement 1 to the February 2002 VCE BULLETIN, No. 173.

Davis, Jack *No Sugar* (Aust., Play, Part B, Currency Press, 1996)

Set during the Depression of the 1930s and the height of the assimilation policies, the play accessibly objectifies the themes of land and cultural dispossession of the original inhabitants of Australia who by then were reduced to a minority and to marginal status. The play graphically depicts the people's struggle for survival and cultural integrity in a landscape from which they have been driven out. Whilst *No Sugar* can be depicted as a truthful insight into the marginalisation of the Aborigines by the dominant white culture, the play also has signs of a hopeful future.

Mathematics

Mathematical Methods Units 3 and 4 and pilot Mathematical Methods (CAS) Units 3 and 4 study advice

Mathematical Methods Units 3 and 4

The normal distribution

Probabilities associated with the normal distribution may be evaluated by using transformation to the standard normal curve and tables, numerical integration on a graphics calculator, a special graphics calculator function designed specifically for this purpose, or a suitable program stored in the memory of a graphics calculator.

While any of these approaches may be used to compute related probabilities in particular application contexts, as appropriate and applicable, it continues to be the case that students need to be familiar with the symmetry properties of the normal distribution and the relationship between a given normal distribution and the standard normal distribution in terms of the relevant transformations of the random variable.

Hybrid functions

The use of hybrid functions arises naturally in relation to work on functions and graphs in several contexts, including analysis of the relationship between the graph of a function and the graph of its inverse function (where this function exists), the analysis of the relationship between the graph of a function and the graph of its derivative function, and in modelling applications. While students should be familiar with the use of hybrid functions, or their graphs, in such contexts a separate treatment of hybrid functions is not required.

Pilot Mathematical Methods (CAS) Units 3 and 4

The above advice related to the normal distribution and hybrid functions also applies to the Mathematical Methods (CAS) Units 3 and 4 pilot program.

There are two other contexts in which hybrid functions arise in relation to material from the areas of study for Mathematical Methods (CAS) Units 3 and 4:

- The modulus function, and composite functions of the form $|f|$, can be described as hybrid functions;
- the specification of the rule for some probability density functions of continuous random variables is given as a hybrid function.

In the first case, the rule of the modulus functions is defined by:

$$|x| = \begin{cases} x & \text{when } x \geq 0 \\ -x & \text{when } x < 0 \end{cases}$$

and the rule of a composite function of the form $|f|$ is defined by:

$$|f(x)| = \begin{cases} f(x) & \text{when } f(x) \geq 0 \\ -f(x) & \text{when } f(x) < 0 \end{cases}$$

In the second case, the value of a particular probability density function, f , for a continuous random variable X , might only be non-zero on a proper subset of its domain R , and take the value zero elsewhere. For example, the continuous random variable, X , with probability density function, f , defined by:

$$f(x) = \begin{cases} \frac{3}{28}(1-x)^2 & \text{if } 0 \leq x \leq 4 \\ 0 & \text{elsewhere} \end{cases}$$

While students should be familiar with the use of hybrid functions in such contexts, a separate treatment of hybrid functions is not required.

Students are required to be familiar with the graphs of inverse relations from material covered in study of the 'Functions and graphs' and 'Algebra' areas of study in Mathematical Methods (CAS) Units 1 and 2. In Mathematical Methods (CAS) Units 3 and 4, this is to be extended to treatment of graphs of inverse functions (where the inverse function is defined) derived from the graphs of functions described in the 'Functions and graphs' area of study for Units 3 and 4, and should be covered in conjunction with material on functions and their inverses from the 'Algebra' area of study.

Sample examination papers and supplementary questions, together with solutions, comments and advice are available

from the VCAA website at www.vcaa.vic.edu.au/VCE/STUDIES/MATHS/caspilot.htm

Students will need to be able to use analytical, numerical and graphical approaches to tackle questions, consistent with the content from the areas of study and the key knowledge and key skills for the outcomes as described in the Mathematical Methods (CAS) Units 1–4 pilot study design.

Students will need to be able to distinguish between exact and approximate arithmetic, and also be able to distinguish procedures available on the CAS that give exact or analytical results from those that give numerical approximations. Students should use conventional mathematical expressions, symbols, notation and terminology in their working and presentation of solutions. As a general principle, students should explicitly define functions used in their working and presentation of solutions to problems involving these functions.

Students will also need to be able to identify equivalent forms of algebraic expressions, since CAS may produce results that are equivalent to, but in a different form from, given expressions.

Assumed knowledge

Mathematical Methods Units 1 and 2 contains the assumed knowledge for Mathematical Methods Units 3 and 4. Similarly, Mathematical Methods (CAS) Units 1 and 2 contains the assumed knowledge for Mathematical Methods (CAS) Units 3 and 4.

Physical Education

Energy systems

Teachers of Physical Education Units 3 and 4 are reminded that the 'Update of content: Energy systems' published in Supplement 2 to the March 2001 VCE BULLETIN, No. 162, is the basis for teaching, learning and assessment of this aspect of the course from 2002 onwards.

As advised in VCE BULLETIN, No. 162, the examination panel and assessors will expect students to demonstrate the new understanding described in the study update.

The study update can be downloaded from the VCAA website at www.vcaa.vic.edu.au/VCE/STUDIES/HEALTH/PHYSED.HTM

Technology

Design and Technology, Food and Technology and Systems and Technology Implementation Support

Teachers of VCE Design and Technology, VCE Food and Technology and VCE Systems and Technology are notified that further support materials have been prepared in response to specific requests expressed through the survey of coursework conducted by the VCAA in 2001. The material is published in study booklet format and includes Study Advice for Systems and Technology, and Assessment Support Material for Design and Technology and Food and Technology. The mailout has been addressed to the VCE Technology coordinator and includes a copy of each study booklet. This material will also be available on the VCAA website under each study page at <http://www.vcaa.edu.au>

VCE Achiever Awards – Brief

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

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

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

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

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

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

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

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

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

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

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

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

Notices

aMuse

Music Round Table Discussion Groups

aMuse is organising an informal presentation and discussion group for new and experienced teachers of Music Performance (Solo and Group) and Music Styles. Discussion topics may include: teaching combined classes, programming lessons; selecting styles of music for study; homework; practise time; organising performances during the year; preparing coursework for assessment; effective use of computer labs, VET Music studies, and samples of technical work and exercises for a range of instruments. This will be a valuable opportunity to discuss the implementation of VCE Music Performance in a supportive environment. Participants should email questions ahead of time to the aMuse office. Booking

is essential. Contact aMuse, 150 Palmerston Street, Carlton 3053, tel: (03) 9349 1048, email: amuse@jcsav.vic.edu.au

Music Styles

Date: Tuesday 30 April

Time: 6.00 pm–8.00 pm

Cost: \$5.50 members/\$11.00 non-members

Venue: Statewide Resources Centre

Music Performance (Solo and Group)

Date: Tuesday 30 April

Time: 6.00 pm–8.00 pm

Cost: \$5.50 members/\$11.00 non-members

Venue: Statewide Resources Centre

March 2001 to February 2002

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18 December 2001 to 27 February 2002

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10/2002 re VCE VET Scored assessment briefings
9/2002 re VASS Enrolment 1 Data
8/2002 re VCE Season of Excellence 2002 – Top Class
7/2002 re Second Language Applications 2002
6/2002 re English and ESL text survey
5/2002 re VASS Release Version 5.13
4/2002 re 2002 VCE Examination centres and supervisors
3/2002 re Determination of special arrangements for the 2002 examinations and General Achievement Test
2/2002 re VASS Release Version 5.11
1/2002 re VASS new users Professional Development, February 2002
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128/2001 re VCE Drama and Theatre Studies 2002 Playlist

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Supplement 1 – English Text list 2003
Liftout – VCE Examination Assessing 2002
Auslan Grammar video
CSF LOTE Compendium
Advice for Teaching VCE 2002

Publications: Internet

Additions

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Mathematical Methods CAS pilot study – extended-response, multiple-choice and short-answer support questions
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2002 Exam Assessors application form
CEO's column February
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Supplement 2 – Examination details and assessment criteria for 2002 examinations

Deletions

2001 Exam Assessors application form
Advice for Teaching VCE 2001
CSF Curriculum Writers application form

COPY DEADLINES FOR 2002

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No. 175 April	Monday 15 April	Wednesday 27 March
No. 176 May	Monday 13 May	Wednesday 24 April
No. 177 June	Monday 10 June	Wednesday 22 May
No. 178 July	Monday 15 July	Wednesday 26 June
No. 179 August	Monday 12 August	Wednesday 24 July
No. 180 Examination Issue	Monday 26 August	Wednesday 7 August
No. 181 September	Monday 16 September	Wednesday 28 August
No. 182 October	Monday 14 October	Wednesday 25 September
No. 183 November	Monday 11 November	Wednesday 23 October
No. 184 December	Monday 16 December	Wednesday 27 November

- Provide advice on the appropriate form for the publication of VCE achievement data.
- Provide advice on protocols for the publication of VCE achievement data.

The Working Party comprises members with technical expertise in educational measurement, educators from government and non-government schools and authorities, and union and parent nominees. The members are as follows:

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As part of its work plan the Working Party will seek written submissions, meet with principals and key groups in the educational community and commission technical work where necessary. Members of the Working Party are united in their commitment to identify ways of proceeding that inform the community appropriately without being open to misinterpretation and misuse. Updates on the work of the committee will be provided in the VCE BULLETIN.

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