



VCE Bulletin

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Season of Excellence update

Top Screen will be jointly presented by the VCAA and the Australian Centre for the Moving Image (ACMI) at ACMI's new premises at Federation Square from 5–7 May. ACMI comprises an underground screen gallery and state of the art cinemas.

Short films, video and multimedia by VCE Media students will be exhibited in ACMI's cinema and memory grid spaces. Complementing the screenings will be educational sessions with filmmakers and artists in the 'meet the makers' panels, introducing students to new media works, film direction and sound design.

Top Screen will be launched on 5 May. On 6 May, programs include industry panels on sound design, copyright and classification issues, scriptwriting and Q & A sessions. On 7 May, a new media session will run during the day and a panel discussion with filmmakers and state reviewers will

take place that evening. Screening only tickets are \$7, and \$5 concession for regional visitors, and \$10 and \$12 concession for education programs.

Top Screen bookings in 2003: Email:

kpalezuela@acmi.net.au

Phone: (03) 8663 2441

Fax: (03) 8663 2498

Further information:

Vyvyan Stranieri on (03) 8663 2443 or vstranieri@acmi.net.au

Bookings are recommended as some 2002 sessions sold out.

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Cinema – Australian Centre for the Moving Image

Important administrative dates

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

2002	
<p>Friday 1 November to Friday 22 November</p> <p>Friday 15 November</p>	<p>Written Examinations held.</p> <p>Earliest date that School-assessed Tasks in Arts and Technology may be returned to students.</p> <p>Final day for Principals to lodge Score Amendments for School-assessed Tasks from SIAR 1.</p>
<p>Monday 18 November</p> <p>Monday 25 November</p>	<p>SIAR 4 scores for Unit 4 School-assessed Coursework due at VCAA.</p> <p>SIAR 5 unit results and VCE VET Coursework due at VCAA. Final day for notifying VCAA of Consideration of Disadvantage (CofD) status.</p>
<p style="text-align: center;">Week beginning</p> <p>Monday 16 December</p>	<p>Results available to students.</p> <p>Final results for VCE and VCAL available to schools.</p> <p>Results package sent to schools:</p> <ul style="list-style-type: none"> – Statements of Results for students studying Units 1 and 2 only – Statement of Results for VCAL students – VCE VET Statement of Results listing units of competence/modules completed for students studying Units 1 and 2 only. – Certificates for students who have successfully completed their VCE <p>Statements of Results for students studying VCE Units 3 and 4 will be sent to students.</p>
2003	
<p>Tuesday 28 January</p> <p>Friday 14 February</p>	<p>Start of school year for government schools.</p> <p>Final day for lodging, without a late fee, applications for Statements of Marks for all examinations held in 2002.</p> <p>Final day for Principals to lodge requests for Confirmation of 2002 Grades.</p> <p>Final day for students to lodge requests to inspect scripts for examinations held in October and November 2002.</p>
<p>Monday 24 February</p>	<p>Enrolment 1 data for first and second semesters due at the VCAA. This should include as much 2003 VCE VET enrolment data as possible. International Baccalaureate (IB) students for the GAT should also be enrolled.</p>
<p>Wednesday 12 March</p>	<p>Final day for schools to lodge written applications for Alternative Instruments and Alternative Works in Music Performance: Solo, and Alternative Works in Music Performance: Group.</p>
<p>Wednesday 19 March</p>	<p>School Coursework Audit Notification (SCAN) identifying student coursework required for Unit 3 received in schools.</p>
<p>Friday 21 March</p>	<p>Final day for schools to lodge requests for new or combined examination centres in 2003 and requests for students to sit at centres other than the home school.</p> <p>Final day for schools to lodge the following application:</p> <ul style="list-style-type: none"> – supervisors for the 2003 GAT and VCE examinations <p>Final day for notifying the VCAA of alterations to unit results, initial school assessments for School-assessed Coursework and School-assessed Tasks for 2002. After this day all scripts and raw assessment data held at the VCAA will be destroyed.</p> <p>Final day for lodging, with a late fee, applications for Statements of Marks for 2002 examinations.</p>

CEO's column



All families create their own traditions. In our family the crab apple tree in the front garden signifies the end of school. Its brief but spectacular flowering in late October coincides with the final days of schooling for Year 12 students. We have photographed our children in front of the tree on their final day of school and continue the annual photographic tradition despite those days being well behind us.

November is tradition laden with Remembrance Day, the Melbourne Cup and the VCE English examination. The importance of these annual events is reflected in the intense media interest that accompanies each one of them. As educators we are aware of the high level of scrutiny given to students' performances on end-of-school assessments.

It is therefore not surprising that the Minister for Education and Training has announced that a broader range of indicators on end-of-school performance will be provided to the public for the first time in December 2002. The information provided will summarise the kinds of programs that schools offer, the nature of their student cohort and levels of student achievement. It will be complemented by information available in May on student destinations, whether to TAFE, university, apprenticeship or traineeship, employment or other activities.

The information will be provided to the editors of the daily newspapers under strict protocols, including requirements that the information be published in whole and that no leagues tables be constructed on any single measure. There is a real difference between Victoria's provision of end-of-schooling data and the leagues tables published in United Kingdom.

The two most glaring differences are that the UK data consists of examination results only, while the Victorian information will have 13 pieces of information presented as a profile; second, that the UK data is from primary through to the end of secondary school while the Victorian data concentrates on end of schooling. Further differences are that the Victorian Minister has declared her firm opposition to leagues tables, to ranking of schools and to the public 'shaming and blaming' that has occurred elsewhere. In contrast, in her recent statement on accountability and reporting she has outlined procedures for supporting schools whose performance is not what they want it to be.

Much of the analysis and thinking for the Victorian position came from the Working Party on the Publication of VCE Performance Data. This group of committed educators, technical experts and community members was determined to ensure that any data provided for publication was accurate, appropriate and timely. They shared the government's commitment to valuing all students and therefore providing information on the pathways, performance and destinations of all, not just the high achievers. The Authority is grateful for their dedication, consideration of very complex issues and commitment to Victorian students, families and community.

Hopefully, with support from the community, professional educators and responsible journalists, a new tradition will emerge in Victoria in December and May where families and the community look forward to receiving accurate and helpful information on their schools in the local press.

GENERAL
ADVICE

A handwritten signature in black ink that reads "Susan Pascoe". The signature is fluid and cursive.

Susan Pascoe
Chief Executive Officer
November 2002

Special Provision and Consideration of Disadvantage

Policy for 2003

At its meeting on 23 October, the Authority endorsed a number of significant changes to the policy on Consideration of Disadvantage for 2003. These changes are in line with those initially presented at the briefings for Principals conducted by VTAC and the VCAA in August and subsequently proposed in the discussion paper that was published in September. Although there were few responses to the discussion paper, the responses were supportive, as was the general response at the August briefings.

The VCAA will prepare comprehensive implementation guidelines to be distributed to schools before the start of the 2003 school year. The VCAA will also conduct statewide briefings on the new policy and procedures in February and March next year.

Policy for 2003: Summary

1. A single study score will be reported for all students granted Consideration of Disadvantage.
2. There will be no change to the VCAA's current eligibility requirements for Special Provision and Consideration of Disadvantage; however, more detailed guidelines will be provided for schools, building on those published in August for 2002.
3. For school based assessment:
 - the school determines eligibility and applies special provisions and arrangements for all eligible students. The school determines the final score for the student that takes into account any disadvantage that has not been accommodated by the special arrangements put in place for the student.
 - the school reports this score to the VCAA as the single final school assessed score for the student. Consideration of Disadvantage is not reported to the VCAA.
4. For examinations:
 - the initial decision on eligibility for each student is made by the Principal, in accordance with the VCAA guidelines.
 - schools submit their recommendation for each student to the VCAA, supported by the required documented evidence.
 - the VCAA will appoint an expert panel each year to review and monitor the applications and the school's recommendations. The panel will comprise VCAA assessment managers, ex Principals/VCE coordinators, a general medical practitioner, and other professionals such as social workers, psychologists and counsellors as applicable.

- for each application, the panel may confirm or reject the school's recommendation
- each student's application for Consideration of Disadvantage must be approved by the VCAA in order for an estimated examination score to be calculated.
- each student's application and the school's recommendation must be received by the VCAA no later than seven days after his/her last examination.
- students granted Consideration of Disadvantage by the VCAA will receive estimated scores calculated by the VCAA. Estimated examination scores will be derived statistically from the student's other assessments:
 - moderated coursework scores/SAT scores
 - GAT scores
 - other examination scores if applicable
 - indicative grades provided by the school.
- the student receives the higher of the estimated score and the actual score and the higher score is used to calculate the final Study Score for the student.
- a single study score will then be reported on the student's Statement of Results and to VTAC.

The policy in more detail

The policy is based on the following principles underlying the VCAA's current policies with regard to Special Provision and Consideration of Disadvantage for assessment.

Principles

The VCAA's policy on Special Provision is to provide all students with the maximum opportunity to participate in and complete their senior secondary studies. This policy recognises that individual students may need special provisions in the delivery of the study to achieve the learning outcomes and in assessment to demonstrate their learning.

With regard to assessment, the policy enables students to apply for and receive Special Provision, within specified grounds, to accommodate their disadvantage so that they are able to demonstrate their achievement fairly in both the school assessment program and the external examinations.

The special provisions in assessment are in the form of:

- alternative arrangements or variations to assessment tasks and conditions to enable students to be assessed against the learning outcomes of the study
- the reporting of estimated assessments under Consideration of Disadvantage for an examination.

The special provisions are made within the requirements of the study design and are based on the following principles:

- The provision should provide equivalent, alternative arrangements to enable the students to demonstrate their learning.
- The provision should not confer an advantage to any student over other students.

There are three forms of Special Provision for assessment available to students:

- alternative arrangements or variations to school assessment requirements

- special arrangements for external examinations
- the calculation and use of an estimated Study Score for students granted Consideration of Disadvantage for an examination.

School based assessment

The current policy for coursework assessment has been extended to enable schools to apply special provisions and arrangements that include, if necessary, the use of an estimate to arrive at the student's final score for all school based assessments. In summary this involves the following:

1. The school determines and applies special provisions and arrangements for all school based assessment for eligible students. These provisions include determining the final score based on available evidence from work completed by the student during the year.
2. The school determines the final score for the student that takes into account:
 - any disadvantage that has not been accommodated by the special arrangements put in place for the student
 - the overall level of achievement of the student relative to the assessments of other students in the school doing the study.
3. The school reports this score to the VCAA as the single final school assessed score for the student.
4. The scores of students granted Special Provision for school based assessment are not differentiated in any way from the scores of other students. Consideration of Disadvantage is not reported to the VCAA.

The VCAA recognises that teachers, because of their knowledge of individual students and their circumstances can sensitively vary school assessments to accommodate disadvantage experienced by students.

There are a number of ways in which schools can make alternative arrangements to enable students to be assessed against the outcomes of the study design, including:

- setting a substitute task of similar scope and demand
- replacing one task with a task of a different kind
- allowing the student to undertake the task at a later date
- using another planned task to assess more outcomes or aspects of outcomes than originally intended
- allowing the student extra time to complete the task
- using an estimate based on other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).

Teachers are best placed to determine a final score for the student that takes account the disadvantage and the student's overall level of achievement on the outcomes relative to other students in the school.

The final scores for these students then reflect the school's ranking of the students' achievements relative to the rest of the group and the scores will then be moderated in the usual way.

Grounds for Special Provision and Consideration of Disadvantage in school based assessment

There will be no change to the VCAA's general eligibility requirements for Special Provision and Consideration of Disadvantage; however, more specific guidelines will be provided for schools, building on those published in August for 2002.

Examinations

The Principal will be responsible for making the initial decision on eligibility for each student, in accordance with the VCAA guidelines.

Each school submits its recommendation for each student to the VCAA. A pro forma will be designed to facilitate this process and to enable schools to provide the required documented evidence.

Each student's application and the school's recommendation must be received by the VCAA no later than seven days after his/her last examination.

The VCAA will appoint an expert panel each year to review and monitor the applications and school recommendations. The panel will comprise VCAA assessment managers, ex Principals/VCE coordinators, a general medical practitioner, and other professionals such as social workers, psychologists and counsellors as applicable.

For each application, the panel may confirm or reject the school's recommendation.

Each student's application for Consideration of Disadvantage must be approved by the VCAA in order for an estimated examination score to be calculated

Students granted Consideration of Disadvantage by the VCAA will receive estimated scores calculated by the VCAA. Estimated examination scores will be derived statistically from the student's other assessments:

- moderated coursework scores/SAT scores
- GAT scores
- other examination scores if applicable
- indicative grades provided by the school

The student receives the higher of the estimated score and the actual score and the higher score is used to calculate the final Study Score for the student.

A single Study Score will then be reported on the student's Statement of Results and to VTAC.

Grounds for Eligibility for Consideration of Disadvantage for examinations

In general terms these will reflect the existing criteria:

- students suffering illness, physical injury or a disability at the time of the examination and which affects the student's performance on the examination (e.g. influenza, asthma attack, broken arm)
- students affected by factors relating to their personal environment – any event which affects the student's performance on the examination (e.g. death/serious illness/accident of a family member or close friend, family break up, disruption at the examination centre, faulty examination paper)
- the provision of supporting evidence, other independent evidence:
 - statements from the student and the school
 - a specific medical certificate (for illness/injury)
 - independent evidence from other sources as applicable (e.g. statutory declaration, police statement).

The following grounds will not be included:

- absence from school or study for prolonged periods as the only disadvantage
- unfamiliarity with the English language as the only disadvantage

- long-term loss of preparation time
- teacher absence and other teacher-related difficulties (other than Teacher Error appeals approved by the VCAA)
- chronic conditions that have been present for the entire year, except if there is an acute episode immediately prior to or during the examinations
- disabilities or impairments for which the student has already been granted special examination arrangements, unless an unforeseen episode or additional difficulties occur during an examination
- matters that could have been avoided by the student, e.g. misreading the examination timetable or instructions.

More detailed advice on eligibility will be included in the 2003 implementation guidelines.

Student Records and Results

Amendment to ESL Eligibility Requirements for 2003

In order to address inconsistencies in determining ESL status the Authority has approved the following recommendation:

That all students' eligibility be assessed using the same interpretation of the seven year ruling. The seven year eligibility criteria for a student's ESL status should be calculated **cumulatively** over the student's whole life, from birth for all students.

This means, for example, that for a student with the following pattern of residency, ESL status **would not be granted**:

- 1983–1991: lived and educated in Australia
- 1991: lived and educated in Turkey for half the year
- 1992–1995: lived and educated in Australia
- 1996–2000: lived and educated in Turkey
- 2000: Returned to Australia to live and study the VCE.

This student's background calculates to at least nine years residency and education in Australia.

However, some schools may have deemed this student eligible.

In some circumstances a student may be granted ESL eligibility even though he/she does not satisfy both of the main criteria for eligibility on ESL grounds. In these cases the principal of the student's school should apply to the VCAA Working Group for Determining ESL Status.

For further information on ESL eligibility refer to the *VCE Administrative Handbook 2003*, pages 93–95.

The following changes have been made to VASS screens.

STUDENT ADMIN → Add student and STUDENT ADMIN → Modify Student Personal Details

In the *Overseas Students and ESL applicants* section of these screens the following changes have been made, including two new fields:

- The *Date of Arrival* field has been renamed *Last Date of Arrival*.
The student's verified last date of arrival must be entered in this field. Schools must ask students for all passports and retain copies of all visa stamps.
- A new field: *Multiple Entries to Australia*
In this field schools must indicate whether a student has entered Australia more than once. If a student has had multiple entries into Australia the check box must be ticked.
- A new field: *Cumulative Residence in Australia*
Once a student has completed the ESL Application form from the VCE Administrative Handbook, the number of years and months a student has been in Australia must be calculated cumulatively over the student's entire life. The information must be entered in the *Cumulative Residence in Australia* field. An entry must be made in the *Cumulative Residence in Australia* field for all students applying for ESL Status, except in the case of students flagged HE: Hearing Impaired or AB: Aboriginal in the Country field.
- The *ESL Status Flag* can now **only** be set to A: Approved if the *Last Date of Arrival* is not more than seven years prior to the 1 January in the current year and if *Cumulative Residence* calculates to seven years or less. The *ESL Status* field is now determined by these two fields.

STUDENT ADMIN → Other Student Reports → Student ESL Status

Two new columns have been added to the *Student ESL Status Report* to reflect the two extra fields added in the STUDENT ADMIN → Add Student and STUDENT ADMIN → Modify Student Personal Details screens.

These fields are:

- *Multiple Entries to Australia*
- *Cumulative Residence in Australia*.

The *Arrival Date* column has been renamed *Date of Last Arrival*.

Results 2002

Result Services

Detailed information about 2002 VCE Results telephone, Internet and PRES services is Available on the VCAA website at www.vcaa.vic.edu.au

Results by Post

Students who have a Year 12 enrolment will receive their results by post at their home address on Tuesday 17 December 2002. On Tuesday 17 December 2002, schools will receive a package containing the final results for students undertaking Units 1 and 2 or students who will have module/unit of

competence results in VET Certificates. Students who have met the graduation requirements for the VCE will have their VCE Certificates delivered to their school in this package. If a student has met these requirements in a previous year, they will not be issued with a new Certificate.

The results package will be delivered by Australia Post as a **Receipted Delivery** item. This requires a person at the school to be nominated to sign for the package at the point of delivery. This delivery is **not** part of the usual mail delivery for the school.

Pilot VCAL schools will have statements for VCAL students delivered to the school unless the student's program of study contains a Unit 3/4 VCE study in which case the statement will be mailed to the student's home address. The VCAL statements will be packaged in VQA envelopes. They are scheduled for delivery with the VCE results on Tuesday 17 December. Delivery of the VCAL Certificates will be advised closer to the 17 December 2002.

The Statements and Certificates and the VQA envelope are packaged in a bright blue plastic 'satchel' carrying the **Victorian Curriculum and Assessment Authority** logo. If your package of results has not been delivered by 4.00 pm on Tuesday 17 December, please contact the Student Records and Results Unit at the VCAA on (03) 9651 4402.

VCE Review

2002: Progress Report

Economics

The final proposal for Economics was approved at the VCAA Authority meeting on Wednesday 23 October for implementation in 2004. The study design will now proceed to the Victorian Qualifications Authority (VQA) for accreditation to be effective from 1 January 2004. The VCAA would like to thank the many teachers and organisations who responded to the consultation draft and who provided detailed feedback which was taken into consideration in preparing the final study design. The Authority would also like to acknowledge and commend the work of the Economics Study Review Committee in developing the new study design. The new study design for implementation in 2004 will be distributed to all schools early in Term 1 2003.

Psychology

The VCAA conducted consultation forums in September in several locations to obtain feedback from teachers on the proposed Psychology study design. A report on the forums was presented to the VCAA Curriculum Committee on 9 October.

The Committee considered the range of views expressed by teachers and the degree of change proposed and recommended that the timeline for the review and reaccreditation of the study be extended into 2003 with a view to implement the new study design (Units 1 to 4) in 2005.

The extension of time will provide the opportunity for a further round of consultation with key stakeholders early in 2003. The Committee noted that over 40 detailed responses have been received on the consultation draft which need to be taken into consideration by the Study Review Committee in developing the consultation draft further. A revised timeline has been published on the Psychology webpage. Thank you to all those who participated in the consultation forums and who submitted a response to the draft study design.

Art and Studio Arts Consultation

Consultation on the proposed study design for Art and Studio Arts commenced on 25 October and will close on 25 November. All teachers and organisations on the VCAA Consultation Register have been sent a copy of the draft study designs and a questionnaire to assist their response. Anyone who would like to participate in consultations can still register by telephoning Merry Young, Administrative Officer, Curriculum Branch on (03) 9651 4453. Alternatively, a response can be submitted electronically on the VCAA website at [www.vcaa.vic.edu.au/vce/studies/arts/art or studioarts](http://www.vcaa.vic.edu.au/vce/studies/arts/art%20or%20studioarts)

Assessment Guides VCE 2003

The Assessment Guides contain advice on school assessment for VCE studies in 2003. The guides will be distributed to all schools as follows: English, Health and Physical Education, Mathematics, Science and SOSE Assessment Guides will be in schools by mid-November. The Assessment Guides for all LOTE studies and The Arts and Technology studies which include the VCAA's requirements for 2003 School-assessed Tasks, will be mailed to schools before the end of November. The Assessment Guides for all studies will be available on the website via each study page.

Accounting and Information Technology have been reaccredited for implementation (Units 1–4) in 2003. A new assessment handbook for each study will be distributed to schools during Term 4. All other VCE studies have been published in the eight key learning area booklets. It is important that teachers use the current year's assessment advice; a summary of the changes for 2003 is published below.

Any enquiries about distribution should be directed to Barbara Tattam, Curriculum Branch on (03) 9651 4489. Enquiries of an assessment nature should be directed to Marlwood Ryder, Assessment Branch on (03) 9651 4421.

Summary of Changes

No revisions have been made to the assessment advice for English, Health and Physical Education, Mathematics, and Science studies for 2003.

Changes in The Arts, LOTE, SOSE and Technology Assessment Guides are as follows:

The Arts

Study	Unit	Outcome	Revisions made to	
			Scope of Task	Criteria
Art, Dance, Drama, Media, Music Styles, Studio Arts, Theatre Studies, Visual Communication and Design			no change	
Music Performance: Group	Unit 3	Outcome 2	✓	
Music Performance: Solo	Unit 3	Outcome 2	✓	

Languages Other Than English

Study	Unit	Outcome	Revisions made to	
			Scope of Task	Criteria
Auslan			no change	
Classical Greek	Unit 3	Outcome 1	✓	
	Unit 4	Outcome 1	✓	
Latin			no change	
Albanian, Arabic, Armenian, Bengali, Chinese Second Language, Croatian, Czech, Dutch, French, Filipino, German, Greek, Hebrew, Hindi, Hungarian, Indonesian Second Language, Italian, Japanese Second Language, Khmer, Korean Second Language, Latvian, Lithuanian, Macedonian, Maltese, Persian, Polish, Portuguese, Romanian, Russian, Serbian, Sinhala, Slovenian, Spanish, Swedish, Tamil, Turkish, Ukrainian, Vietnamese	Unit 3	Outcome 3	✓	
	Unit 4	Outcome 1 Outcome 2	✓ ✓	
Chinese First Language, Indonesian First Language, Japanese First Language, Korean First Language	Unit 4	Outcome 2	✓	

Studies of Society and Environment

Study	Unit	Outcome	Revisions made to	
			Scope of Task	Criteria
Accounting	Study reaccredited – new guide for 2003			
Business Management, Classical Societies and Cultures, Geography, History: Australian History, History: Renaissance Italy, History: Revolutions, Industry and Enterprise Studies, International Studies, Legal Studies, Philosophy, Political Studies, Religion and Society			no change	
Contemporary Australian Society	Unit 4	Outcome 2		✓
Economics	Unit 3	Outcome 2		✓
Texts and Traditions	Unit 4	Outcome 1		✓

Technology

Study	Unit	Outcome	Revisions made to	
			Scope of Task	Criteria
Agricultural and Horticultural Studies	Unit 3	Outcome 1	✓	
	Unit 4	Outcome 1	✓	
Design and Technology	Unit 3	Outcome 1	✓	
		Outcome 3	✓	✓
	Unit 4	Outcome 1	✓	
		Outcome 2		✓
		Outcome 3	✓	✓
Food and Technology	Unit 3	Outcome 1		✓
	Unit 4	Outcome 3	✓	
			Outcome 3	✓
Information Processing and Management	Study reaccredited – new guide for 2003			
Information Systems	Study reaccredited – new guide for 2003			
Systems and Technology	Unit 3	Outcome 1	✓	
		Outcome 2	✓	
	Unit 4	Outcome 1	✓	
		Outcome 2	✓	

Review of VCE Studies in 2003

At the Authority meeting on Wednesday 23 October, Business Management was added to the list of studies for review and reaccreditation in 2003. The list approved for review in 2003 includes: Business Management, LOTE (studies accredited 2001–2004), Media and History. The Authority also approved the establishment of three Expert Studies Committees to consider cross discipline issues relating to studies in Music, Science, and Technology. An overview of the procedures involved in the review and reaccreditation of studies was published on page 7 of the October 2002 VCE BULLETIN. An Expression of Interest form for teachers interested in membership a Study Review Committee was also published in the October 2002 VCE BULLETIN on page 9–10. The form can also be accessed via the VCAA website on each of the study pages mentioned: www.vcaa.vic.edu.au/VCE/STUDIES/

Details of accreditation periods for all VCE studies and the timeline for review and development will be published in the December 2002 VCE BULLETIN.

- 2206AJC Certificate II in Computer Systems (Internetworking) and 2406APC Certificate IV in Computer Systems (Internetworking) on which the Cisco Networking Academy Program is based have been extended to 30 June 2003. Students enrolling in the Cisco program prior to that date may complete the program under the arrangements outlined in the program booklet published in March 2001.
- 2206AKC Certificate II in Electronics 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 September 1999.
- 2406ASC Certificate IV Food Technology has been extended until 31 December 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 July 2001.
- 2202ACC Certificate II in Furnishing (Furniture Manufacturing – Pre Apprenticeship) has been extended to 31 December 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 March 2001.

VCE VET

Extensions to accreditation

The following extensions to accreditation periods have been made:

- 2211AUB Certificate II in Clothing, Design and Production has been extended until 31 December 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.

Professional development activity for teachers of VCE VET Multimedia

A professional development activity to explore and exchange ideas with resource developers and industry experts will be held at the Melbourne Museum on Monday 2 December 2002, 9.00 am – 3.00 pm.

Projects and resources for the delivery of the VCE VET Certificate II and Certificate III in Multimedia from the Film Television Radio Multimedia Industry Training Package will be presented to participants. The opportunity will be provided for workshopping ideas.

Australian Training Products has produced a publication with extracts from the Training Package to support the VCE VET Multimedia Program. This is now available at a cost of \$42.90 from ATP who is providing a mail order service. These documents will be a useful reference for the day.

An edumail invitation with further details will be sent to schools. Anyone requiring further information can contact:

Kate Rule
VET Unit
(03) 9651 4458

Publications

Schools are advised that printed copies of the following booklets will be distributed in Term 4:

- Music Industry program booklet
- Community Services Task Samples

In addition, interim advice for the Certificate II in Equine Industry is now available on the VCAA website.

Scope of registration

As a number of new or revised VCE VET programs are being implemented in 2003, schools operating as RTOs are reminded to check the details of their Scope of Registration.

RTOs must have scope to deliver and assess the specific qualifications from which they are delivering units of competence or modules. For example, RTOs delivering the new VCE VET Business program must have scope to deliver both Certificate II in Business and Certificate III in Business Administration, as the program incorporates units of competence from both these certificates.

Scope of Registration can be checked by accessing the National Training Information Service: www.ntis.gov.au

Progress report

VCE VET Building and Construction

The new VCE VET Building and Construction program will be available for enrolments in 2003. The details of the program are being finalised at present.

Schools will be advised when the program booklet is published on the VCAA website.

Revised Hospitality program 2003

Errata

Schools are advised that on page 8 of the Revised Hospitality program booklet, total program hours for Program 2: Extended program, should read '**Minimum 370 hours**' only. There is no specified maximum hours duration for the Unit 1–2 program. The total nominal hours for the Unit 3–4 sequence must be a minimum of 185 hours and a maximum of 215 hours.

In Program 1 on page 7 the elective unit of competence: THHGGA02B Perform Office Procedures should appear in the first list of electives – the functional units – and not in the additional electives list.

Accounting

The CD-ROM *VCE Accounting: Using Information and Communications Technology in Units 1–4* has been distributed to all schools. The CD-ROM contains resource material to support the use of information and communications technology (ICT) in VCE Accounting for Units 1–4.

Teachers who have not received a copy of the CD-ROM should contact Barbara Tattam on (03) 9651 4489. Any other queries should be directed to the SOSE: Business Studies Manager, Jenny Quick, on (03) 9651 4436.

Classical Societies and Cultures

Prescribed Texts 2003

Greek

Homer, *Iliad* Book 22, Lattimore, Richard (trans.), University of Chicago Press or Hammond, Martin (trans.), Penguin.

Sophocles, *Oedipus*, Fagles, Robert (trans.) in *The Three Theban Plays*, Penguin Classics or Grene, David (trans.) in *Sophocles Vol 1* or *Greek Tragedies 1*, Grene and Lattimore (eds), Chicago University Press.

Aristophanes, *The Poet and the Women*, Barrett, David (trans.) in *The Wasps: The Poet and the Women: The Frogs*, Penguin Classics.

Plato, *Crito*, Tredennick, Hugh and Tarrant, Harold (trans.) in *The Last Days of Socrates*, Penguin Classics.

Hellenistic Sculpture

The following 12 works from Smith, R R R, *Hellenistic Sculpture*, Thames and Hudson, World of Art Series:

Plate Nos 36, 62, 99, 118, 119, 142, 143, 152, 168, 174, 196.1, 196.2, 196.3, 305

Roman

Virgil, *Aeneid* Book 6, either translated by Robert Fitzgerald, Harvill or C Day Lewis, Oxford World Classics or Jackson-Knight, Penguin.

Seneca, *Phaedra*, in *Four Tragedies and Octavia*, Watling (trans.), Penguin Classics.

Juvenal, *Satires* Books 1, 6, 10, Green, Peter (trans.) in *Roman Poets of the Early Empire*, Penguin or *The Sixteen Satires*, Green, Peter (trans.), Penguin Classics.

Tacitus, *The Annals of Imperial Rome – Fall of Agrippina*, Grant, Michael (trans.), Penguin Classics, chapter 14.

Roman Architecture

The following works are to be studied:

Ara Pacis

Trajan's Column

Arch of Titus

Pantheon

These can be found in:

The Cambridge Illustrated History of Roman Art, 1991, Ramage and Ramage, Cambridge University Press.

or

Roman Art, third edn, September 2000, Ramage and Ramage, Lawrence King, distributed Thames and Hudson.

STUDY
ADVICE

Dance

Units 3 and 4

Prescribed list of dance works for 2003

The following works have been selected for study in 2003. This list should be considered in conjunction with the requirements set out in the VCE Dance Study design. It should be noted that the works listed for study are the same as those listed for 2002.

In Unit 3, solo dance works created by choreographers between 1900 and 1969 should be studied. In Unit 4, group works created by choreographers between 1970 to the present day should be studied. The teaching and learning program associated with the works selected for study should focus on the Outcome 1 Key knowledge and Key skills in Units 3 and 4. These are to be found on pages 22–23 (Unit 3) and pages 28–29 (Unit 4).

The end-of-year Written examination will include question/s on Outcome 1 in Unit 3 and Outcome 1 in Unit 4.

The prescribed list of dance works will be reviewed and published annually.

Unit 3 Outcome 1

Solo dance works choreographed between 1900 and 1969

Two or more Solo Dance works must be studied in Unit 3. The teaching and learning program associated with the works selected for study should focus on Outcome 1 Key knowledge and Key skills in Unit 3 on pages 22–23. The solo dance works must be selected from the following list:

‘Petrouchka’

‘Californian Poppy’

‘Singin’ in the Rain’

‘Revelations’

For each solo dance work the following information is provided – title, choreographer’s name, section/s of the work to be studied and title/s of a video/s containing a performance of the work.

The works selected for study must be viewed on video. The videos listed are given as examples that present the original choreography, movement vocabulary and production aspects of the solo dance works on the Prescribed List. Schools should also note that other videos may also portray the original choreography, movement vocabulary and production aspects of the solo dance works listed on the Prescribed List. Schools may elect to use these videos in their study of the solo dance works on the Prescribed List.

Title of Dance work: 'Petrouchka'

Choreographer: Michael Fokine

Video: 'Paris dances Diaghilev' 9031-71485-3

Section of 'Petrouchka' to be studied: Petrouchka's solo – beginning in Petrouchka's room and concluding when the ballerina enters

Title of Dance work 'Californian Poppy'

Choreographer: originally choreographed by Anna Pavlova and arranged by Hilary Cartwright

Video: *Pavlova*, Cel Arts 604168

Section of the work to be studied: The whole solo dance work

Title of Dance work 'Singin' in the Rain'

Choreographer: Gene Kelly

Video: *Singin' in the Rain*

Work to be studied: The male solo dance work accompanying the whole song 'Singin' in the Rain'. The dance work commences after the male dancer has come down the stairs and the music for 'Singin' in the Rain' commences. The dance concludes at the end of the music as the film cuts to another scene.

Title of Dance work: 'Revelations'

Choreographer: Alvin Ailey

Video: *4 by Ailey – Alvin Ailey American Dance Theatre*, Cel Arts C604181

Alvin Ailey Divining Revelation

Section of the work to be studied: The male solo dance work accompanying the whole song 'I wanna be ready'

Unit 4 Outcome 1

Group works choreographed between 1970 and the present day

Two or more Group dance works must be studied in Unit 4. The teaching and learning program associated with the works selected for study should focus on Outcome 1 Key knowledge and Key skills in Unit 4 on pages 28–29. The group dance works must be selected from the following list:

'Ghost Dances'

'Café'

'CATS'

'Jardi Tancat'

For each work the following information is provided – title, the name of the choreographer/s, section/s of the work to be studied and the title of a video containing a performance of the work. The video of the dance listed on the Prescribed List must be viewed as part of the study of the group dance work.

Title of Dance work: 'Ghost Dances'

Choreographer: Christopher Bruce

Video: *Houston Ballet, 'Ghost Dances, Journey, Image – RM Associates*

Section of the work to be studied: Complete work

Title of Dance work: 'Café'

Choreographers: Paul Mercurio and Kim Walker

Video: *Café and Boxes*

Section of the work to be studied: The dance commences as a large group of dancers wearing coats enter the café for the first time and face the counter. The section concludes as the group of people return to their opening position at the counter and the request for 'Just a couple of coffees thanks, Enrico' is heard on the soundtrack.

Title of Dance work: 'CATS'

Choreographer: Gillian Lynne

Video: *CATS*, The Really Useful Group Ltd. 1998

The section of CATS to be studied: The dance work commences as (the big old cat) Deuteronomy walks down the stairs at the commencement of the musical introduction to the song 'Jellicle Cats' while most of the dancers exit from the previous scene (this is after the conclusion of the thunder and lightning sound effects). The dance work ends as the white cat is placed on the floor as the remainder of the cats move into a momentarily still, close knit group lying around her. Deuteronomy is standing on the set at the back.

Title of Dance work: 'Jardi Tancat'

Choreographer: Nacho Duato

Video: *Nacho Duato, Jardi Tancat – RM Associates*

Section of the work to be studied: Complete work

Sources of videos

Marcom Projects, PO Box 4215 Loganholme 4129, Queensland, Tel: (07) 3801 5600, Fax (07) 3801 5622, email: marcom@marcom.com.au distribute the following videos: *Alvin Ailey Divining Revelation, Houston Ballet, Ghost Dances, Journey, Image, Café and Boxes* and *Jardi Tancat*.

Commercial video and retail distributors may also be able to supply some of the listed videos.

Philosophy

Prescribed Texts 2003

The following texts are prescribed for 2003. Teachers should note that for 2003, two texts have been deleted from the 2002 list. These are *Cicero on Goals* and *Newton Preface Principia*. Passages from some texts have been shortened.

Unit 3

Area of Study 1

Aristotle, *Nicomachean Ethics*, Book 1, chapters 1–5, 7–9; Book 10, chapters 6–7 in Thomson, J A K, *The Ethics of Aristotle*, Penguin, UK, 1955.

and

Barnes, J (ed.), *The Complete Works of Aristotle*, vol. 2, Princeton University Press, 1984.

and

Ross, W D et al., Oxford World's Classics, 1980.

Epicurus, 'Letter to Menoeceus' in Epicurus, *Letters, Principal Doctrines, and Vatican Sayings*, Geer, R M (trans.), Bobbs-Merrill Co, Indianapolis, 1964, also Prentice Hall, New Jersey, 1997.

and

Inwood and Gerson (ed.) , *Hellenistic Philosophy Introductory Readings*, 2nd edn, Hackett Pub. Co., Indianapolis, 1998.

Plato, *Gorgias*, 481a–499b, Waterfield, Robin (trans.), Oxford World's Classics, Oxford University Press, 1998.

Area of Study 2

King, M L Jr 'What is Man?' in *The Measure of a Man*, Fortress Press, Philadelphia, 1988.

Murdoch, I, 'The Sovereignty of Good Over Other Concepts' in *The Sovereignty of Good*, Routledge and Kegan Paul, London, 1970, p. 78 line 4 to p. 93 line 27.

Nietzsche, F, *The Gay Science*, Kaufmann, Walter (trans.) with commentary, Vintage Books, 1974, Section 343: p. 279, Section 344: p. 280, Section 345: p. 283, Section 346: p. 285, Section 347: p. 287 Section 349: p. 291, Section 351: p. 293, Section 352: p. 295, Section 353: p. 296

Sartre, Jean-Paul, reissued 1974, *Existentialism and Humanism*, Mariet, Philip (trans.), Methuen, London, 1949.

Unit 4

Area of Study 1

Armstrong, D, 'The Nature of Mind', *The Nature of Mind and Other Essays*, 1980, University of Queensland Press, St Lucia, 1980.

Descartes, *Discourse on Method*, Part V marginal references 55–60 (last four paragraphs) in *The Philosophical Writings of Descartes*, vol. 1, Cottingham, J et al. (trans.), Cambridge University Press, Cambridge, 1984.

Plato, *Phaedo* in *The Last Days of Socrates*, 105a–107c, Tarrant, Harold and Tredennick, Hugh (trans.), Penguin, UK, 1993.

Turing, A, 'Computing Machinery and Intelligence', Sections 1–3 and 6 in Hofstadter, Douglas, R and Dennett, Daniel, *The Mind's I*, Penguin, 1982. (This selection consists of the sections 1–3 and 6.)

Area of study 2

Kuhn, T, *The Structure of Scientific Revolutions*, 2nd edn, University of Chicago Press, Chicago, 1970, chapters 7, pp. 66, 67, 68, 69, 74 (last paragraph), 75, 76 and chapter 13.

Plato, *The Republic*, 475d–487a, 506d–521b, Penguin, UK, 1974.

and

Waterfield, Robin (trans.), Oxford World's Classics, 1998.

Popper, K, 'Science: Conjectures and Refutations' in *Conjectures and Refutations*, Routledge and Kegan Paul, London, 1963, pp. 33–39.

The above books may be located through online booksellers such as amazon.com or borders.com

VCE SEASON OF EXCELLENCE 2003

Top Class: Dance Booking Form and Tax Invoice



Date: Saturday 15 March at 1.00 pm – 3.30 pm

Venue: The National Theatre, Cnr Carlisle St & Barkly Sts, St Kilda [NB: New Venue]

YOUR CONTACT DETAILS

Name _____ School (TEACHERS ONLY) _____

Address _____ Postcode _____

Telephone _____ Fax _____

Email _____

TICKET PRICES

Metropolitan (adult / student) \$7 each for concert

Regional (adult / student) \$5 each for concert (100+ km from Melb GPO)

Fill in number of tickets required and amount

tickets for Dance Concert @ \$7 \$

tickets for Dance Concert @ \$5 \$

TOTAL PAYABLE \$ This event is GST free

PAYMENT METHOD

A **cheque** is enclosed payable to the **Victorian Curriculum and Assessment Authority** OR

My **credit card** details are as follows Visa MasterCard Bankcard

Credit card number

Signature: _____ Expiry date ____ / ____ / ____

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

Send form WITH PAYMENT to Season of Excellence, VCAA, 41 St Andrews Place, EAST MELBOURNE, 3002

Mail bookings will close at 5 pm on Wednesday 12 March to allow time for ticket processing

PLEASE NOTE

* On receipt of payment, tickets and a tax invoice receipt will be mailed to you in 2003

* Payments are non-refundable

* No phone bookings

* Tickets can also be purchased (**by cash or cheque only**) at the door one hour prior to each performance

* Enquiries: VCE Season of Excellence office on 9651 4582 or 9651 4328

For further Season of Excellence information or to download this form go to www.vcaa.vic.edu.au

PRIVACY STATEMENT

We collect and handle all your personal information in order to process your booking for Top Class. It will be kept secure and only used in relation to Top Class.

VCE SEASON OF EXCELLENCE 2003



Top Class: Drama & Theatre Studies

Booking Form and Tax Invoice

Date: Saturday 29 March

Venue: The National Theatre, Cnr Carlisle St & Barkly Sts, St Kilda [NB: New Venue]

YOUR CONTACT DETAILS

Name _____ School (TEACHERS ONLY) _____

Address _____ Postcode _____

Telephone _____ Fax _____

Email _____

TICKET PRICES

Metropolitan (adult / student) \$7 each for one concert

Regional (adult / student) \$5 each for one concert (100+ km from Melb GPO)

Multiple session tickets 2 sessions – \$12 3 sessions – \$15

SINGLE SESSION TICKETS please write number of tickets, prices and totals in space provided.

Session	Number				
1	<input type="checkbox"/>	tickets @ \$	<input type="text"/>	= \$	<input type="text"/> at 11 am Drama Concert (program 1)
2	<input type="checkbox"/>	tickets @ \$	<input type="text"/>	= \$	<input type="text"/> at 1.30 pm Drama Concert (program 2)
3	<input type="checkbox"/>	tickets @ \$	<input type="text"/>	= \$	<input type="text"/> at 4 pm Theatre Studies Concert

MULTIPLE SESSIONS please write number of tickets, prices, totals and session numbers in space provided.

tickets @ \$ = for two sessions and

tickets @ \$ = for three sessions

TOTAL PAYABLE \$ This event is GST free

PAYMENT METHOD

A **cheque** is enclosed payable to the **Victorian Curriculum and Assessment Authority** OR

My **credit card** details are as follows Visa MasterCard Bankcard

Credit card number

Signature: _____ Expiry date ____ / ____ / ____

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

Send form WITH PAYMENT to Season of Excellence, VCAA, 41 St Andrews Place, EAST MELBOURNE, 3002

Mail bookings will close at 5 pm on Wednesday 26 March to allow time for ticket processing

PLEASE NOTE

* On receipt of payment, tickets and a tax invoice receipt will be mailed to you in 2003

* Payments are non-refundable

* No phone bookings

* Tickets can also be purchased (by cash or cheque only) at the door one hour prior to each performance

* Enquiries: VCE Season of Excellence office on 9651 4582 or 9651 4328

For further Season of Excellence information or to download this form go to www.vcaa.vic.edu.au

PRIVACY STATEMENT

We collect and handle all your personal information in order to process your booking for Top Class. It will be kept secure and only used in relation to Top Class.

VCE SEASON OF EXCELLENCE 2003



Top Class Music Performance: Solo and Group Booking Form and Tax Invoice

Date: Saturday 5 April

Venue: ABC Iwaki Auditorium, Cnr Southbank Boulevard and Sturt St, Southbank

YOUR CONTACT DETAILS

Name _____ School (TEACHERS ONLY) _____

Address _____ Postcode _____

Telephone _____ Fax _____

Email _____

TICKET PRICES

Metropolitan (adult / student) \$7 each for one concert

Regional (adult / student) \$5 each for one concert (100+ km from Melb GPO)

Multiple Tickets 2 sessions – \$12 3 sessions – \$15 4 sessions – \$20

SINGLE SESSION TICKETS please write number of tickets, prices and totals in space provided.

Session	Number	
1	<input type="checkbox"/>	tickets @ \$ <input type="text"/> = \$ <input type="text"/> at 10:30 am Solo: Brass, Woodwind and Percussion
2	<input type="checkbox"/>	tickets @ \$ <input type="text"/> = \$ <input type="text"/> at 1 pm Solo: Orchestral and Fretted strings
3	<input type="checkbox"/>	tickets @ \$ <input type="text"/> = \$ <input type="text"/> at 3 pm Solo: Piano and Classical voice
4	<input type="checkbox"/>	tickets @ \$ <input type="text"/> = \$ <input type="text"/> at 6 pm Solo and Group: Contemporary and Classical

MULTIPLE SESSIONS please write number of tickets, prices, totals and session numbers in space provided.

tickets @ \$ = for two sessions and

tickets @ \$ = for three sessions and and

tickets @ \$ = for all four sessions

TOTAL PAYABLE \$ This event is GST free

PAYMENT METHOD

A cheque is enclosed payable to the **Victorian Curriculum and Assessment Authority** OR

My credit card details are as follows Visa MasterCard Bankcard

Credit card number

Signature: _____ Expiry date ____/____/____

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

Send form WITH PAYMENT to Season of Excellence, VCAA, 41 St Andrews Place, EAST MELBOURNE, 3002

Mail bookings will close at 5 pm on Wednesday 2 April to allow time for ticket processing

PLEASE NOTE

- * On receipt of payment, tickets and a tax invoice receipt will be mailed to you in 2003
- * Payments are non-refundable
- * No phone bookings
- * Tickets can also be purchased (by cash or cheque only) at the door one hour prior to each performance
- * Enquiries: VCE Season of Excellence office on 9651 4582 or 9651 4328

For further Season of Excellence information or to download this form go to www.vcaa.vic.edu.au

PRIVACY STATEMENT

We collect and handle all your personal information in order to process your booking for Top Class. It will be kept secure and only used in relation to Top Class.

The Victorian Curriculum and Assessment Authority presents a Season of work by VCE technology, performing and visual arts students from 2002

Top Arts

An exhibition of VCE Art and Studio Arts

6 March – 18 May Free entry 10 am – 5 pm daily

The Ian Potter Centre NGV Australia Federation Square

Education programs: www.ngv.vic.gov.au/toparts

Bookings required Tel 8662 1502/1503 9 am – 5 pm weekdays

Top Class

VCE performing arts concerts compered by Chief Assessors

15 March Top Class: Dance **National Theatre** St Kilda

29 March Top Class: Drama and Theatre Studies **National Theatre** St Kilda

Saturday 5 April Top Class Music Performance: Solo and Group **ABC Iwaki Auditorium** Sthbank

Booking forms, times in November and December *VCE Bulletins* and on www.vcaa.vic.edu.au

Single session \$7 two sessions \$12 three sessions \$15 regional \$5 each session

Top Designs

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

27 March – 13 July 10 am – 5 pm daily

Melbourne Museum Carlton Gardens Carlton

Bookings required \$6 per student Tel 1300 130 152

Education programs \$9.90 & \$3.30 Details: www.melbourne.museum.vic.gov.au/education

Top Screen

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

5 – 7 May

Australian Centre for the Moving Image Federation Square

Screenings \$7 metro \$5 regional Education programs \$12 & \$10 conc

Bookings kpalezuela@acmi.net.au Phone 8663 2441 Fax 8663 2498

Session times and education programs Tel 8663 2443 or www.acmi.net.au

Top Acts

A concert of Dance, Drama, Theatre Studies, Music Performance: Solo and Group selected from Top Class

Friday 16 May at 7.30 pm

Melbourne Concert Hall St Kilda Rd Melbourne

Tickets \$17 \$15 single conc \$12 conc for groups of 10

Bookings Ticketmaster7 Tel 1300 136 166 or at the door

Skills workshops available contact Art-Ed Tel 9281 8443

Poster/program guide to be mailed to all schools in Term 1

VCE Season of Excellence office, Victorian Curriculum and Assessment Authority

Tel 9651 4544 or 9651 4582 website: www.vcaa.vic.edu.au



VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



VCE Season of Excellence 2003

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.

These awards are sponsored by IBM Australia who provide the overall winner with an IBM notebook computer. Monthly finalists attend an end-of-year presentation at Parliament House in November, where this year's winner will be announced.

Monthly finalists will receive a certificate and an engraved medallion and their profiles will be published in the Learn section of the Herald Sun. The awards are now closed but will continue in 2003. For more information on these awards, please contact Vera Hemkes on (03) 9651 4557.

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

September VCE Achiever, Simon Gauci, Parade College, Bundoora

Most people can recall their sense of amazement at discovering the myriad possibilities when viewing the Internet for the first time. That experience was realised for nursing home residents who were given the opportunity to explore this virtual world thanks to the inspiration of Parade College students. Simon Gauci, the VCE Achiever for September played an active part in this project.

Via the Red Cross Community Challenge Program, Simon Gauci and other students developed the idea of introducing residents to Internet classes. They organised computers and fundraising to get the project going. Simon envisioned that residents would be able 'to use computers independently ... and ideally give those involved a new means of communication and chance for further interaction'.

Through his involvement with the Red Cross, Simon also organised a Christmas Party for residents. In addition, he initiated a collated biography of a dozen residents, interviewing them and recording their remarkable stories.

Simon found the experience incredibly satisfying and what became the most rewarding aspect of the project were the relationships that evolved with some of the residents. These relationships grew into very deep and mutually fulfilling bonds that have endured beyond the initial Internet project.

Simon's work for the Red Cross led him to be selected to represent Victoria at the Red Cross National Youth Conference, participating in developing strategies to assist Red Cross to increase youth participation. He went on to present the definitive strategies at the Red Cross National Executive annual meeting in March this year.

Simon's efforts reflect his belief in the ability of young people to make a valuable contribution. 'I have a strong belief that young people have an immense ability to contribute in many different ways to the community. Young people have a great deal of enthusiasm and are willing to share new ideas and perspectives ... which is why it is important that young people are given the opportunity to make a contribution, and so gain a better understanding of how the world works.'



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Simon is also an active member of Parade College's debating team and regularly organises teams and works with them to develop speeches and debates. Simon was selected to compete in the United Nations Youth Association Victoria Thant Trophy, a debating competition where schools participate in a mock sitting of the UN Security Council.

This year, he has developed and published a student magazine called *Au Fait* to showcase student artworks and poems. On top of this hectic schedule, Simon also spent seven weeks working with intellectually disabled adults in a literacy class held at a local Community House.

Chair of the VCAA, Professor Kwong Lee Dow warmly congratulates Simon on his achievements. 'It is good to see young people such as Simon making a difference. I am particularly impressed with how Simon has committed himself to helping the elderly – and his willingness to look into the lives of others.'

VCE Achiever continued

October VCE Achiever Brigid O'Connell, Warrnambool College

Brigid O'Connell loves to jazz it up and play her saxophone. Her vivacious personality and a love of music are a good combination in creating a dynamic performance. Brigid and her fellow performers get together regularly to entertain at school and community functions as well as gigs at jazz festivals. They also do some upbeat busking in the streets of Warrnambool and perform at busking festivals. Brigid, from Warrnambool College, is the VCAA's October VCE Achiever and the last entrant for this year.

Brigid's love of music is just one of her passions. A commitment to youth issues has been a driving force for this young woman. Brigid is a member of the Warrnambool Youth Council and has been nominated Youth Mayor by her peers. In this way, Brigid has a chance to really make changes for young people. She has been involved in organising music festivals and discos for youth, actively participated in the development of a web site for young people, presented at a number of functions, including a presentation to a State Cabinet meeting in Warrnambool and a presentation to the Victorian Police Commissioner, Christine Nixon. Brigid and Warrnambool's Youth Council were active in launching a Youth Discard, a wallet-sized card providing local youth with information and phone number relevant to their safety and welfare, and giving them discounts from many local businesses.

Brigid was nominated Youth Achiever of the Year in 2001 and was a participant in the Port Fairy's Lions Club 2002, recognising youth who have given back to the local community. Brigid is a recipient of the Gold Duke of Edinburgh Award. She was one of two State Secondary school student asked as a key speaker for the launch of Education Week.

On top of these exceptional contributions, Brigid is a real campaigner for her fellow students. As school captain she has organised activities for Year 12 students. She has acted as Chair of the Year 7 Community Committee designed to

ease Year 7 students into high school by organising lunchtime activities and building up an easy-going rapport between older and younger students. Brigid is part of the Year 12 Records Committee which is compiling an end of year book for Year 12 students. Brigid was nominated to be MC at the College's debutante ball, guide to the College's Foundation Trust function, greeter at the 2002 Open Night and also addressed incoming Year 7 students and their parents. Brigid was also the Victorian Youth Ambassador for Here for Life Youth Week 2001.

Brigid somehow manages to also find time to play netball and participate in school drama performances. 'Wow' is the only word that springs to mind when listing Brigid's achievements.

Chair of the VCAA, Professor Kwong Lee Dow congratulates Brigid on her achievements. 'Well done to an all round performer. I am sure that Brigid will continue to be a high achiever in her community. An outstanding effort.'



Photograph courtesy of *The Standard*. Photographer: Angela Milne

The VCE Achiever Awards are now closed for 2002. Finalists will be invited to a celebration of their achievements at Parliament House on Sunday November 24.

The VCAA would like to thank all of those students who commit their time and energy to helping others. These awards are a testimony to the incredible contribution that young people make to their community. In such a time of uncertainty in the public domain, it is inspiring to witness the dedication of youth in helping to create a better place for all of us.

November 2001 to October 2002

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

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Issue No. and Month	Date of publication	Copy deadline
No. 184 December	Monday 16 December	Wednesday 27 November
2003		
No. 185 February	Tuesday 28 January	Wednesday 11 December
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No. 194 October	Monday 13 October	Wednesday 24 September
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No. 196 December	Monday 15 December	Wednesday 26 November

Short film, video, photography, digital imagery and multimedia will also be exhibited in Top Arts, next door to ACMI, at The Ian Potter Centre: NGV Australia until 18 May, and in Top Designs at Melbourne Museum until 13 July. Students working in screen-based media can visit all three venues to view the work of their peers.

Booking forms for Top Class, the performing arts events, appear in this edition of the VCE BULLETIN on pages 13–15. Bookings for all events open in 2003.

For further information please telephone the Season office on (03) 9651 4544 or refer to the VCAA website: www.vcaa.vic.edu.au



Yani Lathouris, *The City*, Melbourne Rudolf Steiner School, Warranwood

Video exhibited in Top Arts in 2002 included:



Carla del Porto, *Girl*, Star of the Sea College, Gardenvale



Chris Collin, *Silence*, Box Hill Senior Secondary College



Glenn Triggs, *No one*, Box Hill Senior Secondary College

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