

Supplement to this issue

1. VCE 2003 Drama Solo Performance examination and Theatre Studies Monologue Performance examination

# VCE Bulletin

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## CEO's column

March represented the start of an exciting period for school arts education in Victoria. On 5 March, the Minister for Education, Lynne Kosky, opened VCE Top Arts and launched the VCE Season of Excellence 2003 in the wonderful new gallery space at Federation Square. 600 people attended the opening, and associated education programs at the National Gallery of Victoria have attracted over 5000 bookings.

The Top Class: Dance concert on 15 March showcased 26 dance performances to a full house, and both Top Class: Drama concerts have similarly sold out. Bookings have also been strong for Top Class:

Theatre Studies and Top Class Music: Solo and Group Performance, but tickets are still available. Top Acts, to be held in mid May at the Melbourne Concert Hall, will present exemplary solo and group performances by performing arts students from the Top Class series of concerts.

Top Designs at the Melbourne Museum features works by 111 exhibitors in short films, multimedia, photography, print layout, furniture, garments, food, mechanical/electronic systems and visual communication design. Creative designer Nicola Cerini addressed the

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**Ross Hannaford**  
Victorian College of the Arts Secondary School



**Elyse Hof**  
East Doncaster Secondary College

## Important administrative dates

Full details of dates appear in the *VCE Administrative Handbook 2003*.

2003	
<b>Friday 11 April</b>	End Term 1
<b>Friday 18 April to Monday 21 April</b>	Easter Break
<b>Monday 28 April</b>	Start Term 2
<b>Monday 5 May</b>	<b>Enrolment 2 data</b> due at the VCAA. This data should also contain 2003 VCE VET enrolment data. After this date VASS will not allow schools to: <ul style="list-style-type: none"> <li>– Enrol or withdraw from Units 3 and 4 sequences. This includes changes to Second Language enrolments.</li> <li>– Enrol or withdraw IB students for the GAT.</li> <li>– Enrol returning Interrupted Studies students.</li> </ul>
	<b>Partnership applications for Unit 3 and Unit 3/4 coursework</b> due at the VCAA.
<b>Week beginning Monday 12 May</b>	First round invoices for <b>full-fee-paying overseas students sent</b> to schools.
<b>Week beginning Monday 19 May</b>	June examination centres available on VASS.
<b>Tuesday 10 June to Thursday 12 June</b>	<b>Examinations and GAT held.</b>
<b>Monday 23 June</b>	<b>SIAR 1 scores for Studio Arts School-assessed Task 1 and indicative grades for June examinations due at the VCAA.</b> After this date VASS will not allow SIAR 1 results to be entered.
<b>Friday 27 June</b>	End Term 2
<b>Monday 14 July</b>	Start Term 3 <b>School Status Report (SSR)</b> identifying Studio Arts School-assessed Task 1 from SIAR 1 required for review, <b>Authentication Review Record Form (ARRF)</b> for Studio Arts School-assessed Task 1 received in schools.
<b>Monday 21 July</b>	<b>Enrolment 3 data</b> due at the VCAA. This data should also contain 2003 VCE VET enrolment data. <b>After this date VASS will not allow schools to withdraw student enrolments from Unit 4.</b> Review of School-assessed Task by visitation in Studio Arts begins.
<b>Friday 25 July</b>	Final day for schools to lodge the following applications for examinations held in October/November: <ul style="list-style-type: none"> <li>– requests for new or combined examination centres and for students to sit at centres other than home schools</li> <li>– requests for students to present for examinations outside Victoria</li> <li>– special arrangements</li> <li>– timetable clashes</li> <li>– earlier starting time</li> <li>– <b>approval of hiring fees for sites in the community used by two or more schools.</b></li> </ul>
<b>Monday 28 July</b>	<b>SIAR 2 scores for Unit 3 School-assessed Coursework</b> due at the VCAA. After this date VASS will not allow schools to enter SIAR 2 results.
<b>Wednesday 30 July</b>	<b>Unit 3 School-assessed Coursework audit material</b> due at VCAA.

## CEO's column

from: PAGE 1



crowd of 500 students, parents, educators and other guests at the exhibition's opening at the end of March, speaking about the opportunities available to innovative design students producing high-quality work. Catering was provided by students from Staughton College in Melton South and a band from the Victorian College of the Arts Secondary School entertained the guests. The exhibition will run to 13 July.

Top Screen showings of fictions, music video clips, documentaries and animation by VCE Media students will be held in early May with education programs being curated by the Australian Centre for the Moving Image (ACMI), also located at Melbourne's newest development, Federation Square.

I hope that you will be able to take advantage of this extensive arts program and that current and future VCE students will be able to take inspiration from the energy and ideas of the work of the participants. I also congratulate all students who applied to be part of this annual festival and thank their teachers and parents for the encouragement and support shown to the young artists.

Other activities supporting the VCE program that have been occurring over the past month include the extensive briefings of school principals on the new security measures for VCE examinations. These briefings have gone very positively with the attendance of 494 schools and over 900 principals and VCE coordinators. I have received some constructive feedback and an external security review is now underway to ensure that the examinations system continues to provide fair and accurate assessment for all VCE students.

Key items for your reference that have been placed on the VCAA website this month include the enhanced Special Provision Policy, which has been the subject of recent seminars conducted by VCAA staff for school representatives, as well as Advice for Teaching VCE 2003 for all VCE studies.

Reaccredited study designs for Economics, Health and Human Development, Visual Communication and Design, Art and Studio Arts and Physics were distributed to all schools by the end of March. An overview of the implementation support program can be referred to in the March 2003 VCE BULLETIN, and includes statewide workshops for all studies as well as sample material and advice on assessment. Additional support will also be provided and communicated to schools in future via memorandum.

Planning for the next phase of On Track continues. This will involve identifying students for follow up who did not complete VCE or VCAL in 2002 and who have not returned to school or training. The deadline for schools to complete submission of their VCE student enrolment information necessary for this work is 5 May. Final identification of students to follow up will take place after the 5 May enrolment date.

Working in schools and within the VCAA gives us an opportunity to acknowledge the great breadth of talent that exists amongst our students. Another celebration of outstanding achievement in VCE studies is recognised by the Premier's VCE

Awards which are based on VCE Study Scores. The top 'all round' VCE high achievers are students that achieve Study Scores of 46 or greater in at least five VCE studies in the last two years. Scored VET studies are also included in the count of studies. The Premier's VCE Awards ceremony will be held on 2 April. All students who achieve these awards are to be commended for their commitment and hard work.

Michael White  
Chief Executive Officer  
April 2003

GENERAL  
ADVICE

## Special Provision

### Information for teachers, students and parents

The statewide briefings on the **Special Provision Policy for 2003** were well attended with 494 schools participating in one or more of the 13 sessions. School implementation processes should now be established, documented and available to students and their parents.

To assist schools with the dissemination of the new policy provisions a brochure for students 'What, When, Who, How' is now available on the VCAA website. The VCAA will deliver sufficient copies to home schools for distribution to all students enrolled in a VCE study in the week beginning 7 April.

This brochure will be followed by a postcard advertising the changes to Special Provision for distribution to parents and the public. This should be available in schools and various public outlets in the last week of May.

### Administration

Copies of the application form for a Derived Examination Score will be distributed with the VCE Examination Student Information booklet in the week beginning 12 May. Advice on the lodging of individual and group applications will accompany the application forms. Advice on the use of VASS by schools to assist the application process will be made available in the last two weeks of May.

### Dates

Students are eligible for a Derived Examination Score for an examination in the June period if they can substantiate that an event occurred which affected their performance on the exam at any time on or after 27 May. Students must ensure that their applications are submitted to the VCAA no later than seven days after their last mid-year examination.

Schools are reminded that **all** applications for the June examination period must reach the VCAA by Wednesday 18 June.

## VCE VET

### Block Credit for VET and Further Education in the VCE

As advised in an edumail message sent to schools in October 2002, a student undertaking training in a nationally recognised vocational or Further Education (FE) qualification that sits outside the current suite of approved VCE VET and part-time apprenticeship programs, is eligible to apply for Block Credit in the VCE for their training. A formula has been developed to streamline this process.

#### Level of recognition within the VCE

- For Certificate II level training, credit is granted at Units 1–2.
- For training at Certificate III level and above, credit is granted at Units 3–4. In the case of partial completion, the training completed must be identifiable at Australian Qualifications Framework (AQF) level III or above.
- The maximum amount of credit available for VET/FE programs is 8 units, which may include two sequences at Unit 3–4 level.
- Credit is to be awarded on the basis of achieving units of competence/modules. The level of credit is determined by the AQF level at which the units of competence/modules are recognised. Students who aggregate results from more than one program will be eligible for credit for all of their training.
- The formula for determining credit is based on nominal hours completed and related to the AQF level of the certificate. It is consistent with the approach taken in determining contribution within VCE VET programs, i.e. approximately 90 nominal hours is equivalent to one VCE VET unit credit in the VCE.
- There is no credit for Certificate I level qualifications, as these are considered to be pre-VCE.

Credit granted will specify the number and level of units and/or 3–4 sequences.

Decisions on the amount of credit granted will be made and recorded by the VCAA, taking into account duplication with other studies in the student's VCE and credits already awarded for vocational training.

Procedures for 2003 are currently being finalised. Schools will be informed of these procedures in April.

The Victorian Certificate of Applied Learning (VCAL) credits will be applied automatically by the VCAA for VCAL students who subsequently enrol in the VCE. Block credit does not need to be applied for by VCAL students.

#### National Training Information Service

Schools can check whether a qualification is nationally recognised by searching for the qualification on the National Training Information Service: [www.ntis.gov.au](http://www.ntis.gov.au)

If you have further queries, please contact the VET Unit, Curriculum Branch: (03) 9651 4458.

## VCE VET Building and Construction

The program booklet for VCE VET Building and Construction is now available on the VCAA website and will be published shortly.

Schools should be aware that three of the modules in the curriculum have been modified. Schools must ensure that they have the updated version of the curriculum document. For further advice on purchasing the curriculum or the changes that have been made, please contact Griselle Arancio at Holmesglen Institute of TAFE:

Tel: (03) 9564 1730

Email: [grisela@holmesglen.vic.edu.au](mailto:grisela@holmesglen.vic.edu.au)

## VCE VET Scored Assessment – Assessment Guides

The Assessment Guide for VCE VET Financial Services and the revised Assessment Guide for the revised VCE VET Hospitality program are now available on the VCAA website.

Hard copies of these publications will be distributed to schools during April.

## VCE VET State Reviewer contact details

Contact details for VCE VET State Reviewers 2003 are now available on the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## VCE Review

### Statewide workshops for reaccredited VCE studies: 2004–2007

#### Economics, Health and Human Development and Physics

The reaccredited Economics, Health and Human Development and Physics Study Designs will come into effect in 2004. Details of the VCAA's program to support the transition to the reaccredited study designs were published in the March 2003 VCE BULLETIN. The VCAA is supporting subject association workshops for teachers of all reaccredited VCE studies.

#### Economics

The VCAA in conjunction with the Victorian Commercial Teachers Association (VCTA) are running two-hour workshops in June at the following locations: Ballarat, Geelong, Bendigo, Traralgon, Frankston, Wangaratta and in the metropolitan area. Details of venues and times will be published in the May 2003 VCE BULLETIN and will also be communicated to schools via memorandum.

## Session Description

### *Preparing for Units 1–4 VCE Economics 2004–2007*

The reaccredited VCE Economics Study Design will come into effect in 2004. This session will provide teachers with an overview of Units 1–4, and highlight changes in the areas of study, key knowledge and skills and outcomes.

The program will cover changes in the structure of the study design which have been designed to allow teachers greater flexibility in choosing case studies that are relevant to their students' needs and interests; and changes in key knowledge made to update the course in terms of current trends in economics.

The session will provide teachers with the opportunity to discuss issues of concern and clarify any aspects about the changes made to the study design. Advice will be provided on devising teaching programs, pacing programs, incorporating information and communications technology (ICT) into the regular teaching and learning program and resourcing courses. Sample teaching and learning activities and approaches to assessment will also be provided.

## Health and Human Development

The VCAA in conjunction with the Australian Council for Health, Physical Education and Recreation (ACHPER) and Victorian Home Economics and Textiles Teachers' Association (VHETTA) will be conducting two-hour workshops in all metropolitan and regional areas in August. Details of venues and times will be published in the May 2003 VCE BULLETIN and will also be communicated to schools via memorandum.

## Session Description

### *Preparing for Units 1–4 VCE Health and Human Development 2004–2007*

This session will provide teachers with the following:

- an overview of the four units of study
- key changes in the rationale, key knowledge and skills, outcomes, areas of study and assessment
- an overview of potential resources that could be used to facilitate student learning
- sample teaching and learning activities and approaches to assessment.

The session will also provide the opportunity for teachers to discuss issues of concern and clarify any aspects about the revised course.

## Physics

The VCAA in conjunction with the Science Teachers' Association of Victoria (STAV) will be running full-day workshops at locations throughout the state between 12 June, and 17 June. Details of locations and venues will be published in the May 2003 VCE BULLETIN and will be communicated to schools via memorandum.

## Session Description

### *Preparing for VCE Physics 2004*

Teachers who attend this full-day workshop will be provided with a detailed overview of the structure and content changes of the reaccredited Physics Study Design. The program has

been designed for teachers of Units 1–4 and will provide participants with the opportunity to discuss areas of the course with which they are unfamiliar. Practical exercises and strategies for application of the new content within class will also be discussed.

## Review of VCE studies

### **Consultation: Business Management, LOTE (2001–2004 studies), Media**

The review and reaccreditation of these VCE studies is proceeding according to the Principles and Guidelines published in Supplement 1 to the March 2003 VCE BULLETIN, No. 186.

The Review Committees are in the process of analysing data relating to student enrolments and performance as well as benchmarking the Victorian study design against other curriculum and assessments nationally and internationally.

Following a preliminary report to the VCAA a proposal will be prepared for consultation with all key stakeholders.

Consultation is an important part of the review and reaccreditation process for VCE studies. Teachers are invited to join the 2003 VCAA consultation register to receive a copy of the draft study design developed by the study review committee and to respond to the proposal. Draft study designs for these studies are expected to be ready for consultation during late Term 2, early Term 3. An Expression of Interest form to join the consultation register is published on page 15. In some instances, teachers may be contacted and invited to participate in a consultation forum.

## The VCE Indigenous Languages of Victoria: Revival and Reclamation Pathway

In 1993 a pilot Australian Indigenous Languages program was implemented at Worawa (Independent) Aboriginal College. In 1994, the pilot program was accredited by the then Board of Studies, the first to do so in Australia.

Development of a Victorian study design commenced in the year 2000. The study design, the *Indigenous Languages of Victoria: Revival and Reclamation Pathway* provides a framework for the implementation of a language reclamation program at the senior secondary level and is predicated upon active community involvement. The VCAA Project Reference Group, representing key stakeholders, prepared the draft study design which was subsequently approved for consultation at the VCAA Curriculum Committee meeting on 27 November 2002.

In 2003, consultation with Koorie communities is taking place throughout Victoria. Teachers are invited to join the VCAA consultation register by ringing Jan Nicholl on (03) 9651 4369 to request a copy of the study design and questionnaire. Alternatively, teachers can access the study design through the VCAA webpage ([www.vcaa.vic.edu.au/VCE/STUDIES/LOTE/AustIndigLangs.htm](http://www.vcaa.vic.edu.au/VCE/STUDIES/LOTE/AustIndigLangs.htm)), download and print the questionnaire and return it by mail or facsimile to Jan Nicholl, Project Manager, Curriculum Branch, VCAA, 41 St Andrews Place, East

Melbourne 3002; facsimile (03) 9651 4324. Closing date for consultation is 23 May 2003.

All responses to the consultation draft will be considered by the Reference Group before a final proposal is prepared for approval by the VCAA and accreditation by the Victorian Qualifications Authority.

## VCE Citizenship and Globalisation Working Party

The VCAA established a working party in 2002 to investigate a framework for Citizenship and Globalisation in the VCE and to renew student engagement and participation in related VCE studies. A progress report will be presented to the VCAA during Term 2.

The membership is published below.

### Committee List

Jules Aldous, Shelford Anglican Girls' School  
Verity Burgmann, University of Melbourne, Politics  
Nick Economou, Monash University  
Robyn Eckersley, University of Melbourne  
Rod Homburg, Ballarat Secondary College  
Paul James, Globalism Institute, RMIT  
Dr Adrian Jones, Convenor, SOSE Humanities  
Leonie Kearney, St Columba's College, Essendon  
Damien Kingsbury, Deakin University  
Tony Mackay, Curriculum Committee (Co-opted)  
Damian Puglisi, RMIT TAFE  
Joanne Roberts, Curriculum Committee, The Grange Secondary College  
Mr Mike Rowland, Convenor, SOSE Business Studies  
Derek Scott, Haileybury College  
Robert Sieminski, Bayside Secondary College

## Student Records and Results

### 2003 Full-fee-paying overseas student invoices

Full-fee-paying overseas students in 2003 will be invoiced for the first time on Tuesday 13 May. Payment is due at the Victorian Curriculum and Assessment Authority by Friday 13 June. Schools are required to collect payments and submit one cheque which covers all students invoiced. A late fee of \$29.20 will be issued to each student who does not make the required payment by the due date. In the event of non-payment of fees, a student's final results will be withheld from the student, the school and Victorian Tertiary Admissions Centre.

For further information including identification of full-fee-paying overseas students and fee structure, refer to *Section 4.14 Full-fee-paying Overseas Students* (page 30) of the *VCE Administrative Handbook 2003*. Queries can be directed to the Student Records and Results Unit on (03) 9651 4660.

## VCE LOTE: Second Language Studies

Schools are reminded that students should not be attending LOTE: Second Language classes until their application has been approved. Applications and supporting evidence will only be accepted from the home school or assessing school. Personal submissions made by a student or their parent directly to the VCAA will be returned to the student's home school.

### Enrolments for 2003

The closing date for 2003 enrolments was 24 February. Any enrolment applications that have been overlooked and have not yet been submitted will require an accompanying letter from the Principal of the applying school. The letter should clearly state the reasons for the late application. No appeals will be allowed on these late applications.

### Enrolments for 2004

Students enrolling in Units 1 and 2 of a VCE LOTE Second Language who wish to determine their eligibility for enrolment in the Unit 3 and 4 sequence of that language in 2004, may apply to the VCAA any time prior to Friday 19 September 2003. Students should complete the appropriate application form from the *VCE Administrative Handbook 2003* and have their school forward it to the Student Records and Results Unit at the VCAA. The school will be informed of the student's eligibility after the closing date.

## Late Amendments to VCE Student Enrolments/Results for 2002 and Prior to 2002

All applications for VCE amendments for 2002 and prior, should be:

- made on the appropriate forms (refer to *Appendix 5.2, 5.4 of the VCE Administrative Handbook 2003*) and include reasons for the requested change
- signed by the Principal
- accompanied by a cheque to cover the relevant late fee
  - \$29.20 per student for 2002 amendments
  - \$112.80 per student for amendments prior to 2002
- accompanied by evidence (e.g. in the form of a student's school report).

When an amendment will change the overall VCE Result for a student, a letter of explanation signed by the Principal should accompany the application. Please ensure that you do a checklist of the above before sending in your application.

## VCE Administrative Handbook 2003 – Feedback

Schools are reminded that the Feedback form for the *VCE Administrative Handbook 2003* is due back to the VCAA by 11 April. (Appendix 12: *VCE Administrative Handbook 2003 – Feedback*)

The VCAA would appreciate receiving your comments and suggestions which may be faxed to the Student Records and Results Unit on (03) 9651 4470.

## VCE Assessment

### Applications

Expressions of Interest are invited from suitably qualified and experienced teachers/educators for appointments as Assessors, Reviewers or members of the 2004 Examination Setting Panels.

The appropriate forms and additional information are available on the VCAA website and were published in recent VCE BULLETINS as follows:

#### 2003 Examination Assessors

[www.vcaa.vic.edu.au/vce/exams/expression/index.htm](http://www.vcaa.vic.edu.au/vce/exams/expression/index.htm)  
February 2003 VCE BULLETIN liftout (white)

#### 2004 Examination Setting Panels:

[www.vcaa.vic.edu.au/positions/vce/settingpanels.htm](http://www.vcaa.vic.edu.au/positions/vce/settingpanels.htm)  
March 2003 VCE BULLETIN liftout (beige)

#### 2003 School Assessment Reviewers:

[www.vcaa.vic.edu.au/positions/vce/schoolassessrev.htm](http://www.vcaa.vic.edu.au/positions/vce/schoolassessrev.htm)  
March 2003 VCE BULLETIN, Supplement 2 liftout (blue)

Interested persons should send their form into the VCAA as soon as possible.

### School Assessment: State Reviewers

Expressions of Interest for the position of State Reviewers to assist with the Coursework audit can be lodged using the Reviewer application form for School Assessment (availability locations listed above). Applications close on 30 May.

### Studio Arts School-assessed Task 1 – Visitation information

VCE coordinators in schools offering Studio Arts Unit 3 and 4 are reminded to complete and return the visitation information response sheet for the School-assessed Task 1 by no later than 9 May 2003. This sheet and further details on visitation requirements can be found in the March 2003 VCE BULLETIN Supplement 2, *2003 Advice for School Assessment* pp. 5–8.

### VCE Assessment Reports (formerly Report for Teachers)

Individual study reports on the Graded assessments in 2002 are progressively published on the VCAA website:

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

Teachers should note that these reports are only published on the website.

### Coursework audit

Information about the 2003 Coursework audit is now in schools. The School Coursework Audit Notification (SCAN) was sent as an email on 31 March 2003.

Further information will be sent regarding 'Management of Coursework audit materials' providing some guidance on the packaging and delivery of the portfolios, and addressing some common questions about selected studies. Pre-paid envelopes will be sent to schools for packaging and return of the required coursework audit material.

Questions should be directed to Susan Meadows on (03) 9811 6236 or [meadows.susan.s@edumail.vic.gov.au](mailto:meadows.susan.s@edumail.vic.gov.au)

### VASS Data entry of school assessments

VCE coordinators are advised that to assist with the data entry of coursework scores into Victorian Administrative Software System (VASS), reference can be made to the *2003 VASS Guidelines to data entry of school assessments* booklet.

The booklet is available on the website:

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) and on VASS as a download.

GENERAL  
ADVICE

## Victorian Certificate of Applied Learning

Commencing with this issue (see Liftout), regular advice and updates regarding the Victorian Certificate of Applied Learning (VCAL) are now included in the VCE BULLETIN.

# Accounting

The VCAA recently conducted assessment seminars in regional and metropolitan locations for teachers of the revised study design that is being implemented for the first time this year. During the seminars teachers sought clarification of new aspects of the study and assessment program. The following Frequently Asked Questions have been prepared in response.

## Frequently Asked Questions

### **1. What is the relationship between the Assessment Handbook and the 'Advice for teachers' section of the study design?**

The Assessment Handbook 2003 contains up-to-date assessment information for both school-based assessment and examinations in Accounting. The 'Advice for teachers' section of the study design contains advice on course design and teaching and learning activities. Teachers should be aware of the information contained within the Sample Examination material distributed at the Assessment Handbook seminars held in February and March, and also available on the VCAA website. This information clarifies methods and terms to be used within the study design and the examinations.

### **2. Is an up-to-date list of resources for VCE Accounting Units 1–4 available?**

The VCAA is currently compiling a comprehensive list of current Accounting resources, relevant to the 2004–2007 VCE Accounting Study Design. This will be published on the VCAA website on the Accounting page.

### **3. Where can I get practice examinations for my students?**

The VCAA website contains sample examination questions for Unit 3 and Unit 4 of the reaccredited study design. There are also previous examinations available – mid-year and end-of-year: 2000, 2001 and 2002. These examinations should be checked carefully to ensure that they meet the requirements of the current study design. Other publications are available for purchase from a variety of sources, including commercially published examination papers. Teachers may also contact the Victorian Commercial Teachers Association (VCTA) in order to view their website and gain access to their professional journal – *Compak*.

### **4. I was unaware of the CD-ROM 'VCE Accounting: Using Information and Communications Technology in Units 1–4', published by the VCAA. Did all schools receive a copy?**

All schools listed as VCE providers in 2002 were sent a copy of the CD-ROM during Term 4 2002. Any new providers for 2003 will be sent copies of the CD-ROM. To request further copies, teachers should contact Katherine Papastathopoulos on (03) 9651 4480.

## Unit 3

### **5. Do students need to be able to calculate depreciation charges using the reducing balance method?**

Yes. The study design states that the issue of depreciation alternatives must be looked at in terms of the impact on financial reports (financial performance and financial position). In order to meet this requirement, students must be able to calculate depreciation using the reducing balance method.

### **6. On page 23 of the study design, does 'determine' mean calculate?**

Yes. See Question 5 above.

### **7. Are students expected to close off to the Profit and Loss Account and then to the Profit and Loss Summary Account?**

When closing accounts from the General Ledger, students are expected to prepare the Profit and Loss Summary Account. (page 21 of the study design)

### **8. How are students supposed to treat non-trade creditors? If a non-current asset were purchased on credit, the transaction would not go into normal trade creditors. How does this reconcile with just one creditor's account?**

Teachers should differentiate between trade creditors and non-trade creditors. Transactions involving creditors are to be posted to a single creditor's account (page 21 of the study design). This applies to trade creditors. Where questions involve transactions pertaining to non-trade creditors, individual accounts should be set up to record the necessary data.

### **9. Do students have to fill in all posting references?**

Students should understand the concept of posting references – the need for posting references and how to use them. In the examinations, students will specifically be told if they need to record posting references.

### **10. What does 'full scope' refer to in relation to the school-assessed coursework assessment task involving the double entry accounting computer package?**

Page 21 of the Accounting Assessment Handbook states the 'full scope of the double entry accounting computer package is used to accurately record the financial information relating to 20 transactions and three different balance day adjustments'. The intention is that transactions are entered into the appropriate journals (cash receipts journal, cash payments journal, sales journal, purchases journal and general journal), not just entered in the General Journal.

### **11. What format will the Special Journals take in the examination?**

The templates for both the mid-year examination and end-of-year examination have been provided in the document 'Accounting, Written examination – June and November, Sample Material and Advice' which was distributed at the March 2003 VCE Accounting Assessment Handbook seminars. This document is also available on the VCAA website on the Accounting study page under Examinations, Sample Exams.

## Unit 4

**12. Stock:** Students use the perpetual inventory method with the FIFO (first-in, first-out) method. Which units of stock are returned with sales and purchases? Will it be identified, or is it assumed that the first/last ones sold/purchased will be the units of stock?

Questions (school-based or examination) relating to sales returns or purchases returns of stock should identify the specific transaction involved or identify the cost/selling price of the stock unit involved.

**13. Area of Study 2 (page 27) lists ‘managing and controlling cash – the importance of the cash cycle’. Does this mean bank reconciliation statements?**

No, bank reconciliation statements are not required as part of Unit 4.

**14. Is the section on the Du Pont theory in the ‘Advice for teachers’ to be included when analysing profitability?**

The ‘Advice to teachers’ section of the study design provides a wide range of advice/information/methods to teachers that can be used when teaching the course. Teachers are able to choose (within the requirements of the study design) how they teach ‘Decision making’ (Area of Study 2, page 27).

The end-of-year examination will use the list of ratios contained in the handout ‘Accounting, Written examination – June and November, Sample Material and Advice’ distributed at the March 2003 VCE Accounting Assessment Handbook seminars. This document is also available on the VCAA website: on the Accounting study page, under Examinations, Sample Exams.

**15. How should the Goods and Services Tax (GST) be treated regarding sales returns and purchases returns?**

The recording of GST in Unit 4 is limited to the special journals (cash receipts journal, cash payments journal, sales journal and purchases journal) and the GST Clearing Account. Sales returns and purchases returns will be recorded in the General Journal and as such, students do not need to know the treatment of GST with regard to these transactions. Students must, however, be able to record appropriate transactions in the GST Clearing Account.

If teachers have any further questions or issues that they would like clarified please contact Jennifer Quick, Manager, SOSE: Business Studies on (03) 9651 4436 or email on [quick.jennifer.m@edumail.vic.gov.au](mailto:quick.jennifer.m@edumail.vic.gov.au)

The Frequently Asked Questions will then be updated to provide further advice for all teachers.

quantity such as the value of a currency in terms of the \$US, the value of the gross domestic product of Organisation for Economic Cooperation and Development (OECD) countries, or the heights of group of people from birth to 16 years of age person across, is the *dependent* variable.

In other contexts, such as height and weight data for a random sample drawn from a given population, it is reasonable for either quantity to be used as the independent variable. In one situation a relationship that enables the height of an individual to be predicted in terms of their weight could be sought, while in another situation a relationship that enables the weight of an individual to be predicted in terms of their height could be sought. In this sort of situation, the choice of the independent variable is typically *specified* as part of the context for investigation. However, a table of values used to provide the bi-variate data for that context will not *necessarily* list the data for the independent variable in the *first* column of the table where the data is entered in the table in columns (or similarly in the *first* row of the table where the data is entered in the table as rows).

Thus, students need to be able to *clearly identify* the data corresponding to the *independent* and *dependent* variables in the table, and ensure that this data is entered in the correct order with respect to the graphics calculator or other technology they use for regression analysis.

For the calculation of residual values associated with analysis of transformations of data to linearity, the convention: *residual value = actual value – predicted value*, should be used.

## Mathematical Methods

The trace function available on graphics calculators and other graphing technology is a useful tool for obtaining approximate values for coordinates of points that are of interest in graphical analysis of functions and the solution of related equations. However, as indicated in the advice published in the April 2001 VCE BULLETIN pp. 13–14 and the *Report for Teachers 2001* for Mathematical Methods Examination 2, a trace function will not necessarily provide sufficient accuracy suitable for the analysis of solutions to equations and the like. For this purpose student should either use an analytical approach or numerical approach (based on the built in numerical equation solving function of the technology, or a program designed for this purpose) as appropriate to the question, problem or task at hand. A trace function can then be used to provide a useful graphical check on the solution obtained either analytically or numerically.

Students should be able to identify a function whose graph has vertical and/or horizontal asymptotes, by recognition of corresponding features of the rule of the function, before drawing its graph. Where a graphics calculator or other graphing technology is used to assist in drawing graphs of functions that have such asymptotes, students should be familiar with the need to use an appropriate set of graphing window specifications to clearly illustrate the key features of the graphs of these functions, including any asymptotic behaviour.

Graphics calculators and other graphing technology do not usually show explicitly asymptotes on the graphs of functions they produce, so students will need to take care to ensure that

## Mathematics

### Further Mathematics

When carrying out regression analysis on bi-variate data, care needs to be taken in identifying the independent and dependent variables for a given situation. In some contexts, such as the analysis of time series, the *independent* variable is clearly *time* while the other variable, which may be a

this behaviour is clearly identified on graphs they present as part of their solutions to various questions, problems and tasks. The mathematical convention of representing vertical and horizontal asymptotes by dashed lines on graphs, labelled by their corresponding equation  $x = a$  or  $y = b$ , where  $a$  and  $b$  are real numbers, should be used. It should be noted that, in particular, it is *not* an acceptable approach to attempt to imply asymptotic behaviour with respect to a coordinate axis by circling the end section of a curve and the nearby axis.

## Mathematical Methods (CAS) pilot

The comments in the previous section for Mathematical Methods also apply for Mathematical Methods (CAS). Students should also be able to describe other simple cases of asymptotic behaviour graphically, such as oblique linear asymptotes, and, for example, that the graph of

$x^2 + \frac{1}{x}$  is asymptotic to the graph of  $x^2$  as  $x \rightarrow \pm \infty$  and

asymptotic to the graph of  $\frac{1}{x}$  as  $x \rightarrow 0$ , which is itself asymptotic to the  $y$  axis as  $x \rightarrow 0$ .

Consideration of the relationship of  $f(x \pm y)$ ,  $f(xy)$  and  $f\left(\frac{x}{y}\right)$  to values of  $f(x)$  and  $f(y)$  for different functions  $f$  should be covered using examples similar to those described in the teacher support materials on functional equations which can be accessed from the *Discussion papers and teaching approaches* section for the Mathematical Methods (CAS) pilot on the VCAA website at: [www.vcaa.vic.edu.au/vce/studies/MATHS/caspilot.htm](http://www.vcaa.vic.edu.au/vce/studies/MATHS/caspilot.htm)

Students should, for example, given  $f(x) = \log_e(x)$  for positive real values of  $x$ , be able to identify that  $f(xy) \neq f(x)f(y)$ ; be able to provide a suitable counter-example such as  $x = 1$  and  $y = 4$  to the statement that  $f(xy) = f(x)f(y)$  for this function and be able to recognise that the correct relationship for this function is  $f(xy) = f(x) + f(y)$ . Similarly, given  $g(x) = x^2$  for real values of  $x$ , students should be able to identify that  $g(xy) = g(x)g(y)$ , but that  $g(x + y) \neq g(x) + g(y)$ , and provide a suitable counterexample to the statement that  $g(x + y) = g(x) + g(y)$  for this function. Students will *not* be required to *prove* that particular relationships are true for a given function. Treatment of this material should take place in conjunction with consideration of each of the basic functions of the course.

## Specialist Mathematics

The relation for a circle, centre  $(a, b)$  and radius  $r$ , with Cartesian equation  $(x - a)^2 + (y - b)^2 = r^2$ , where  $a$  and  $b$  are real numbers and  $r$  is a positive real number, can be expressed in complex form for representation on the complex plane by the relation:  $|z - c| = r$ , where  $z = x + yi$  and  $x$  and  $y$  are real numbers, and  $c = a + bi$ . This corresponds to the definition of the circle as the path of a point that moves so that it is a constant distance,  $r$ , from a fixed point,  $c$ .

Since  $z\bar{z} = x^2 + y^2$ , students should also recognise that the relation:  $z\bar{z} = r^2$  represents a circle centre  $O$  and radius  $r$ , and hence that  $(z - c)(\bar{z} - \bar{c}) = r^2$  represents a circle, centre  $c = a + bi$  and radius  $r$ , as noted in the 2001 Examination 1 Report to Teachers. For example, the circle with Cartesian equation  $(x + 2)^2 + (y - 4)^2 = 9$ , shown in Figure 1, can be represented in the complex plane by the relation  $|z - (-2 + 4i)| = 3$  and by the relation  $(z - (-2 + 4i))(\bar{z} - (-2 - 4i)) = 9$ .

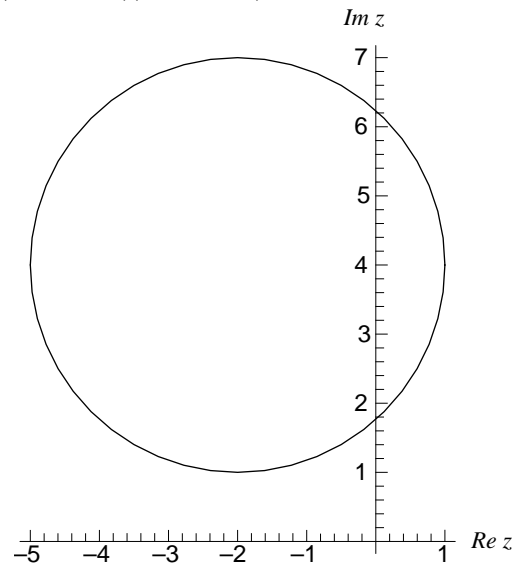


Figure 1: Graph of circle in complex plane

When answering kinematics problems involving acceleration, students should be careful to determine whether constant acceleration or variable acceleration is involved. Kinematics formulas involving constant acceleration do *not* apply in contexts where acceleration is a non-constant function, such as in Question 6, Part 2 of Examination 1 in 2002, where the acceleration  $a$  m/s<sup>2</sup> of a particle with velocity  $v$  m/s at time  $t$  seconds is given by  $a = -2 + \sqrt{v^2 + 5}$ .

## Music Performance: Solo

### Prescribed list of notated solo works

Teachers are advised that the current Prescribed List of Notated Solo Works (1996–2002) will continue to December 2004. Only works from the Prescribed list or works for which annual approval to perform an alternative work has been obtained at the beginning of the year may be performed in the end-of-year VCE Music Performance: Solo performance examination.

The following are additional clarifications to that list.

### Page 93 – Violin

BRITTEN, B.

'March' **OR** 'Lullaby' **OR** both from 'Suite', London: Boosey & Hawkes

Students should not perform the Introduction; that is they should only perform either or both of the 'March' or the 'Lullaby'.

### Page 101 – Voice: Classical, Recitative and aria from Oratorio, Male voices

FAURÉ, Gabriel

'Libera me', from 'Requiem', Sevenoaks, Kent: Novello

Students are only required to sing the solo section of this work, not the chorus section.

The following errata, changes and clarifications to the Prescribed List have previously been published in VCE BULLETIN Nos 140, 151 and 173, May 1999, April 2000 and February 2002.

### Page 10 – Bassoon

VIVALDI, A. (ed. SHARROW)

'Concerto in E Minor' F.VIII no. 6, any two movements, New York: International Music, 1982, duration: no. 1 – 4:15, no. 2 – 3:05, no. 3 – 2:55 minutes.

(In the entry in the prescribed list the Concerto number was incorrect.)

### Page 12 – Clarinet – B flat Soprano

GARSON, M.

'Two Soliloquies for Clarinet' no. II only **OR** 'Ballade', from *Clarinet Solos for the Performing Artist*, Van Nuys, Alfred, 1994 (11909), duration: no. II – 2:50, Ballade – 3:35 minutes. To be performed with piano, not the CD.

(In the entry in the prescribed list the composer was incorrect.)

### Page 13 – 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.

\* Please note: the Clarinet concerto by Stamitz, K, may not be performed.

### Page 30 – Euphonium – Bass Clef

BACH, J.S.

'6 Cello Suites for Trombone Solo', New York: International Music, any one of: 'Suite No. 1 Courante', duration: 2:00 minutes 'Suite No. 2 Prelude/Allemande', duration: 5:00 minutes

'Suite No. 3 Bourrée Nos 1 and 2', duration: 3:00 minutes.

(In the entry in the prescribed list the Bourrée numbers were incorrect.)

### Page 34 – Flute

BACH, J.S.

'Sonata in G Minor' BWV 1020, any movement/s, London: International Music or Peters or Kassel – Wilhelmshöhe: Bärenreiter.

(In the entry in the prescribed list the sources were incomplete.)

### Page 40 – Guitar – Contemporary popular

KNOPFLER, Mark

'Sultans of swing' from Rock Score Singles, Wise Publications.

(Anthology listed in the entry is no longer available.)

RAY VAUGHAN, Stevie

'Texas flood' (trans. TAPELLA, John) from *Stevie Ray Vaughan Lightnin' Blues 1983–1987*, Milwaukee: Hal Leonard, 1991.

(In the entry in the prescribed list 'Lenny' was incorrectly listed as being included in the *Stevie Ray Vaughn Lightnin' Blues 1983–1987* album.)

### Page 59 – Percussion – Timpani, works with accompaniment

SARCICH, Paul

Concert pieces: for timpani. (with piano accompaniment) 'Gigue', 'Lament', 'Fandango', Sydney: Australian Music Centre, duration: Gigue – 3:00, Lament – 3 to 4 minutes, Fandango – 4 to 5 minutes.

Play any one movement.

(In the entry in the prescribed list these works were incorrectly entered under Unaccompanied works.)

### Page 64 – Pianoforte

BACH, J.S.

'French Suite No. 6 in E Major' BWV 817, any of Allemande, Courante, Gigue, Munich: Henle Verlag.

(In the entry in the prescribed list the title was inaccurate.)

### Page 65 – Pianoforte

SCHUBERT, F.

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

(The entry should read, 'any one from any edition'.)

### Page 66 – Pianoforte

MENDELSSOHN, F.

'Song Without Words in E major' op. 19 no 1.

(In the entry in the prescribed list the opus number was inaccurate.)

### Page 70 – Saxophone – Alto

DESMOND, P. (trans. KELLER, G.)

'Take Five' as recorded by D. Brubeck Quartet, Miami: CPP/Belwin, duration: 2:30 minutes.

Performers using sheet music published by Derry Music Company, San Francisco, California, 1960 and 1961 should note that the accompaniment should be based on bars 1–4 rather than the accompaniment as printed in the remainder of the arrangement.

### Page 71 – Saxophone – Alto

SPIEWAK, T.

'Floral Suite', any one of the five, Sydney: Australian Music Centre.

(In the entry in the prescribed list the number of works that could be performed was omitted.)

**Page 73 – Saxophone – Tenor**

FIOCCO, J.H. (trans. LONDEIX, J.M.)

'Concerto pour Cello', Brussels: Schott Frères, 1972, (SF9260), duration: no. 1 – 3:10, no. 2 – 2:30, no. 3 – 2:45, no. 4 – 2:00 minutes. One or more movements may be performed. Students are not required to perform the entire concerto.

**Page 77 – Synthesiser**

ZAWINUL, J and HENDRICKS, J./WEATHER REPORT

'Birdland', from *The Best of Weather Report* (a recorded album), in *The Best of Weather Report*, Third Earth, Milwaukee: Hal Leonard. Milwaukee: Hal Leonard, 1988, duration: 5:00 minutes.

(In the entry in the prescribed list the source was inaccurate.)

**Page 84 – Trumpet**

BACH, J.S.

'Arioso' from Cantata no. 156: Carl Fischer.

(In the entry in the prescribed list the original source of the 'Arioso' was not identified.)

**Page 86 – Tuba**

KOPPRASCH, C

'60 Studies for Tuba', any one of nos 14, 15, 19, 42, 43, 46; North Easton: Robert King – Book I of the Hofheim-Leipzig edition may also be used.

**Page 91 – Viola***Classical*

ZELTER, Carl

'Concerto in E Flat Major', movement no. 1, London: Hinrichsen, 1952.

(In the entry the prescribed list Zelter was incorrectly entered under Romantic and Post-Romantic.)

**Page 92 – Violin**

PROKOFIEV, Serge

'Sonata for Solo Violin' op.115, one or two movement/s, New York: International Music – editions published by Peters and Sickorski may also be used.

**Page 94 – Violin**

SCHUBERT, Franz

'Three Sonatinas', op.137, D384, 385 and 408, London: Peters, 1954.

Entry should read 'first or last movement from any of the sonatinas', not 'movement nos 1 or 3 from any of the sonatinas'.

**Page 96 – Violoncello**

HINDERMITH, Paul

'Solo Sonata Op, 25' no. 3, one movement only, Mainz: Schott, 1979.

(In the entry in the prescribed list the Opus number was inaccurate.)

**Page 116 – Voice – Contemporary popular**

LAUPER, C. and HYMAN, R.

'Time after time'

CD: Cyndi Lauper, *She's So Unusual*, Sony 7464 38930 2  
Notation: The Sensational Eighties, Warner Chapel.

(In the entry in the prescribed list the notation source was inaccurate.)

# Technology

## Information Technology: Frequently Asked Questions

The VCAA conducted a series of assessment seminars in February/March in regional and metropolitan venues for teachers of the revised study design being implemented for the first time this year. The following list of frequently asked questions is compiled from these seminars, with responses provided. These will be of particular interest to those teachers who could not attend.

### Examinations

**1. How different is the 2003 Information Processing and Management examination from last year?**

This year's examination is different from last year's examination in that there are two sections: Section 1 consists of 20 multiple-choice questions (worth 20 marks), which cover all of the outcomes, and Section 2 (worth 70 marks), which consists of short-answer and extended questions and also covers all of the outcomes. Section 2 format is very similar to last year's paper.

**2. How different is the 2003 Information Systems examination from last year?**

This year's examination is different from last year's examination in that there are two sections: Section 1 consists of short-answer questions and is worth 25 marks. The questions cover all of the outcomes, but the sequence of questions is not in the order of the phases of the systems development life cycle. Also the questions do not relate to one case study; rather they are a set of independent questions, which vary in value from one to three marks. Section 2 will follow the same format as last year's examination, namely there will be a case study with related questions. A detachable centrefold will contain most of the supplementary information relating to the case study.

**3. Will there be a sample examination paper for Information Processing and Management?**

A series of sample questions relating to both sections will be provided. There are already some questions on the VCAA website that are available at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) > VCE sample exams > Information Processing and Management. Further questions will be posted in Term 2.

**4. Will there be a sample examination paper for Information Systems?**

A sample examination paper will be posted on the VCAA website at the beginning of Term 2. It will be available at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) > VCE Sample exams > Information Systems.

### 5. *Are there examination criteria?*

Criteria are published in the *VCE Assessment Handbook Information Technology 2003* for both Information Processing and Management (page 36) and Information Systems (page 54). These criteria will be used in the setting of both examination papers.

### 6. *Why is the weighting of the outcomes, for examination purposes, different from their weighting for School-assessed Coursework?*

In both studies, students are required to use computers to demonstrate aspects of some outcomes. For School-assessed Coursework purposes, assessment can be conducted within the school; however, in the examination setting, where students do not have access to computers, it is not possible to assess those components of outcomes that require the use of computers. As a consequence, as only the theoretical component can be assessed in the examination, the contribution of such outcomes to the examination is decreased. Conversely, for outcomes that do not require the use of computers, their weightings are increased for examination purposes.

## School-assessed Coursework

### 1. *Where are the timeframes and word lengths for each assessment task listed in the VCE Assessment Handbook Information Technology 2003?*

To provide schools with further flexibility in scheduling and determining their School-assessed Coursework programs, there are no centrally prescribed conditions of task stated in this publication; however, conditions should still apply. Schools are now responsible for setting the conditions under which tasks are done and for informing students of these. When determining the length of a response or the time allowed to complete an assessment task, consider both student workload and the authentication of work. It is still expected that tasks are completed within the classroom, under supervision.

### 2. *What are performance descriptors?*

Performance descriptors are a guide to the standards that you would expect for a particular task. They typically describe what students should know and be able to do at designated levels. 'Know' descriptors stem from the key knowledge associated with each outcome, and the 'how' descriptors relate to key skills.

### 3. *How can you make the descriptors in the Assessment Handbook better fit specific tasks set by teachers?*

One approach to identifying what the standards mean for your specific task is provided. This approach requires you to tease out what some of the descriptors mean for your task, at each level.

For example, for Information Processing and Management, Unit 3 Outcome 1 (41–50 marks), the following descriptor appears 'all constraints have been identified'. What does 'all' mean for the task you have set your students at the standard? List them. At the 11–20 mark range, the corresponding descriptor reads 'some constraints have been identified'. What is 'some' for your task? List what is

acceptable for the task that has been set. Continue the process for each descriptor at each level until you have built up a profile, specific to your task. What you will have done is directly link the standards identified in the descriptors in the *Assessment Handbook* to your task.

This approach fosters greater consistency in assessment judgment, as the specific standards for your task are clearly stated and can be easily referred to. A marking scheme can also be developed from this task-specific statement.

This process is also useful for checking the validity of your task, during the task-designing process. What if the task does not allow sufficient differentiation of student performance? Does the task provide students with the opportunity to demonstrate the highest level of performance? If any weaknesses are detected, time is available to make adjustments.

## Information Processing and Management – Acts of Parliament

As part of Outcome 3 in Unit 3, students are required to 'evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information'. This involves demonstrating a knowledge of 'the legal obligations of organisations and individuals to monitor and control the flow and access of information'. The Acts of Parliament associated with this key knowledge point are:

- *Privacy Act 1988*
- *Privacy Amendment (Private Sector) Act 2000*
- *Information Privacy Act 2000*
- *Health Records Act 2001*
- *Copyright Amendment (Digital Agenda) Act 2000.*

It is not the intention of the outcome for students to demonstrate an in-depth knowledge of the Acts; rather, as stated in the 'Advice for teachers' section (page 66) of the study design, students should have an overview of the Acts of Parliament. This means having a knowledge of the purpose of each Act, its jurisdiction and its main provisions. Armed with this knowledge students can then evaluate how well the procedures currently used by an organisation to manage and control the storage, communication and disposal of information, meet legal obligations. This is one measure by which students can evaluate the effectiveness of the organisation's strategies (equipment and procedures).

The first four Acts of Parliament listed above, primarily focus on the privacy of information, which means that individuals and organisations have the right to disallow or restrict how information is used about them. Each of these Acts is based on a set of principles which are very similar (privacy or health principles). One approach to teaching about these Acts could be to explore how these principles apply to the storage, communication and disposal of information. While there are differences between each set of principles, they all share a common base.

How much detail should your students know? Listed are the key features that should be covered, together with some examples.

- The main **purpose** of the Act; for example, the Health Records Act creates a framework to protect the privacy of individuals' health information through regulating how this information is collected and handled, and the Privacy Amendment (Private Sector) Act has as its main purpose giving people greater control over the way personal information about them is handled by the private sector. Students should know the difference between 'health information' and 'personal information'.
- The **jurisdiction** of the Act; for example, the Information Privacy Act affects the Victorian (state) public sector departments and agencies, whereas the Privacy Amendment (Private Sector) Act affects the private sector in the commonwealth.
- The key **provisions** of the Act; for example, the key provisions of the Health Records Act are:
  - to protect the privacy of an individual's health information that is held in the public and private sectors
  - to provide individuals with a right of access to their health information
  - to provide a framework for resolving complaints regarding the handling of health information.

Regardless of the Act of Parliament, students should focus on what strategies an organisation has employed to fulfil its legal obligations with respect to the storage, communication and disposal of data and information. For example, under the Copyright Amendment (Digital Agenda) Act a business is able

to protect information it stores and communicates via its website through the use of protection devices such as encryption software and access codes. This strategy is both legal and appropriate. If, however, an organisation tampers with the copyright statement in an electronic document belonging to another organisation, this is an offence according to this Act.

### Useful resources

Office of the Federal Privacy Law  
[www.privacy.gov.au](http://www.privacy.gov.au)

Copyright aware  
[www.copyrightaware.gov.au](http://www.copyrightaware.gov.au)

Parliament of Australia  
[www.aph.gov.au](http://www.aph.gov.au)

Australian Law Online  
[www.law.gov.au](http://www.law.gov.au)

Office of the Victorian Privacy Commissioner  
[www.privacy.vic.gov.au](http://www.privacy.vic.gov.au)

Department of Human Services, Victoria  
[www.dhs.vic.gov.au/privacy](http://www.dhs.vic.gov.au/privacy)

Patrao, D 'The Revised Study Design 2003–2006: Privacy and Copyright', *InfoNet 2002*, Issue Number 3, Victorian Information Technology Teachers Association



IN CONFIDENCE

## Expression of Interest VCE Study Consultation Register 2003

**VCE STUDY**

*(please tick)*

Business Management

Media

LOTE: *(please circle)* Arabic, Chinese First Language, Chinese Second Language, Classical Greek, French, German, Greek, Indonesian First Language, Indonesian Second Language, Italian, Japanese First Language, Japanese Second Language, Korean First Language, Korean Second Language, Latin, Spanish, Vietnamese

**CONTACT DETAILS** *(Block letters please)*

TITLE \_\_\_\_\_ NAME \_\_\_\_\_

ORGANISATION \_\_\_\_\_

POSITION \_\_\_\_\_

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SUBURB \_\_\_\_\_ POSTCODE \_\_\_\_\_

TELEPHONE \_\_\_\_\_

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

**VCAA privacy statement**

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

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

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

You have the right, under the *Freedom of Information Act 1982*, to seek access to your personal information held by the VCAA. Please contact the VCAA if you want access to any information we hold about you. In some circumstances you may have to seek access under the Freedom of Information Act.

## Notices

### VCAA Plain English Speaking Award – 2003

The Plain English Speaking Award, now in its 26th year, will be managed by the Victorian Curriculum and Assessment Authority from 2003 onwards and in Victoria will be referred to as the VCAA Plain English Speaking Award.

Teachers of English, Public Speaking and Debating may be aware of this Award and know that it provides an excellent opportunity for students to build self-confidence and extend their skills in oral communication, speech writing and research. Students between the ages of 15 and 18 years are eligible to participate and teachers can incorporate it into the English Effective Oral Communication area of study in Units 1 and 3 of VCE English.

Schools conduct their own competition and select two students to go on to regional finals which will be held during the last two weeks of Term 2 and the first two weeks of Term 3. The Victorian state semi-finals and finals will take place in Melbourne on 4 and 5 August and this year the national finals, to be held on 18 August, will also be organised by the VCAA and will also take place in Melbourne.

Further information about the VCAA Plain English Speaking Award, a schedule of the regional finals and the entry form are available from our website

[www.vcaa.vic.edu.au/plainEng/index.htm](http://www.vcaa.vic.edu.au/plainEng/index.htm)

Or contact VCAA Information Services on (03) 9651 4544 or 1800 134 197 or email

[information.services.vcaa@edumail.vic.gov.au](mailto:information.services.vcaa@edumail.vic.gov.au)

Entry form also on page 20.

### Victorian Commercial Teachers Association

#### Attention VCE Accounting teachers and students

The Victorian Commercial Teachers Association (VCTA) is organising professional development for VCE Accounting teachers titled 'Getting Ready for the June Examination' on Thursday 15 May, Moonee Racing Club and Tuesday 20 May, Edmund Barton Centre. The VCE Accounting June Examination Student Revision Lectures will be held on Saturday 17 May, Old Arts Building, University of Melbourne. Please access Comnet (the VCTA website) [www.vcta.asn.au](http://www.vcta.asn.au), click on Professional Development to download the appropriate flyers in the April update or contact Meri Rametta, Manager, VCTA Professional Services on (03) 9419 9622 for details.

### aMuse

#### VCE Music solo performance

##### Ensemble works programs

aMuse has assembled an outstanding line up of presenters and performers for the Prescribed List of Ensemble Works for Solo Performance Programs during 2003. Each program

will feature a presentation of the piece being studied, a detailed lecture covering the structure and context of the work, and a discussion of teaching and learning aspects. The 2002 written examination questions will be discussed as well. These lectures are suitable for students and teachers and will provide valuable insight into each of the prescribed list works. All participants should bring marked up scores for reference.

#### Work for Orchestra

Westlake: Antarctica: Suite for Guitar and Orchestra  
Presenter: Johanna Selleck, University of Melbourne  
Includes a screening of the IMAX film Antarctica.

**Date** Sunday 4 May

**Time** 10.00 am – 1.00 pm

**Cost** Students \$18.50/Teachers \$24.00

**Venue** IMAX theatre and Melbourne Museum

*Bookings for the 'Antarctica' film and lecture available only through aMuse. Do not contact IMAX or the Melbourne Museum for this event. Concludes at approximately 1.00 pm.*

#### Work for Band

Holst: First Suite in E flat for Band Opus 28 No. 1  
Presenters: Martin Macaulay, Peter Bohmer, Colin Harris and Roland Yeung

Featuring a workshop performance by the aMuse VCE Symphonic Band. Bring a score.

**Date** Sunday 25 May

**Time** 2.00 pm – 5.00 pm

**Cost** Students \$11.00/Teachers \$22.00

**Venue** Carey Baptist Grammar, Kew

We are assembling a scratch band for this event. Teachers are requested to nominate interested students who could competently play this piece with only two ensemble rehearsals. Rehearsals will be held Wednesday 21 May from 5.30 pm – 7.30 pm and then on Sunday 25 May at 11.00 am, before the workshop performance. If there are more nominations than parts, then a selection process will be used. Any obvious holes in the instrumentation will be filled by teachers. Students will be issued with parts and will be expected to know their parts before the first rehearsal. When nominating, please include the student's name, year level, instrument, and school.

#### Work for Contemporary Popular Group

*The Beatles: Sgt Pepper's Lonely Hearts Club Band*

This workshop will feature performances of cover versions of the eight songs to be studied including commentary, comparison to the original versions, analysis, and a creative workshop activity.

**Date** Sunday 1 June

**Time** 10.00 am – 4.00 pm

**Cost** Students \$11.00/Teachers \$22.00

**Venue** Billanook College, Mooroolbark

This workshop will take the form of a 'covers version' day. Students may prepare a cover version of one of the following songs: 'Sgt Pepper's Lonely Hearts Club Band', 'With a little help from my friends', 'Lucy in the sky with diamonds', 'Fixing a hole', 'Being for the benefit of Mr Kite', 'When I'm sixty four', 'A day in the life'.

'She's leaving home' will be presented as a creative workshop activity. All participants should be familiar with

the structure of this song. The cover version may be in any style or genre. Please include names of all participants, school, instrumentation, style, and which song. If more nominations are received than time allows a selection process will be used ensuring a range of styles are presented. Expressions of interest have already been received from Billanook College, Toorak College and Star of the Sea.

***Work for Chamber Ensemble***

Mozart: Clarinet Quintet in A, K581

Presenter: Graham Abbott

Featuring a performance of the quintet by an ensemble from the Victorian College of the Arts, William Howard, coordinator. Bring a score.

**Date Sunday 27 July**

**Time 1.00 pm – 4.00 pm**

**Venue Methodist Ladies College Music Auditorium**

**Cost Students \$11.00/Teachers \$22.00**

***Work for Choir***

Bach: Wachet Auf Cantata No. 140

Presenter: Graham Abbott

Featuring the choirs of Brighton Grammar School and Firbank Anglican School; the orchestras from Scotch College and Presbyterian Ladies' College; soloists Jocelyn Hickey, James Egglestone, and Jerzy Kozłowski. Participants should bring a score and be familiar with the final movement. The 'congregation' should be seated by 1.45 pm for a rehearsal of the final choral movement.

**Date Sunday 3 August**

**Time 2.00 pm – 5.00 pm**

**Venue Melba Hall, Royal Pde Parkville**

**Cost Students \$11.00/Teachers \$22.00**

Contact Kevin Kelley on (03) 9349 1048 for all of the VCE ensembles works programs, or email to [amuse@jcsav.vic.edu.au](mailto:amuse@jcsav.vic.edu.au)

## The School For Excellence: Year 9 and 10 English Programs

The School For Excellence is well recognised for its specialised programs that are designed to assist Year 11 and 12 students with their studies. In 2003, The School For Excellence is expanding its services to accommodate the academic needs of Year 9 and 10 students. The first of these programs involves an intense and interactive five week course, designed to provide and refine the foundations required for VCE English. This critical program commences on Wednesday 7 May 2003, and will focus on developing each student's knowledge and skills in grammar, spelling, sentence structure, editing, oral communication, interpretation of set texts and essay writing. Students will also receive individual attention and instruction, substantial notes, fully worked examples, clear explanations and take home practice questions. For further information or application forms, please contact The School For Excellence on (03) 9663 3311.

## VCE Achiever



*The VCE Achiever Awards highlight the achievements of VCE students, who, during an already demanding period of their lives, take a leadership role in their school and in their local community and provide a role model for others. They actively participate in community activities such as volunteer work, fund-raising, public speaking, and supporting local activities such as the arts, preservation of the environment, assisting the disadvantaged, media and sporting events.*

*Those wishing to apply should fill out an application form and provide a CV (3-pages maximum) listing their achievements during their VCE. Students can also attach media cuttings and letters of commendation but are asked to keep these to a minimum. All applications need to be endorsed by the Principal.*

*For more information on the VCE Achiever Awards, contact the coordinator, Vera Hemkes, on (03) 9651 4557 or visit the VCAA website at: [www.vcaa.vic.edu.au/vce/achiever/achiever.htm](http://www.vcaa.vic.edu.au/vce/achiever/achiever.htm)*

The VCE Achiever Awards 2003 is off to a great start with the first VCE Achiever for March, Peter Nicholls of Blackburn High School. Peter shows a keen vision in the field of science and great talent for musical performance.

Peter is certainly no stranger to the limelight. As part of the dynamic music program at Blackburn High, Peter participates in a lively performance schedule playing clarinet in the Symphonic Band and saxophone in the Intermediate Stage Band. He is also a talented piano player.

Peter's school has praised his dedication to the music program: 'Peter has been very committed, always positive and has demonstrated a high degree of musicality and leadership.'

Not only does Peter perform for his school, but he participates in musical backing at local church services and has played Christmas Carols to appreciative audiences for the past two years. He also plays at community events with the Box Hill Salvation Army Big Band.

Peter's talent certainly extends beyond his musical ability. Peter is a keen sportsman, representing Blackburn High School at District Level in swimming, volleyball and badminton. This year,

Peter again won the school open age swimming championship race. He also shoots with the Box Hill Archery Club when time and weather permits. Over summer, Peter undertook the Royal Life Saving Society course to qualify as a pool lifeguard and passed his St John Ambulance Brigade Senior First Aid certificate.

As House Vice-Captain, Peter encourages younger students to be actively involved in sporting programs. He also inspires younger students through his work as a Peer Support Leader, a Student Representative Council leader and Form Captain.

A natural leader, Peter has represented his school at the Young Leaders Conference, a program of motivational talks on leadership. He has been a member of the school's *E-Team*, a project linking students to real-life business situations where they are required to develop solutions.

His list of achievements also includes receiving the Queen Scout Award from the Governor of Victoria and completing the Venturer's Leadership course. Peter was a recipient of the Caltex Award in 2002, offered for the best all-round performance in sport, music and academic pursuits. Peter also holds the Duke of Edinburgh Award.

Peter has represented Blackburn High School at the National Youth Science Forum in Canberra. He found this an enriching experience in meeting like-minded people and attending a series of lectures and workshops. 'It was really great to meet people from all around Australia and develop a network of contacts throughout Australia, Canada, New Zealand and South Africa.'

Peter was one of a select group to be invited to organise next year's forum. Subsequently, he has been asked to represent Australia at the International Youth Science Forum in London in July–August of this year as one of only six from across Australia and the only Victorian participant. This prominent event will give him the opportunity to attend lectures and demonstrations from leading scientists, forums covering topics of scientific concern, and includes visits to research centres and behind-the-scenes tours of science and natural history museums.

Recently awarded the Nunawading Lions Club Youth of the Year and Best Speaker Award, Peter is an outstanding community leader and a worthy winner of the March VCE Achiever Award.





## VCE Achiever Awards 2003 Application Form

**Name of Student:** .....

*(When applying for these awards, a student should be undertaking at least two Unit 3 / 4 sequences.)*

**School the student is attending:** .....

**Address:** .....

**Endorsement:** I, ..... agree the VCAA can access my details for any future promotional or media use. *(Applicants are asked to sign this statement).*

*All applications should be endorsed by the principal of the school:*

*(signed)* ..... Phone: .....

Principal

**In their application, students should address the key selection criteria:**

1. demonstrate a high degree of leadership in schools and the community.
2. be self-directed and demonstrate initiative.
3. be involved in extra curricula activities, for example public speaking, sporting activities, the arts. The focus should be on the student's willingness to coordinate and organise these activities.
4. demonstrate an emphasis on helping others and providing service to others, for example, coaching, fundraising, environmental protection, hospitality services, assisting people with disabilities, involvement in local council activities.
5. be seen by their school community to be inclusive, cooperative and committed to making a difference.

- When addressing the above criteria, please include a typed list of achievements – undertaken whilst participating in the VCE – and attach to this form. This may take the form of a CV, or anecdotal style, depending on personal preference. Please limit your application to three pages.
- Remember that these awards acknowledge community service activities, it is not necessary to list academic achievements or awards.
- Please do not attach copies of certificates. A student may provide a list of bullet points listing their achievements rather than copies of awards.
- Students may wish to attach any newspaper articles or other items of interest relevant to their work such as letters of acknowledgement from prominent community leaders.
- Please have your application in on the first week of each month to qualify for a monthly award.

Should you have any further queries, please contact:

Vera Hemkes

Victorian Curriculum and Assessment Authority

41 St Andrews Place

EAST MELBOURNE 3002

Telephone: 9651 4557; email: hemkes.vera.v@edumail.vic.gov.au

website: [www.vcaa.vic.edu.au/vce/achiever/achiever.htm](http://www.vcaa.vic.edu.au/vce/achiever/achiever.htm)





# VCAA Plain English Speaking Award – Victoria

## Entry form for Regional Finals

**SCHOOL DETAILS** *(Block letters please)*

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

SUBURB \_\_\_\_\_ POSTCODE \_\_\_\_\_

TELEPHONE \_\_\_\_\_ FACSIMILE \_\_\_\_\_

**STUDENT DETAILS** *(Please complete a separate form for each student entering the Award)*

FIRST NAME \_\_\_\_\_

FAMILY NAME \_\_\_\_\_

GENDER *(Please tick)* MALE  FEMALE  DATE OF BIRTH

TOPIC OF PREPARED SPEECH \_\_\_\_\_

**AUTHORISATIONS**

COORDINATING TEACHER'S NAME \_\_\_\_\_

TELEPHONE \_\_\_\_\_ EMAIL \_\_\_\_\_

PRINCIPAL'S NAME \_\_\_\_\_ APPROVAL GIVEN YES  NO

STUDENT HAS READ THE CONDITIONS OF ENTRY AND AGREES TO ABIDE BY THEM YES  NO

PARENT/GUARDIAN OF STUDENT HAS CONSENTED TO THEIR PARTICIPATION IN THE AWARD YES  NO

SIGNATURE OF COORDINATING TEACHER \_\_\_\_\_

Please note: the entry fee per **school** is \$50.00. Cheques to be made payable to Victorian Curriculum and Assessment Authority. The VCAA will issue a tax receipt. VCAA ABN No. 82 628 957 617

Please mail this form to: Information Services, VCAA, 41 St Andrews Place, East Melbourne 3002  
OR Fax to: (03) 9651 4550 Telephone enquiries: (03) 9651 4544 **Deadline: Saturday 31 May 2003**

**PRIVACY STATEMENT**  
We collect and handle all your personal information in order to process your entry in the VCAA Plain English Speaking Award. It will be kept secure and only used in relation to the Award.

# March 2002 to March 2003

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### Bulletin No. 178

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1. English Text list 2004
2. 2003 Examination Assessment Criteria (online only)

### Bulletin No. 186

1. VCAA Principles, Guidelines and Procedures for Review of VCE Studies
2. 2003 advice for School assessment
3. Implementation of VCE Studies in 2004: Summary of Changes
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# Distribution

27 February 2003 to 26 March 2003

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- 12/2003 re 1. 2003 VCE Written examination centres and supervisors  
2. 2003 General Achievement Test Centres  
3. 2003 GAT and VCE Examinations Supervisors  
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5. 2002 School's Associated and Combined Centres Report  
6. Statutory Declaration  
7. Study Codes
- 13/2003 re 2003 Special arrangements for the written Examinations and general achievement test
- 14/2003 re VCE VET Scored Assessment Professional Development for Assessors – March/April 2003  
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- 15/2003 re An invitation to participate in the Key Competencies Assessment field trial in semester one 2003  
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- 16/2003 re New Professional Development Activity for Food and Technology teachers
- 17/2003 re VCE Dance and VET Dance – Top Class: Dance BOOKED OUT
- 18/2003 re Top Screen sessions filling fast – Season of Excellence

## Publications: Print

- March 2003 VCE BULLETIN  
Supplement 1 – VCAA Principles, Guidelines and Procedures for the Review of VCE Studies  
Supplement 2 – 2003 advice for School assessment  
Supplement 3 – Implementation of VCE Studies in 2004: Summary of Changes

- Supplement 4 – VET in the VCE Information Technology  
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AIM Year 7 Trend Data 2001/2002  
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## Publications: Internet

### Additions

- March 2003 VCE BULLETIN Supplements & Liftout Memoranda to schools  
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2002 Examinations (Availability subject to copyright clearance)  
Classical Societies and Cultures, History: Revolutions, LOTE: Bengali, LOTE: Portuguese, Music Performance: Group, Systems and Technology, VET Electronics, VET Furnishing, Visual Communication and Design  
VCE GAT 2002 answers  
Texts and Traditions sample examination  
2003 Theatre Studies Playlist Units 3 and 4  
Advice for Teaching VCE 2003 (on individual study pages)  
VCE VET Building and Construction, Financial Services (amended hours) Retail booklets  
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- Theatre Studies: Performance monologues 2002  
Section 11 VCE Administrative Handbook 2003

## COPY DEADLINES FOR 2003

Issue No. and Month	Date of publication	Copy deadline
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
No. 193 September	Monday 15 September	Wednesday 27 August
No. 194 October	Monday 13 October	Wednesday 24 September
No. 195 November	Monday 17 November	Wednesday 29 October
No. 196 December	Monday 15 December	Wednesday 26 November

# VCE Season of Excellence 2003 update

**T**op Designs at Melbourne Museum is presenting works by Media, Technology and Visual Communication and Design students until 13 July and includes short films, photography, print layout, furniture, textiles, mechanical and electrical projects, food folios, and visual communication products and applications. Most works are accompanied by folios and design plans.



**Gemma Ashley Kaplan**  
Mount Scopus Memorial College

Sessions for Top Class: Dance on Saturday 15 March and Top Class: Drama on 29 March are both sold out. Both were presented at a larger venue this year – the National Theatre in St Kilda. Theatre Studies on Saturday 29 March was also held at the National Theatre.

Twenty-six dancers presented a range of Technique and Composition solo performances from their 2002 performance examinations. Twenty-two Drama students presented their Solo Performance examination pieces and 13 Theatre Studies students performed their Monologue pieces.

There are still tickets available for Top Class Music performance: Solo and Group on 5 April being presented at the **ABC Iwaki Auditorium**. Concerts begin at 10.30 am (brass, woodwind and percussion); 1.00 pm (orchestral strings and classical fretted strings); 3.00 pm (piano and classical voice) and 6.00 pm (contemporary styles – solo – and contemporary and classical styles – group). Tickets are \$7.00 or \$5.00 for regional students.

Catalogues for Top Designs can be mailed to schools on receipt of \$16.50 forwarded to the Season office at the VCAA.

Multiple copies of the Season program guide/poster were sent to schools last month and further information can be obtained from the Season office on (03) 9651 4544 or [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).



**Adrian Hicks**  
Victorian College of the Arts Secondary School

## Subscription to the VCE BULLETIN

Subscription forms for the VCE BULLETIN are available on the VCAA website: [www.vcaa.vic.edu.au/forms/VCE/bulletin.htm](http://www.vcaa.vic.edu.au/forms/VCE/bulletin.htm) or contact the VCAA on (03) 9651 4326. Cost of a one-year twelve-issue subscription is \$42.35 (incl. GST).

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Victorian schools only may photocopy this publication for use by teachers and students.

**The VCAA does not endorse the products or services of any notices published in the VCE BULLETIN.**

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