

Supplement to this issue

1. Important Administrative Dates 2003
2. Sample examination questions 2002: VCE VET Financial Services: Written examination

VCE Bulletin



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

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2002 VCE Results and ENTER Service

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Criteria for the assessment of the oral component of LOTE examinations

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VCE Consultation Online

The proposed study designs for Health and Human Development, Physics and Psychology (for implementation in 2004) were approved for consultation with key stakeholders at the VCAA Curriculum Committee meeting on 28 August.

Teachers on the VCAA Consultation Register should have already received a copy of the study design and a questionnaire. In addition to this process, an online consultation facility is available on the VCAA website. To access this facility, click on the [VCE Studies Review and Development 2002](#) button on the VCAA homepage. When this page appears, click on the study required. This will take you to the study page. Select the online response and key your responses. When you have finished, click on the 'submit' button which will electronically send your completed questionnaire to the VCAA. Alternatively, the questionnaire can be downloaded, printed and returned by mail or facsimile to Merry Young,

Administrative Officer, Curriculum Branch, VCAA, 41 St Andrews Place, East Melbourne 3002; facsimile (03) 9651 4324. Closing date for consultation for these studies is 11 October 2002.

A copy of the proposed study design can also be downloaded from the study page.

All responses to the consultation draft are considered by each Study Review Committee before a final proposal is prepared for approval by the Authority and accreditation by the Victorian Qualifications Authority.

Address: <http://www.vcaa.vic.edu.au/vce/response/psychology.htm>

Links: VCAA, VCAA:staNET, dest@vcaa, Edmail

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VCE Consultation Response Form

2002 Consultation Response

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 as the proposed study design. All the information we collect from you will be kept secure and confidential. It will only be disclosed to authorised VCAA staff who are working on the report.

If you have concerns about the way in which your information is collected and stored please contact the Manager, Information Services, VCAA on 9451 4328.

Draft Study Design for VCE Psychology

Name:

Organisation:

Important administrative dates

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

2002	
Friday 20 September	End Term 3 Final day for lodging applications for enrolment in 2003 in Chinese Second Language, Indonesian Second Language, Japanese Second Language or Korean Second Language .
Monday 7 October	Start Term 4
Monday 7 October to Sunday 3 November	Performance examinations and LOTE oral examinations.
Friday 11 October	Enrolment 5 data due at VCAA. After this date VASS will not allow schools to enter or withdraw enrolments for VCE VET modules/UoCs.
Monday 14 October	SIAR 3 School-assessed Task scores due at the VCAA. Indicative grades for October/November examinations including performance examinations are also required. After this date VASS will not allow schools to enter SIAR 3 scores or indicative grades.
Friday 18 October	Final day for lodging requests to inspect scripts for examinations in the June examination period.
Monday 21 October	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.
Monday 28 October	Review by visitation of School-assessed Tasks begin.
Tuesday 29 October	LOTE (CCAFL) written examinations.
Wednesday 30 October	Unit 4 Coursework audit material due at the VCAA.
Friday 1 November to Friday 22 November	Written Examinations held.
Friday 15 November	Final day for principals to lodge Score Amendments for School-assessed Tasks from SIAR 1. Final day for principals to lodge requests for confirmation of grades for results released to schools. Earliest date School-assessed Tasks in the Arts and Technology may be returned to students.
Monday 18 November	SIAR 4 scores for Unit 4 Coursework and VCE VET coursework due at the VCAA. After this date VASS will not allow schools to enter SIAR 4 scores.
Monday 25 November	SIAR 5 unit results due at the VCAA. Final day for notifying the VCAA of Consideration of Disadvantage status. After this date VASS will not allow schools to enter unit results or Consideration of Disadvantage.
Week beginning Monday 16 December	Results available to students. Final Results available to schools. Results Package sent to schools: <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. Statements of Results for students studying Units 3 and 4, will be sent to students.
Date to be confirmed	

CEO's column



Students were presented with a futuristic scenario at a recent camp for senior secondary school leaders in Western Australia. They were asked to envisage the year 2030: Australia has been racked by revolution; boatloads of refugees have headed for New Zealand. However, New Zealand is enforcing a border protection policy. The students were given roles and asked to respond.

This educational experience was described by Western Australia's Chief Justice, David Malcolm AC, who had participated in the leadership camp. It is a good example of human rights education; it focuses on the concrete rather than the theoretical; it is specific rather than general. It enables students to take a holistic approach and to draw values and principles from real-life situations.

It was described at *A Fair Go for All*, a recent forum organised by the Human Rights and Equal Opportunity Commission (HREOC) as part of its activities for the UN Decade for Human Rights Education, 1995–2004. Sharan Burrow, a former teacher and now president of the Australian Council of Trade Unions (ACTU) argued that the global movement of finance, information, goods and people necessitated an understanding of Human Rights without borders. She argued that education is fundamental to the defence and promotion of Human Rights and that we are all educators in this area.

HREOC provides advice and resources for teachers. Their website www.humanrights.gov.au/info_for_teachers is a good place to begin, or email education@humanrights.gov.au

The compulsory years of schooling provide continual opportunities for schools to impart civics and citizenship education (with a predominantly national focus) and Human Rights education (with local and international dimensions). In August, the Minister for Education and Training, Hon. Lynne Kosky, MP reminded schools that 21 September is the UN International Day of Peace (originally known as Ceasefire Day) and that Refugee Week (7–13 October) provided an opportunity to celebrate the cultural and linguistic diversity in Victorian society.

Schools are encouraged to implement the Curriculum and Standards Framework (CSF) flexibly so that school and community priorities such as values education can be embedded in the classroom and the schoolyard. Recent workshops by the Victorian Schools Innovation Commission (VSIC) have encouraged schools to take innovative approaches such as organising assessment around 'rich tasks' – an idea also expounded by the Queensland *New Basics* Project.

The VCAA will continue to support both flexible delivery and embedding standards. The recent distribution of Annotated Work Samples (AWS) in English, Science and Mathematics is one way of supporting teachers' capacity to make consistent judgments across the years of schooling and across CSF levels. Another means of embedding a consistent conception of standards in the profession, is by providing feedback on student learning via statewide assessment at Years 3, 5 and 7 in the Achievement Improvement Monitor (AIM). Professional development

provided for schools during Term 4 assists in the interpretation of the AIM data and ensures that the information informs student learning, teacher programming and school improvement.

Is it possible both to embed values-based, student-centered, integrated approaches to learning and at the same time to maintain a focus on education standards? I would argue that it is not just possible but there are excellent examples of schools in this State doing just that. This is not a dichotomy but a duality.

One question put to the forum on Human Rights was what is the right stage to begin values-based education. There was strong consensus that it is never too early to begin. Preschoolers are learning about sharing, listening, taking turns and consequences – not a bad basis for *a fair go for all!* After all, when we do get to the year 2030 today's preschoolers will be well and truly adult citizens with a vote and, hopefully, a strong values-base.

Susan Pascoe
Chief Executive Officer
September 2002

GENERAL
ADVICE

Consideration of Disadvantage

Proposals and options for 2003

At the recent seminars for Principals conducted by Victorian Tertiary Admissions Centre (VTAC) and the VCAA on the use of Estimated ENTERs and Consideration of Disadvantage, a number of policy proposals and options for 2003 were discussed.

The VCAA has prepared a discussion paper on proposed policy directions and options for Consideration of Disadvantage in 2003.

The paper also outlines the background and issues relating to VTAC requirements and VCAA guidelines for 2002 and is available on the VCAA website: www.vcaa.vic.edu.au. The VCAA invites responses to this discussion paper to assist with determining its policies and procedures for Consideration of Disadvantage for 2003.

Tertiary institutions will publish their policies on the use of Estimated ENTERs in the 2003 selection process in October 2002. The VCAA needs to follow a similar timeline for finalising its policy for 2003 in order to communicate this to schools in November 2003.

Therefore, responses to the discussion paper are requested by Tuesday 8 October 2002.

The VCAA will conduct briefings on the 2003 policy and procedures for schools early in 2003.

Student Records and Results

Second Language Applications 2003

Applications for enrolment in VCE LOTE Second Language Studies in Chinese, Indonesian, Japanese and Korean for 2003 should be submitted by Friday 20 September 2002.

Application forms may be found in the *VCE Administrative Handbook 2002*, pp. 162–173, or on the website at www.vcaa.vic.edu.au in the official forms section. Information about Second Language enrolments may be found in the *VCE Administrative Handbook 2002*, pp. 35–38.

Please ensure that when necessary students provide supporting documentation with their application. The VCAA may not permit enrolment in the study if forms are incomplete or the supporting documentation is incomplete or deemed insufficient.

All formal notification of eligibility will be sent to schools by Friday 1 November 2002.

No further consideration of special circumstances will be given after Friday 15 November 2002.

Indicative Grades

Schools must provide indicative grades for all students undertaking examinations. Indicative grades are used to identify students with anomalous grades for re-assessment and in the event of examination irregularities. They should be based on information teachers already hold on students' performance. Teachers should not require students to undertake additional work to determine their indicative grades. The indicative grade is a teacher judgment.

For the October/November examinations, the indicative grades should be based on assessment tasks conducted during the current year. These include:

- work done specifically in preparation for the October/November examination (this may include practice examinations)
- school-assessed coursework.

LOTE

LOTE teachers will need to award a single grade for each student. The single grade will indicate the overall result for the oral and written component of the examination. Refer to LOTE study designs for component weighting.

School Assessment

School-assessed Tasks

Review by visitation

The review by visitation will occur during the period Monday 28 October – Monday 4 November.

Visitation is the process by which the School-assessed Tasks in Art, Design and Technology, Food and Technology, Media, Studio Arts, Systems and Technology and Visual Communication and Design are reviewed. Reviewers appointed by the VCAA are sent to selected schools to review student work.

Schools should familiarise themselves with the visitation arrangements for SIAR 3 School-assessed Tasks as given in the August 2002 VCE BULLETIN, pp. 4–5 and 11. Schools are requested to return the **Visitation information response sheet** by no later than 18 September as supplied on page 11 of that Bulletin and available on the VCAA website: www.vcaa.vic.edu.au

Specific advice to assist the teachers in studies with a School-assessed Task

VCE Coordinators/administrators must ensure that all teachers in studies with a School-assessed Task are familiar with the requirements for presenting student work for review as described in the August 2002 VCE BULLETIN, pp. 4–5.

Teachers should have completed for each student an Authentication record for the School-assessed Task (*VCE Administrative Handbook 2002*, p. 195). This record should be retained by the school and be available on request by the VCAA.

Technology studies

Food and Technology, Systems and Technology, Design and Technology

Assessment of incomplete School-assessed Tasks

The following guidelines are provided for teachers when assessing an incomplete product/s where the student has completed the required planning process.

Teachers should be aware that some of the assessment criteria relate to the completed product/s and the evaluation of the completed product/s assessment. Students who have not completed their product/s can not achieve a high rating on these criteria.

Teacher comment sheet

Teachers are reminded that they need to complete the Additional Teacher Comment sheet on page 12 of Supplement 1 to the March 2002 VCE BULLETIN. It is essential that this sheet be attached to each student's work when it is reviewed. Additional advice for the use of the Additional Teacher Comment sheet was provided in the April 2002 VCE BULLETIN, pp. 11–13.

Visual Arts

Art (AR03)

Where the student/s have completed an exploratory folio or more than one visual solution, schools are reminded to make all available at the time of review. The layout should reflect how the work was completed over Units 3 and 4.

Media (ME03)

Where there are more than ten students with videos, schools should supply two sets of VCRs and TVs. If there are webpages or multimedia presentations more than one computer should be made available.

Studio Arts (SA03)

Schools are required to present at the time of review both School-assessed Task 1 and School-assessed Task 2 because School-assessed Task 1 is needed as support material for the effective assessment of the other.

Visual Communication and Design (VC03)

Any electronic files which need to be viewed for final presentations (e.g. Premiere, Director, webpages) should be loaded onto the desktop ready to launch.

VCE VET

Purchase of training packages for revised programs

VCE VET Business Administration

Business Services Training Australia Ltd, the national industry training advisory body (ITAB) has made a special offer for Victorian schools and RTOs delivering the new VCE VET Business Administration program in 2003. Business Services Training Australia will group the required extracts from the Business Services Training Package and provide them in a separate publication. This publication will include:

- all the units of competence in BSB20101 Certificate II in Business and the selected units of competence from BSB30201 Certificate III in Business Administration
- assessment guidelines and
- qualification packaging rules.

Schools/RTOs may contact David Kelly at Business Services Training Australia Ltd on (03) 9645 7555 for further details. The cost is \$49.95, (excluding postage and handling) and the offer is presented in a ring bound folder.

VCE VET Multimedia

Australian Training Products, the publishing arm of the Australian National Training Authority, has agreed to put together a publication for schools/RTOs delivering the new VCE VET Multimedia program in 2003. This publication will contain the required extracts from the training package, including:

- the relevant units of competence in CUF20601 Certificate II in Multimedia and CUF30601 Certificate III in Multimedia
- assessment guidelines and
- qualification packaging rules.

Schools/RTOs may contact Mark Robertson, Marketing Manager, ATP, on (03) 9655 0638 for purchasing details.

VCE VET Hospitality

Schools are reminded that the VCE VET Hospitality (Operations) program has been revised to reflect the changes in the revised Hospitality Training Package. All new students and students undertaking the VCE VET Unit 3–4 sequence in 2003 will be enrolled in the revised training package program. Providers must purchase the revised THH02 Hospitality Training Package for delivery in 2003. Schools are referred to the July 2002 VCE BULLETIN for a summary of the changes in the training package.

Publications

Program booklets for the revised VCE VET Business Administration, VCE VET Hospitality (Operations) and VCE VET Multimedia are now available on the VCAA website. Published copies will be available in schools by the end of Term 3.

The program booklets for the revised VCE VET Certificate II and III in the Music Industry and the new VCE VET Certificate II in Equine Industry will be published on the VCAA website early in Term 4. Printed copies will be sent to schools early in Term 4.

For further information, please contact the VET Unit on (03) 9651 4458.

Progress report

VCE VET General Construction

A Building and Construction curriculum development project, commissioned by the Office of Training and Tertiary Education and conducted by Holmesglen Institute of TAFE, is underway; completion is expected in late September.

The project aim is to design a curriculum based course that has broad industry support and that provides the Victorian VET sector with a pre-apprenticeship certificate that will articulate into the training package.

The VCE VET program will be drawn from this pre-apprenticeship certificate.

Students who have completed the training-package-based Certificate I in Construction in 2002 will be able to enrol in the new program in 2003. These students will be able to carry some credit across into the new VCE VET program.

Schools will be advised of the details of the new VCE VET program as soon as possible.

Retail Operations

The Retail Training Package has been revised and is to be implemented in 2003.

There are minor modifications in the structure of the Certificate II in Retail Operations. There are changes in particular units of competence, expanded assessment guidelines and a general enhancement of the evidence guide components across the training package. Providers are required to purchase the revised WRR02 Retail Training Package.

The revised VCE VET Retail Operations program booklet for 2003 will be published in Term 4.

Revised Part-time Apprenticeship and Traineeship Programs for 2003

Part-time apprenticeship and traineeship arrangements for the revised programs in 2003 will be published on the VCAA website in Term 4. Revised booklets will be available for:

- Certificate II in Business
- Certificate II in Hospitality (Operations)
- Certificate II in Retail Operations
- Sport and Recreation:
 - Certificate II in Community Recreation
 - Certificate II in Fitness
 - Certificate II in Outdoor Recreation
 - Certificate II in Sport (Career Oriented Participation)
 - Certificate II in Sport (Officiating).

Community Services – State Reviewer

The email address for Lyn Lever, the State Reviewer for VCE VET Community Services has changed. The new contact details are:

Lyn Lever
Mullauna College
456 Springfield Road
Mitcham Vic 3132
Tel: (03) 9874 3422
Email: llever@bigpond.com

Resources for the delivery of VCE VET programs

TAFE Frontiers is a government-sponsored body supporting all RTOs within the Victorian State Training System. TAFE Frontiers specialises in the production of flexible learning and online delivery materials and has a wide variety of learning

resources available. TAFE Frontiers publishes a Materials Resource List and also provides a Customer Service.

Contact details:

TAFE Frontiers Customer Service

PO Box 457

North Melbourne 3051

Tel: (03) 9670 8123

Fax: (03) 9670 8125

Email: info@tafefrontiers.com.au

www.tafefrontiers.com.au

Examinations

Important Reminder

Advice slips

Arts Performance and LOTE Oral Examinations

VCE Coordinators and teachers are reminded of the changes implemented in 2002 for the distribution of Student Examination Advice Slips.

All advice slips for Arts Performance and LOTE oral examinations have been available via the VASS system since 16 August 2002. (STUDENT PROGRAM → VCE REPORTS → Performance/Oral Exam Advice slips)

This arrangement allows schools to print both class timetables and individual advice slips

LOTE

Russian and Ukrainian

Teachers of Russian and Ukrainian are advised to check the updated version of LOTE Support Paper 8 on the VCAA website (www.vcaa.vic.edu.au) for suggested useful vocabulary to assist in preparing students for the oral examination.

Detailed study

The following checklist is provided as a guide for teachers in checking that the detailed study has been effectively covered during Units 3 and 4:

Second language

- approximately 15 hours of class time has been devoted to the sub-topic for the detailed study
- the sub-topic for detailed study has been based on one or more of the prescribed topics listed in the study design
- at least one of the school-assessed coursework tasks for Unit 4 Outcome 2 was based on the sub-topic selected for detailed study

VCE Review

- at least three different kinds of texts, in the LOTE, have been studied (these may include aural/visual texts as well as texts such as poems, short stories and newspaper articles). Note that, as the focus of the detailed study is Language and culture through texts, the texts selected for study are expected to be in the LOTE
- students have been given sufficient opportunity to discuss and develop opinions and ideas in relation to the selected sub-topic and are able to draw on information and evidence from the texts studied to support these
- students should be aware of the link between the detailed study and the discussion section of the end-of-year oral examination (refer to the section on Units 3 and 4 in the relevant study design)
- the teaching and learning program has included useful vocabulary to assist students in introducing the sub-topic of their detailed study (see Support Paper 8 on the LOTE study page of the VCAA website for suggested useful vocabulary)

Further advice is available by contacting the LOTE unit on (03) 9651 4620.

First Language

- approximately 15 hours of class time has been devoted to the sub-topic for the detailed study
- the sub-topic for detailed study has been based on one or more of the prescribed topics listed in the study design and relates to Language and Culture through Literature and the Arts
- at least one of the school-assessed coursework tasks for Unit 4 Outcome 2 was based on the sub-topic selected for detailed study
- at least three different kinds of texts have been studied (these may include aural/visual texts as well as texts such as poems, short novels and short story collections)
- students have been given sufficient opportunity to prepare a clear stance on the issue selected for their presentation, relate this to their sub-topic and support this with evidence from the three texts studied.

VET option in LOTE

Teachers are advised to check the LOTE study section of the VCAA website (www.vcaa.vic.edu.au) for a range of support materials relating to the VET option in the LOTE study. Materials include Frequently asked Questions, a glossary and materials to assist teachers in mapping the relevant certificates for the VET option against VCE LOTE outcomes and against CSF outcomes.

Update 2002

At the VCAA Curriculum Committee meeting on 28 August the draft study designs for Health and Human Development, Physics and Psychology were approved for consultation with all key stakeholders during September and October (see cover story for consultation details).

A report was also presented to the August meeting of the Committee on the relationship between International Studies and Political Studies. It was decided that the review of these two studies be deferred until further notice to enable a broader analysis of the place of citizenship and globalisation within the VCE and in Humanities studies in particular. The VCAA would like to invite interested teachers, VCE Coordinators and school administrators to join a VCE Citizenship and Globalisation Working Party to examine the feasibility of establishing a framework for citizenship and globalisation in the VCE and for renewing student engagement and involvement in VCE studies related to these concepts. An Expression of Interest Form appears on pages 10–11.

Health and Human Development

Schools are reminded that the accreditation period for the current study design (accredited: 1 January 2000 – 31 December 2002) was extended by 12 months to 31 December 2003. The current study design should continue to be used in 2003 by all schools.

Music Performance

Solo Units 3 and 4

Prescribed list of Ensemble 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 Music Performance: Solo Study design. It should be noted that the works listed for study are the same as those listed as for 2002. Please take note of the clarification that has been made about the study of the work *Antarctica* in 2003.

In the Revised VCE Music Performance: Solo study design a work from one of the following categories – band, chamber ensemble, choir, contemporary popular group or orchestra should be selected for study. Only one work from one of the categories is required to be studied. The same work should be studied for Outcome 4 in both Units 3 and 4.

The teaching and learning program associated with the work selected for study should focus on the Outcome 4 Key knowledge and skills in Units 3 and 4. These are to be found on pages 47–48 (Unit 3) and pages 56–57 (Unit 4).

The end-of-year Aural and Written examination will include question/s on Outcome 4 Units 3 and 4.

One work is listed in each category. The title of the work, details of the score (including publisher and ordering details), examples of recordings of the work and further information are provided. The editions of the score and recordings listed below are not prescribed. Details of the score are given to assist teachers in preparing a teaching and learning program, including music examples, for these outcomes. Score-reading is not a requirement of the study design. Details of recordings are given to demonstrate examples of some of the performance practices that may be studied in teaching Outcome 4 Units 3 and 4 in the study design. It is not necessary to study these scores or recordings. Schools may select their own scores and recordings. Differing performance practices in interpretation of the work may also be studied through performance of the work or attendance at a live performance of the work.

It should be noted that in the Aural and Written examination excerpts from the score might be included on the paper to identify a section of the work referred to in a question/s. The section will also be identified descriptively, for example 1st movement, opening 10 bars.

Resources which may be used in preparing a teaching and learning program for the selected work can be obtained from a range of sources including the Association of Music Educators of Victoria website at www.amuse.vic.edu.au.

The prescribed list of ensemble works will be reviewed and published annually on the VCAA website.

Work for Band

Holst, G, 'First Suite in E flat' for Band' opus 28 no. 1

Score

Boosey and Hawkes M060052521

Recordings

London Winds ASV

The Cleveland Symphonic Winds/ Frederick Fennell
Telarc CD-880038

Dallas Wind Symphony/Howard Dunn

Reference Recordings 39CD

Further information

All movements of the work are to be studied.

Work for chamber ensemble

Mozart, W A, – Clarinet quintet in A K 581

1. Allegro 2. Larghetto 4. Allegretto con variazioni

Score

Schott 0071

Recordings

Gabrielli Quartet/Thea King (basset clarinet) Hyperion
CDA20199

Allegrì Quartet/Jack Brymer Phillips Eloquence

Further information

The third movement – Menuetto is not required to be studied.

Work for choir

Bach, J S, 'Wachet Auf' – Cantata No. 140 – 'Sleepers Awake'

Score

Barenreiter, choral score BA5142A (10140A)

Recordings

Joshua Rifkin/The Bach Ensemble L'oiseaux lyre

Helmut Rilling Hansler

Further information

All movements of the work are to be studied. Close study should relate to the choral elements of the work.

Work for Contemporary Popular Group

The Beatles – 'Sgt Pepper's Lonely Hearts Club Band'

All songs **except for** 'Getting Better', 'Within You, Without You', 'Lovely Rita', 'Good Morning' and the Sgt Pepper reprise are to be studied.

Score

'The Beatles Complete Scores, Hal Leonard Corporation, Wise Publications Order No. NO90548, ISBN 0-7119-3294X'. This score contains notation for all parts on the recording.

Recordings

EMI 7 46442 2 'Sgt Pepper's Lonely Hearts Club Band' – The Beatles

Polydor 31455 7076-2 'Sgt Pepper's Lonely Hearts Club Band' – Peter Frampton/The Bee Gees

Further information

This work was originally recorded as an album (LP) by The Beatles in 1967. The second recording listed is the soundtrack for a film of the same name.

Work for orchestra

Westlake, N, 'Antarctica: suite for guitar and orchestra'

1 – The Last Place on Earth, 2 – Wooden Ships, 3 – Penguin Ballet, 4 – The Ice Core including guitar cadenza

Score

Q 784.2784/WES 1 c.1 – Australian Music Centre

Recordings

Antarctica – the Film Music, Tall Poppies Records, 1992

From Australia / John Williams, Sony, 1994

Out of the Blue – Tasmanian Symphony Orchestra, ABC Classics 462 017-2

Further information

This work was originally composed as a soundtrack for an Imax film. The film music contains movements that have not been included in the Suite. Only the four movements listed above, including the guitar cadenza, are required to be studied.

Solo: Prescribed list of notated solo works

Teachers are advised that the current Prescribed List will continue to December 2004. Only works from the Prescribed list or works for which approval to perform an alternative work has been obtained may be performed during the end-of-year Music Performance: Solo performance examination.

Errata

The following are errata and changes to that list. They are in addition to those published in the VCE BULLETIN Nos. 140 and 152, May 1999 and May 2000.

Clarinet – B flat soprano

Stamitz, J

'Concerto', movement no. 1, any concerto, any edition, duration: approximately 5.00 minutes

The entry should read: 'Concerto', movement no. 1, any edition, duration approximately 5.00 minutes.

Pianoforte

Schubert, F

'Six Moments Musicaux' op. 94 D.780, any edition.

The entry should read, 'any one', 'any edition'.

Visual Communication and Design

Schools are reminded that the accreditation period for the current study design (accredited 1 January 2000 – 31 December 2002) was extended by 12 months to 31 December 2003. The current study design should continue to be used in 2003 by all schools.



Expression of Interest VCE Citizenship and Globalisation Working Party

Expressions of Interest are invited from suitably qualified people for appointment to a VCAA Working Party on Citizenship and Globalisation in the VCE

Contact details *(Block letters please)*

FAMILY NAME	<input type="text"/>	INITIALS	<input type="text"/>	TITLE	<input type="text"/>
FIRST NAME	<input type="text"/>				
ORGANISATION	<input type="text"/>				
POSITION	<input type="text"/>				
BUSINESS ADDRESS	<input type="text"/>				
SUBURB	<input type="text"/>	POSTCODE	<input type="text"/>		
TELEPHONE	<input type="text"/>				
EMAIL	<input type="text"/>				

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.

Please send completed form by **Friday 18 October 2002** to: Ms Merry Young
Curriculum Branch
Victorian Curriculum and Assessment Authority
41 St Andrews Place, East Melbourne 3002
Tel (03) 9651 4453 Fax (03) 9651 4324
email: young.merry.m@edumail.vic.gov.au

Please turn over

Please provide the following information

1. Teaching and/or administrative experience relevant to VCE studies.

2. Other relevant experience in the field of Citizenship and Globalisation.

3. Relevant tertiary qualifications

SIGNED

DATE

VCE Achiever



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

The VCE Achiever Awards are open to government, Catholic and independent school students. Mature age students are also encouraged to apply for these awards. 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. An overall winner will be announced in November.

Written nominations should be addressed to Vera Hemkes, VCAA, 41 St Andrews Place, East Melbourne 3002. An application form, endorsed by the school principal, needs to be included with nominations.

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

The VCE Achiever Award winner for July has experienced the full gamut of ups and downs working as a climbing instructor and returning to study the VCE as an adult. At 27, Mac Brunckhorst is the first adult VCE student to win a VCE Achiever Award. He has clearly taken up the challenge of returning to study by attempting five subjects in the one year in order to apply for a degree course in Environmental Science. The effort has been demanding but, like most adults returning to study, Mac is enjoying the experience.

Mac has a tendency to tackle a challenge head-on. Unable to complete his VCE in 1993 due to family circumstances, he trained in horticulture and later used these skills as a supervisor in a LEAP program. These projects aimed to give skills to long-term unemployed.

He later did voluntary work with the Booroondara Council in their Peers for Prevention program. This project aimed to give peer support to educate young people on the effects of drug-taking and to support them to give up drugs, or at least contain and manage their drug use.

Following on from his voluntary work, Mac went on to complete a climbing instructor's course. Gaining the qualification was a great achievement for Mac as he had to overcome his fear of heights. It was a matter of him slowly building his way up to the point where he could achieve his goals.

Weekends may see him scaling cliff faces, setting up climbing routes and testing holds, or working as a judge on combining competitions. He also often has the challenging task of testing out the climbing competition route before an event.

In addition to all this, he works as a volunteer with the Victorian Climbing Club on their Cliff Care project, stabilising areas, doing track maintenance and weed control using his horticulture skills. You might see him at Jells Park and other venues planting trees.



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Mac's passion for the environment has motivated him to return to study in the hope of studying Environmental Science at university. Spending a lot of time in the bush has given him a determination to do something positive for the environment and help preserve wilderness areas for future generations.

Chair of the VCAA, Professor Kwong Lee Dow, commends Mac on returning to study the VCE as an adult. 'Mac's determination and focus is unmistakable. Returning to study as an adult can mean balancing a number of activities simultaneously. In all these commitments, Mac still finds time to help others.'

September 2001 to August 2002

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Distribution

25 July 2002 to 28 August 2002

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46/2002 re VCE Information for Year 10 Students
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48/2002 re VCE VET Information Technology 2002 Examination
49/2002 re Reporting Arrangements For Final June Examinations and Studio Arts Results 2002
50/2002 re VASS Enrolment 4 Data

Publications: Print/CD/Video

August 2002 VCE BULLETIN
Supplement 1 – Sample examination questions 2002:
VCE VET Information Technology
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Privacy Legislation – Acknowledgment 2002 form

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2002 Sample Examination Questions: VCE VET Financial Services

Deletions

AIM Marker Expression of Interest
ACACA brochure, application form and program details
2001 Sample Examination Questions: VCE VET Financial Services

COPY DEADLINES FOR 2002

Issue No. and Month	Date of publication	Copy deadline
No. 182 October	Monday 14 October	<i>Wednesday 25 September</i>
No. 183 November	Monday 11 November	<i>Wednesday 23 October</i>
No. 184 December	Monday 16 December	<i>Wednesday 27 November</i>

Season of Excellence Update

Larger venue for Top Class!

A larger venue will be secured for the Dance, Drama and Theatre Studies concerts for Top Class in 2003. This is to avoid sessions selling out and to accommodate a larger number of students undertaking or considering performing arts subjects. A small number of VET Dance students will also be included in the Dance concert to reflect the growing attendance figures in this study. Music concerts will remain at the ABC Iwaki auditorium in Southbank.

Top Class will begin in mid-March and all dates will be forwarded to schools once confirmed. Booking forms will be mailed to schools offering the performing arts in early 2003. Forms will also be available on the VCAA website from November.

The deadline for applications for Top Designs and Top Arts is 5 pm 31 October. Application forms appeared in the July and August VCE BULLETINS and are available on the website: www.vcaa.vic.edu.au

Enquiries: Season office tel: (03) 9651 4544



Kathryn Tassone, Melbourne Girls' College

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