

VCE Bulletin



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

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Season of Excellence to be launched at Federation Square

The opening of Top Arts at Federation Square on 6 March 2003 will launch The VCE Season of Excellence 2003.

Top Arts will open in the Ian Potter Centre: NGV Australia at Federation Square. The exhibition will be held in two expansive galleries intersected by large, freestanding diagonal walls, very different in dimension and scale to previous Top Arts' exhibition spaces.

Top Designs will open at Melbourne Museum on 27 March 2003. The exhibition dates will coincide with two other design exhibitions, Great Expectations and Dinosaur Designs, at the Museum, enabling students to view the work of their peers alongside the work of professional designers.

Top Class: Dance and Top Class: Drama and Theatre Studies will move to the National Theatre in St Kilda due to its larger seating capacity. This

will avoid sessions booking out as occurred last year. Dance is scheduled for Saturday 15 March and Drama and Theatre Studies on Saturday 29 March 2003.

Top Class Music: Solo and Group performance will remain at the ABC Iwaki Auditorium at Southbank and be presented on 5 April. Booking forms for all Top Class sessions will be forwarded to schools in January. Booking forms can also be downloaded from the VCAA website after October.

continued: BACKPAGE

APPLICATIONS FOR TOP ARTS AND TOP DESIGNS ARE DUE 5 PM 31 OCTOBER 2002.



Federation Square

Important administrative dates

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

2002	
Monday 14 October	<p>SIAR 3 School-assessed Task scores due at the VCAA. Indicative grades for October/November examinations including performance examinations are also required.</p> <p>After this date VASS will not allow schools to enter SIAR 3 scores or indicative grades.</p>
Friday 18 October	<p>Final day for lodging requests to inspect scripts for examinations in the June examination period.</p>
Monday 21 October	<p>School Status Report identifying School-assessed Tasks from the SIAR 3 required for review, Authentication Review Record Form for the School-assessed Tasks received in schools.</p>
Monday 28 October	<p>Review by visitation of School-assessed Tasks begin.</p>
Tuesday 22 October	<p>LOTE (CCAFL) written examinations.</p>
Wednesday 30 October	<p>Unit 4 Coursework audit material due at the VCAA.</p>
Friday 1 November to Friday 22 November	<p>Written Examinations held.</p>
Friday 15 November	<p>Final day for principals to lodge Score Amendments for School-assessed Tasks from SIAR 1.</p> <p>Final day for principals to lodge requests for confirmation of grades for results released to schools.</p> <p>Earliest date School-assessed Tasks in the Arts and Technology may be returned to students.</p>
Monday 18 November	<p>SIAR 4 scores for Unit 4 Coursework and VCE VET coursework due at the VCAA.</p> <p>After this date VASS will not allow schools to enter SIAR 4 scores.</p>
Monday 25 November	<p>SIAR 5 unit results due at the VCAA. Final day for notifying the VCAA of Consideration of Disadvantage status.</p> <p>After this date VASS will not allow schools to enter unit results or Consideration of Disadvantage.</p>
Week beginning Monday 16 December	<p>Results available to students.</p> <p>Final Results available to schools. Results Package sent to schools:</p> <ul style="list-style-type: none"> – Statements of Results for students studying Units 1 and 2 only – Certificates for students who have successfully completed their VCE – VCE VET Statement of Results listing modules/units of competence completed for students studying Units 1 and 2 only. <p>Statements of Results for students studying Units 3 and 4, will be sent to students.</p>
2003	
Friday 14 February	<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 grades for examinations in November 2002.</p> <p>Final day for lodging requests to inspect scripts for examinations held in October and November 2002.</p>
Friday 21 March	<p>Final day for principals to lodge Score Amendments for School-assessed Tasks from SIAR 3 in 2002, and initial school assessments for Coursework in 2002.</p> <p>Final day for lodging, with a late fee, applications for Statements of Marks for all examinations held in 2002.</p> <p>Final day for notifying the VCAA of alterations to unit results for students who attempted the VCE in 2002.</p>

CEO's column

(Guest columnist this month: Glenn Rowley, Assistant General Manager, Educational Measurement and Research)

As I write, Victorians are enjoying the many delights that they traditionally associate with September – balmy spring weather, school holidays, and, of course, football finals. By and large, September is a 'light news time,' and the press can concentrate on important issues such as who will win the Brownlow medal, whether a Collingwood premiership would be good for the economy, and the cost of showbags at the Royal Melbourne Show. Underlying this apparent frivolity is the troubling issue of the possibility of war, and, should the worst happen, what Australia's role might be.

In the United Kingdom, football of a different variety is no less dominant in the popular press, and anxiety about their government's policies in the event of war is no less than it is here. But another issue has arisen to dominate the headlines – school examinations! Consider, for example, the following headlines that have appeared in British newspapers in past weeks: 94% pass rate threatens trust in 'gold standard' (*Times*, August 15); What use is an A-level nowadays? (*Times*, August 16); Exam is letting students down, say Lib Dems (*Times*, August 22); Two enquiries ordered into A-level shambles (*Guardian*, September 20); Scandal, confusion and incompetence (*Guardian*, September 20); How the A-level scandal caught fire (*Observer*, September 22); A-level fix: exam boss faces axe (*Observer*, September 22); Grilling for A-level exam chiefs (*Evening Standard*, September 24).

Who would have thought that examinations would ever push football off the front pages? If you mentally substitute 'VCE' for 'A-level' in the headlines above, I think you will have a good sense of the likely impact on the general public. What could have happened that would produce these alarming headlines? What lessons can be learned from these extraordinary happenings?

No doubt the details will emerge as the enquiries that have been ordered take their courses. The accusation is that examiners in the A-level examinations have been pressured to lower the grades that they awarded, because it might be a political embarrassment if grades were seen as too high and expectations of tertiary selection based on grades achieved were not met. At this stage, the truth of the matter has yet to be established, but the level of public concern has been established beyond doubt. Assessment of school learning is something we have all experienced, believe we know something about, and (in most cases) care about. We should not be surprised that, if something untoward is thought to have happened, it is a matter of enormous public interest.

Jenni Russell, in the *Guardian* (23/9/02) encapsulated the problem nicely when she wrote:

What a mess. An examination reshaped with the best of intentions is sinking under the weight of its conflicting purposes. It must reflect a rise in educational achievement, while demonstrating that standards remain the same. It must give more children the opportunity to shine, while remaining as an effective and reliable filter for university entrance, distinguishing the academic elite from the talented, the average and those whose gifts lie elsewhere. It

cannot do all these jobs effectively. This week's crisis has concentrated everyone's attention on the A-level's flaws, but those involved with it – pupils, teachers, universities – have been sending out SOS signals for the past couple of years. Until now, no one has taken them seriously.

Jenni Russell has hit the nail right on the head. If grades are awarded to reflect the considered professional judgement of examiners, they cannot also be expected to be responsive to changing government policies or to tertiary selection demands.

The VCAA issues a set of grades to each student in every VCE study to mark the student's successful completion of that study and to rate the student's achievements against the learning outcomes of the study. If it were expected that a given grade must provide guaranteed entry to a given set of tertiary courses, grades would become market-driven, and the pressures to tailor standards to the needs of universities and TAFE colleges would be intense. If the VCAA succumbed to this pressure, VCE grades would lose their validity as assessments against stated learning outcomes, and the VCE would lose its validity as a certificate of successful completion of secondary schooling.

This is why, in Victoria, the task of issuing grades is separated from the task of providing information to tertiary institutions for use in selection. The VCAA handles the first, VTAC handles the second. VTAC derives ENTERS from the information provided by VCAA, following procedures that make no demands on the grades awarded within each study. VCE assessors are therefore not subjected to the kinds of pressures that have led to the disastrous consequences we are now seeing in England. May it ever be so!

Readers will be interested to know that the organisation charged with solving the A-level problems, the Qualifications and Curriculum Authority (QCA), recently appointed a new Chief Executive. Dr Ken Boston, an Australian who was previously Director-General of Education and Training in New South Wales was appointed in May, and took up his position in mid-September. He will, no doubt, have already observed that his new position presents him with significant challenges!

Talking of significant challenges, this is an opportunity for me to pay tribute to the VCAA's own Chief Executive, Ms Susan Pascoe, who leaves us at the end of the year to take up the significant challenge of being Director of Catholic Education in Victoria. Her gracious offer to cede me her space for this month (and only for this month!) allows me to say something that she would never say – that she is an outstanding educational leader and a skilled administrator who will be sadly missed at the VCAA. Fortunately, she will not be far away, and her contribution to Victorian education will continue, although in a different form. Her successor (who has yet to be chosen) will inherit an assessment system that is in good shape, and a tradition of continuous review and improvement. Susan has played no small part in achieving this.



Glenn Rowley
AGM, Educational Measurement and Research
October 2002

Student Records and Results

VASS data or applications due at VCAA in October and November

Important dates for October and November are as follows:

Date	VASS data or applications due at the VCAA	Containing	Comments
Friday 11 October	Final Enrolment Data	Changes to VCE VET module enrolments	
Monday 14 October	SIAR 3 Data	Scores for School-assessed Tasks. Final date for indicative grades for Oct/Nov examinations, including performance examinations	
Friday 18 October	Script Inspections	June examination period	Final day for lodging requests to inspect scripts for examinations in the June examination period in August.
Friday 15 November	Confirmation of Grades		Final day for principals to lodge requests for confirmation of grades for results released to schools.
Monday 18 November	SIAR 4 Data	VCE Unit 4 Coursework Scores, Consideration of Disadvantage	
No extensions are possible for SIAR 4			
Monday 25 November	SIAR 5 Data	Unit results, VCE VET module/UoC results and VCE VET coursework Consideration of Disadvantage	For VCE VET coursework a student must have a valid assessment plan and S or N results for modules/UoCs assigned to the plan before scores can be entered. Final date for entry of Consideration of Disadvantage for all Graded Assessments and the GAT (refer to VASS help screens). Statements of Results and Certificates will be printed using the names and addresses received from VASS via this data.
No extensions are possible for SIAR 5			
Friday 29 November	Student addresses		Last day for students to change their addresses for delivery of VCE results. Schools will not be able to change addresses on VASS after this date.

VASS Data

This is a reminder that it is essential that all data entered is for final results processing. Data should be checked for accuracy prior to entering. Once results have been entered schools should print off both the School Assessed Results Report and Unit Results Report and teachers should check

that the results entered are correct. It is imperative that schools complete their data by the scheduled dates. Schools are encouraged to complete entering results early, which will reduce the activity on the database at the end of this period. The cooperation of all schools is gratefully appreciated.

VCE VET Scored Sequences

Study Scores for:

- Arts (Interactive Multimedia)
- Business (Office Administration)
- Community Services (Community Work)
- Dance
- Electronics
- Financial Services
- Furnishing (Cabinet-making stream)
- Hospitality (Operations)
- Information Technology (Software Application)
- Information Technology (General)
- Information Technology (Network Administration)
- Laboratory Skills

Schools are reminded that the due date for SIAR 5 is also the due date for VET coursework task scores to be entered on VASS. The due date is **Monday 25 November**.

Schools with Registered Training Organisation (RTO) partners are responsible for ensuring that their RTO is aware of this VCAA due date, and is able to supply coursework scores for each student in advance of that date.

For each student receiving a Study Score the school must ensure that a valid Assessment Plan is in place. A valid Assessment Plan is a selection of tasks which as a set cover the competencies in the student's Unit 3–4 sequence, and which is within the guidelines for selection set out in the relevant VCAA assessment guide. It will not be possible to enter coursework scores for a student with an Invalid or No Assessment Plan.

For each student a numerical score out of 25 must be entered for each of the VET coursework tasks selected in the Assessment Plan. Schools should retain the VET Coursework Assessment Record Sheets for each student, as a record of the ratings from which the score was calculated and as a means of checking the accuracy of results entry. The name of the person who conducted the assessments in each case should be recorded on these sheets. Schools must enter module/unit of competence (UoC) results before coursework scores can be entered.

Help Desks

Administrative Support

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

Contact: Frank Lepore
Pam Gawith
Margaret Andersson
1800 827 721 or (03) 9651 4482
Fax: (03) 9651 4551
Email: vass.support@edumail.vic.gov.au

Student Records and Results Unit

- Advice regarding enrolment errors and submission of scores and unit results
- Difficulties with entering scores for studies, missing data due to student transfers or withdrawals

- For schools wishing to make amendments due to data entry error for coursework or School-assessed Tasks

Contact: Kerry Veal
1800 653 045
(03) 9651 4402
Fax: (03) 9651 4470
Email: student.records@edumail.vic.gov.au

- Consideration of Disadvantage

Contact: Jan Vinall-Richardson
Gwen Cornelius
(03) 9651 4375

- For schools wanting to make late amendments to UoC enrolments, results and/or Assessment Plans

Contact: Justin Seabury
(03) 9651 4408
Email: seabury.justin.s@edumail.vic.gov.au

Examinations

Examination Rule Change: Water in Examinations

Rule 10 of the *Rules for the conduct of VCE Examinations* has been modified to read:

Rule 10: No food or drinks, other than water, are allowed in the examination room except under special circumstances as approved and directed by the VCAA.

Students may bring water to the examination providing that the water is in a clear plastic bottle (all labels must be removed). The water bottle should have a secure lid and the capacity of the bottle must be no more than 1500 ml.

Water bottles must not be placed on the desk at any time and must not be refilled during the examinations or shared between students.

WHERE TO NOW?

At the start of Term 3, all VCE providers received multiple copies of a new publication entitled *WHERE TO NOW?* This replaces the former *Guide to the VCE* and is a joint production of the Victorian Curriculum and Assessment Authority (VCAA), the Victorian Qualifications Authority (VQA) and the Department of Education and Training.

We would very much appreciate feedback on this new publication from VCE Coordinators, careers teachers and other members of the education community as this will enable us to make plans for the way in which we produce this information for 2004.

There is a liftout in this edition of the VCE BULLETIN which is an evaluation of *WHERE TO NOW?* and we hope that you will take the time to complete this and return it to us in the near future.

VCE VET

Information Technology

Relationship between VCE VET Information Technology and the Revised VCE Information Technology study design (2003–2006)

During the development of the VCE Information Technology Study design to be implemented in 2003, an audit was undertaken of the relationship between the current VCE Information Technology study design and the VCE VET Information Technology programs. The results of this audit were taken into consideration when re-designing the VCE Information Technology study. As a consequence, the new study design to be implemented in 2003 is distinctly different from the VCE VET Information Technology programs, in both intention and content.

In the accreditation phase, there was thorough scrutiny of potential overlap between the two offerings, and areas of potential overlap were removed.

Schools are advised that there is no significant duplication between any of the VCE VET Certificate II and Certificate III in Information Technology programs and any units in the VCE Information Technology Study design for 2003–2006.

Certificate III in Information Technology (Software Applications) and (General)

The enhancement of the Information Technology Training Package has meant that some aspects of the training package have undergone revision. There are minor changes to Certificate III in Information Technology (Software Applications) and Certificate III in Information Technology (General) for 2003 implementation. The changes are summarised below:

- ICAITS117A Maintain custom software **has been deleted** from the qualifications.

The VCAA is investigating a suitable replacement unit of competence.

- ICAITU127A Operate system software **has been amended** to include additions to the range of variables for assessment and has an amended code and title: ICAITU127B Support system software

Schools will be advised in more detail of changes to the VCE VET program once they have been finalised.

VCE VET Scored Assessment

Transition arrangements for revised VCE VET programs that have study scores

As advised in the VCE BULLETIN for July 2002, the following scored VCE VET programs have been revised and transition arrangements for each of these programs are described below.

Current Program	New for 2003
<p>BSA20197 Business (Office Administration)</p> <ul style="list-style-type: none"> • Students enrolled in Units 1–2 in 2002 may continue with the Unit 3–4 sequence in 2003. • A Study Score will be available for this program in 2003. • New students cannot enrol in this program in 2003 	<p>BSB20101 Business Administration</p> <ul style="list-style-type: none"> • New students in 2003 must enrol in this program. • A Study Score will NOT be available for this program in 2003. Students completing the Unit 3–4 sequence in 2003 will be eligible for a 10% increment. • A Study Score will be available for this program in 2004.
<p>THH21897 Hospitality (Operations)</p> <ul style="list-style-type: none"> • Students enrolled in Units 1–2 must enrol in the Unit 3–4 sequence of the REVISED program in 2003. The current Unit 3–4 sequence will NOT be available for enrolments in 2003. • The units of competence comprising the examinable component of the Unit 3–4 sequence in 2003 will be the same as for 2002. However, schools are reminded that the units of competence themselves have been enhanced in the revised training package. Schools will be able to refer to the assessment guide for 2003 which will be published early next year. 	<p>THH21802 Revised Hospitality (Operations)</p> <ul style="list-style-type: none"> • A Study Score is available for this program in 2003. • ALL students wishing to complete a Unit 3–4 sequence in 2003 MUST enrol in this program.
<p>2203AGB Arts (Interactive Multimedia)</p> <ul style="list-style-type: none"> • Students enrolled in Units 1–2 in 2002 may continue in the Unit 3–4 sequence in 2003. • A Study Score will be available for this program in 2003. • New students cannot enrol in this program in 2003. 	<p>CUF20601/CUF30601 Multimedia</p> <ul style="list-style-type: none"> • New students in 2003 must enrol in this program • A Study Score will NOT be available for this program in 2003. Students completing the 3–4 sequence in 2003 will be eligible for a 10% increment. • A Study Score will be available for this program in 2004.

ENTER arrangements are subject to VTAC approval.

Publications

Schools are advised that the following booklets are now available on the VCAA website:

- Certificates II and III in Music Industry program booklet
- Certificate II in Equine Industry program booklet
- Community Services Task Samples
- Financial Services Assessment Guide

Printed copies of these booklets will be distributed to schools in Term 4.

Useful sources of advice

Schools are advised that the National Training Information Service (www.ntis.gov.au) is an important and useful website for those involved in VCE VET program delivery. It contains:

- Lists of all nationally recognised VET qualifications (search under Courses and Qualifications).
- Lists of all Registered Training Organisations with scope to deliver accredited courses and training package qualifications in Australia (search for relevant course under Courses and Qualifications, then search on Training Providers).
- Selected units of competence from training packages may be downloaded. However, qualification packaging requirements are not available at this source, but can be found in the relevant training package.

Under the AQTF, RTOS must have obtained the training package for qualifications on their scope of registration. The VCAA does not produce these documents. Training packages are written and produced by national industry training advisory bodies on behalf of the Australian National Training Authority. Details for the purchase of training packages and curriculum documents for VCE VET programs are contained in the relevant VCAA program booklet.

For advice on developments in the training sector in Victoria please refer to the Training Support Network, part of the Office of Training and Tertiary Education website:

<http://trainingsupport.otte.vic.gov.au/default.cfm>

Review of VCE Studies in 2003

Expression of Interest from Teachers

The VCAA would like to add to its register of teachers interested in participating in the review of selected VCE studies in 2003 (see pages 9–10 for forms).

A review of a VCE study generally commences two years before the accreditation period expires. A range of factors are taken into consideration when determining whether to review a VCE study or to extend the accreditation period. These may include new developments in technology related to either the workplace or the curriculum; current research; new subject discipline knowledge and related VCE VET and training sector programs.

VCE studies are reviewed by a Committee of six to nine members appointed from schools, universities, the training sector and employers. Members are appointed by the VCAA in their capacity to make contributions to the work of the study review Committee for its duration which is typically a period of 12 months. The involvement of teachers in the review of a VCE study is highly regarded by the VCAA and can also be a valuable source of professional development.

In some cases, an Expert Studies Committee is formed to provide preliminary advice to the Authority on broader curriculum and assessment policy matters. For 2003, the VCAA wishes to establish Expert Studies Committees in the areas of Music, Science and Technology. The VCAA will contact prospective applicants and discuss the proposed time commitment prior to forwarding nominations to the Authority for approval.

Use of calculators

VCE examinations 2003

The Victorian Curriculum and Assessment Authority (VCAA) monitors developments in calculator and related technology. Only VCAA approved calculators or other technology may be used in examinations. Calculators of any type are **not** permitted to be used during the General Achievement Test (GAT). Calculators that have graphical, symbolic or programmable capabilities (see below for more specific guidelines) may be used, provided that the model is approved. Where there are doubts about whether a particular model is approved, schools should ascertain its status by contacting the VCE Assessment Unit of the VCAA, preferably at the beginning of the course, but no later than one month before the relevant examination is held.

Conditions of use

The conditions under which calculators may be used are:

- The calculator must be silent and of the hand-held type containing its own power source.
- Students will be entirely responsible for ensuring adequate power supply to their calculators and the proper working order of their calculators.
- Students must supply their own spare batteries. The assessors will not take any battery failure or other fault which limits the usefulness of a calculator during an examination into consideration.
- No student may borrow a calculator from another student after entering the examination room.
- No magnetic cards may be used.

Programmable calculators

Programmable calculators, other than those with features specifically excluded below, may be used in examinations. A programmable calculator is one in which the user can store a sequence of operations which the calculator will then execute automatically. Students are permitted to bring programs stored

on their calculator into Mathematics examinations only. A calculator is excluded if it:

- operates with paper tapes
- makes noise or 'talks'
- needs mains electricity.

Other technology

Mini-computers, pocket-organisers, laptops, palmtops, calculator models that can 'communicate' with other calculators, notebooks and the like are also excluded, except under specified circumstances for which prior approval has been given by the VCAA.

Two calculators

For examinations where the use of an approved calculator is permitted, students may use one approved graphics calculator and/or one scientific calculator.

Mathematics examinations

For Examinations 1 and 2 of Further Mathematics, Mathematical Methods and Specialist Mathematics, the full functions of approved graphics calculators may be used (that is, the memories of these calculators do **not** require clearing prior to entry of the examination).

Graphics calculators

The following graphics calculators are approved by the VCAA for use in examinations for 2003.

Casio

FX-7300G, FX-7400G, FX-7400G PLUS, FX-7700G, FX-8500G, FX-9700G, CFX-9800G, CFX-9850G, CFX-9850G PLUS, CFX-9850GB PLUS, CFX-9850GB PLUS-WE, CFX-9950G

Hewlett-Packard

HP-38G, HP-39G

Sharp

EL-9200, EL-9300, EL-9400, EL-9600, EL-9650, EL-9900

Texas Instruments

TI-80, TI-81, TI-82, TI-83, TI-83 PLUS (not silver edition), TI-85, TI-86

Mathematical Methods (CAS) pilot study

For examinations in the Mathematical Methods (CAS) pilot study students may use one approved CAS calculator or other approved CAS and/or one scientific calculator. For examinations in the Mathematical Methods (CAS) pilot study in 2003, the following CAS calculators are approved for use by students from approved schools:

Casio

Algebra FX2.0, Algebra FX2.0 PLUS

Hewlett Packard

HP 40G

Texas Instruments

TI-89, TI-89 PLUS

Only students enrolled in Mathematical Methods (CAS) may use CAS calculators.

Other CAS

For Mathematical Methods (CAS) pilot Examinations 1 and 2 in 2003, the use of the TI-92, TI-92 PLUS, Voyager 200, and computer based CAS *Derive* and *Mathematica*, is permitted by students from approved pilot schools, provided that students do not have access to programs or files other than those specified by the VCAA, during the examination. Declaration forms will be provided to school principals prior to the November examinations.

For examinations in Accounting, Chemistry, Environmental Science, Information Systems, Physics, Systems and Technology, VCE VET Business (Office Administration) and VCE VET Electronics, the use of an approved graphics calculator, CAS calculator, TI-92, TI-92 PLUS or Voyager 200 is permitted provided that **the memory of the calculator has been cleared** prior to entering the examination.

The use of computer based CAS is **not** permitted in any other VCE study examinations.

2001 Report for Teachers

Reports on the 2001 Examinations, Coursework and School-assessed Tasks have been published, and can be viewed and downloaded by teachers and students, on the VCAA website: www.vcaa.vic.edu.au

Block credit recognition in the VCE

The VCAA has put in place arrangements for 2002 to provide credit in the VCE for VET/Further Education certificates, including the Certificate of General Education for Adults (CGEA), that are not currently included in the suite of approved VCE VET programs and approved part-time apprenticeships and traineeships. Credit arrangements for VCAL, based on the same principles, have been developed. These are defined in the VCAL Administrative Handbook.

Credit towards the VCE will be available for full or partial completion of any nationally recognised qualification at Australian Qualifications Framework (AQF) level II and above. The student applying for credit must be enrolled in the VCE.

A memorandum has been sent to schools by email providing details of the recognition arrangements as well as an application form for 2002 for any eligible students.

The application form is also available on the VCAA website: www.vcaa.edu.gov.au



Expression of Interest

2003 VCE Study Review/Expert Studies Committee

VCAA Privacy Statement

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

The information we collect from you may be used as part of a report to the Authority on the proposed Working Party. All of the information we collect from you will be kept secure and confidential. It will only be used by authorised VCAA staff who are working on the report.

If you have concerns about the way in which your information is collected and stored please contact the VCAA Information Services Unit on (03) 9651 4328.

Study Please use a separate pro forma for each committee in which you are expressing an interest.

(Please tick)

Review Committee LOTE (2001–2004 studies) Media History: Australian Renaissance Italy Revolutions

Expert Committee Music (Performance, Styles) Science (Biology, Chemistry, Environmental) Technology (Design, Food, Systems)

Personal details *(Block letters please)*

FAMILY NAME INITIALS TITLE

FIRST NAME

HOME ADDRESS

STREET

TOWN/SUBURB POSTCODE

TELEPHONE FAX

MOBILE

BUSINESS ADDRESS

PLACE POSITION

STREET

TOWN/SUBURB POSTCODE

TELEPHONE FAX

EMAIL

The completed *Expression of Interest* form should be returned to:
VCE Curriculum Branch, VCAA,
41 St Andrews Place, East Melbourne 3002

Closing date: Friday 30 November 2002

I will/will not be teaching Units 3 or 4 of this study in 2003.

SIGNED

DATE

Please turn over

Please provide the following information

1. Relevant tertiary qualifications

--

2. Experience with and knowledge of the relevant VCE study design, including teaching experience relevant to the study

--

3. Experience with and knowledge of VCE curriculum and assessment policy

--

4. Other relevant experience in the study or discipline area

--

5. Details of suitable referee

NAME
LOCATION/POSITION
TELEPHONE

Food and Technology

Name change notification

Teachers should note that the Australian and New Zealand Food Authority (ANZFA) is now known as the Food Standards Australia New Zealand. Teachers should use the new name but explain to students the former name as it appears in the Food and Technology Study design, other VCAA publications and textbooks. The website for Food Standards Australia New Zealand is www.foodstandards.gov.au/

Literature

STUDY
ADVICE

Text List 2003

Teachers electing to teach Anton Chekhov's *The Cherry Orchard* from the Part B List should note that the translation of this text by Elisaveta Fen (Penguin Classics, 1959) is no longer available. Although any translation of this play can be used for study, the passages for the examination will now be taken from the translation by Peter Carson contained in *Anton Chekhov: Plays* (Penguin Classics, 2002).

Notices

NOTICES

Victorian Commercial Teachers Association

Comview

Comview is the Annual Conference of the Victorian Commercial Teachers Association. All Business Studies teachers will find Comview 2002 tremendous value in terms of the quality and range of activities and programs. Particular subject interests of teachers are supplemented with a range of broader professional development presentations. Business Studies, VET in Business and IT teachers, curriculum, student welfare, professional development, and faculty coordinators, assistant principals and principals have come to regard the Conference and the Resource Exhibition as a key element in being informed about current educational issues, products and services.

Dates: Monday 25 – Wednesday 27 November 2002

Venue: La Trobe University, Bundoora

Website: www.vcta.asn.au

Email: vcta@vcta.asn.au

La Trobe University

Philosophy Program

VCE Philosophy Support Program 2002/2003

Years 11 and 12

For the last two years the Philosophy Program at La Trobe University has run an intensive course for intending VCE teachers of Philosophy, both Year 11 and 12. Forty-eight teachers have now undertaken this program, and their assessment of it has been extremely positive.

The support we offer takes the form of a package consisting of:

- a four-day Intensive in December 2002 (9th to 12th)
- all day Support Forums four times throughout the teaching year
- a phone-in or email service for advice on the run.

For more information and application forms: Please contact the program convenor, Ross Phillips, on (03) 9479 1673; or fax: (03) 9479 3639; or email

ross.phillips@latrobe.edu.au or consult the VCE section of the Philosophy website www.latrobe.edu.au/philosophy/

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. These awards close Friday 4 October.

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.

When Kimberly Johnson of Doncaster Secondary College sets out to do something, she gives it her absolute best, whether it's debating, academic pursuits, performing arts, student leadership or instructing young students in riding lessons at a local equestrian centre. Kimberly's enthusiasm to succeed has earned her the VCE Achiever Award for August.

Kimberly is in the happy position of being able to claim a number of awards to her name. Her abilities have been recognised through her attainment of the Queen Elizabeth II Silver Jubilee Scholarship and she is the recipient of the Department of Education and Training Askew Scholarship applauding her school and community participation.

A nominee for the Manningham Young Citizen of the Year Award and an entrant in the Lions Youth of the Year Quest, Kimberly's energy and enthusiasm know no boundaries.

A keen sportsperson and musician, Kimberly is actively involved in a range of athletics events and school performances. A strong debater and recognised student leader, Kimberly is often invited to represent her school and young people generally. Kimberly has made several presentations at college events and interviews younger students in order to select Student Representative Council delegates. Kimberly's leadership and debating skills led to her representing Doncaster Secondary College at a youth forum about the 'Generation Gap' on the television program 'A Current Affair'.

She is also actively involved in a local equestrian centre, offering her time to instruct young students in horse riding skills and putting in the time and effort to plan a stimulating and achievable program for her young team.

On top of all these achievements, this thoughtful young woman expresses a deep passion for the environment and shows admirable wisdom and insight: 'We cut down trees and then wonder about increasing carbon dioxide levels. We turn our wilderness areas into tourist resorts and then complain about the destruction of these places of natural beauty. It is the "it won't happen to my generation" attitude which makes the everyday person not uncaring but unaware of the magnitude



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of these problems. Everybody needs to work together to reverse the cycle of destruction for future generations.'

Chair of the VCAA, Professor Kwong Lee Dow congratulates Kimberly on her achievements. 'Kimberly's palpable leadership qualities are evident in the extent of her activities and her commitment to the things that really matter.'



July VCE Achiever Mac Brunckhorst undertook his VCE at the Centre for Adult Education.

October 2001 to September 2002

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2. Revised VCE LOTE Coursework survey report

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

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29 August to 25 September 2002

Memoranda to schools

- 51/2002 re VCE Physics and Psychology Consultation Forums
- 52/2002 re Assessors: November VCE examinations
Reviewers: School-assessed Tasks
- 53/2002 re Performance and LOTE Oral Examination advice slips, October/November 2002 examination period
- 54/2002 re 2002 VCE Results and ENTER service

Publications: Print/CD/Video

- Examination Issue 2002 VCE BULLETIN
- September 2002 VCE BULLETIN
 - Supplement 1 – Important Administrative Dates 2003
 - Supplement 2 – Sample examination question 2002: VCE VET Financial Services: Written examination
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- Liftout 2 – Criteria for the assessment of the oral component of LOTE examinations

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- September 2002 VCE BULLETIN, Liftouts and Supplement

- October 2000 VCE BULLETIN Supplement 1 – Further advice on conventions of text types
- Memoranda to schools: 51, 52, 53, 54
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- AIM tests 2002 (and Resource material)
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Deletions

- Economics Study design (consultation draft) and Consultation response form

Top Screen will be presented in conjunction with the Australian Centre for the Moving Image (ACMI) with the support of Australian Teachers of Media (ATOM) on 5–7 May 2003, also at Federation Square. Evening and day screenings will be presented. ACMI will coordinate a number of associated education programs including talks by filmmakers and producers in conjunction with the screenings.

The VCE Season of Excellence 2003 poster/program guide will be mailed to all schools in the first week of Term 1 2003. Regular updates and any changes to programming details will be published in subsequent VCE BULLETINS and on the VCAA website: www.vcaa.vic.edu.au

General enquiries to Season office: tel: (03) 9651 4544.



Interior of Ian Potter Centre, NGV Australia at Federation Square

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No. 188 May	Monday 12 May	Wednesday 23 April
No. 189 June	Monday 16 June	Wednesday 28 May
No. 190 July	Monday 14 July	Wednesday 25 June
No. 191 August	Monday 11 August	Wednesday 23 July
No. 192 Exam Issue	Monday 25 August	Wednesday 6 August
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