



# VCAA Bulletin

Information to schools about the VCE and VCAL

Principal  VCE/VCAL Coordinator  VCE/VCAL Teachers

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## VCAA Plain English Speaking Award

The 15 regional finals of the VCAA Plain English Speaking Award are now taking place in schools as far a field as Mildura, Warrnambool, Benalla and Warragul. The metropolitan area is also well covered. In the first year that the VCAA is managing the award, a total of 165 entries have been received, which is an

increase of 153 per cent on last year. A range of judges have been appointed, representing the three school sectors. For teachers and students who missed out this year, there will be another opportunity to enter in 2004 and advance information will be available through future VCAA BULLETINS and on the VCAA website.



Tom Windlow of Koonung Secondary College, winner of the first regional final at Kew High School. Tom is now preparing his speech for the state semifinals on 4 August.



## Important administrative dates

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

2003	
<b>Monday 14 July</b>	<p>Start Term 3</p> <p><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.</p>
<b>Monday 21 July</b>	<p><b>Enrolment 3 data</b> due at the VCAA. This data should also contain 2003 VCE VET enrolment data.</p> <p><b>After this date VASS will not allow schools to withdraw student enrolments from Unit 4.</b></p> <p>Review of School-assessed Task by visitation in Studio Arts begins.</p>
<b>Friday 25 July</b>	<p>Final day for schools to lodge the following applications for examinations held in October/November:</p> <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> </ul> <p>– <b>approval of hiring fees for sites in the community used by two or more schools.</b></p>
<b>Monday 28 July</b>	<p><b>SIAR 2 scores for Unit 3 School-assessed Coursework</b> due at the VCAA.</p> <p>After this date VASS will not allow schools to enter SIAR 2 results.</p>
<b>Wednesday 30 July</b>	<p><b>Unit 3 School-assessed Coursework audit material</b> due at VCAA.</p>
<b>Monday 4 August</b>	<p><b>June examination results and Studio Arts grades available to schools.</b></p>
<b>Friday 8 August</b>	<p>Arts Performance and LOTE oral component examination advice slips available to schools.</p>
<b>Friday 22 August</b>	<p><b>Enrolment 4 data</b> due at the VCAA. This data should also contain 2003 VCE VET enrolment data.</p> <p>After this date VASS will not allow schools to:</p> <ul style="list-style-type: none"> <li>– amend VCE VET assessment plan data</li> <li>– enter or withdraw enrolments for VCE VET modules for scored Unit 3 and 4 sequences.</li> </ul> <p><b>Partnership applications for Unit 4 School-assessed Coursework</b> due at the VCAA.</p>
<b>Monday 8 September</b>	<p>October/November examination centres available on VASS.</p>
<b>Friday 19 September</b>	<p>End Term 3</p> <p>Final day for lodging applications for enrolment in 2004 in <b>Chinese Second Language, Indonesian Second Language, Japanese Second Language or Korean Second Language.</b></p>
<b>Monday 6 October</b>	<p>Start Term 4</p>
<b>Monday 6 October to Sunday 2 November</b>	<p><b>Performance examinations and LOTE examinations: oral component.</b></p>
<b>Friday 10 October</b>	<p><b>Enrolment 5 data due at VCAA.</b></p> <p>After this date VASS will not allow schools to enrol or withdraw students in:</p> <ul style="list-style-type: none"> <li>– VCE Units 1 and 2</li> <li>– VCE VET units of competence/modules</li> </ul>

## CEO's column



The opening up of the VCAA BULLETIN to include reporting, when necessary, on matters related to Years Prep to 10 provides me with the opportunity this month to outline some of the work that the VCAA is doing in this area as well as in the senior secondary area.

A professional development program run by the VCAA to support schools in using the Annotated Work Samples in Health and Physical Education, SOSE and Technology concluded recently with participants responding very positively to the materials and to the opportunity to undertake activities using the resources.

Professional development activities in LOTE commenced recently with 'train-the-trainer' sessions for teachers who will assist the VCAA in presenting workshops around the state. Workshops will focus on the work samples published in French, Chinese and Indonesian but will also include activities that will support teachers of all languages to develop their own assessment tasks, assessment criteria and annotated work samples.

In response to requests from schools unable to participate in the 2002 professional development program for the English, Mathematics and Science Annotated Work Samples, three additional sessions will be conducted in late June and July.

The last of the resources in the Annotated Work Samples series, the Arts (Music), is undergoing final quality assurance checks and acceptance testing. The resource proceeded to production in June with distribution to schools planned for early Term 3.

The Sample Programs in Mathematics for Years 7–10 have also proceeded to production. In addition, the first drafts of teaching and learning activities for the Space strand of the Mathematics CSF have now been prepared. These activities will develop the curriculum focus statements for the 'Shape and space' and 'Location' substrands for levels 1–6, including level 6 extension.

In terms of professional development for the VCE, workshops for each of the study designs of Visual Communication and Design, Studio Arts and Art are to be conducted in 14 locations across the state (see page 5 for details).

A VCE Health and Human Development workshop program will run from 31 July to 15 August and outline aspects of the new course, suggesting approaches to incorporating the technical aspects of the curriculum into an effective teaching plan. As well, a professional development program for teachers piloting a course at Units 1 and 2 level, specifically targeting the engagement of boys, will be run during July and August.

Further details on these and other VCE related activities are available from the VCAA website's online calendar.

In working closely with schools and teachers, the VCAA's aim is to play a supportive role in the delivery by schools of high quality programs which incorporate innovative thinking, creative problem solving and continuous improvement.

A handwritten signature in black ink that reads "Michael White". The signature is written in a cursive, flowing style.

Michael White  
Chief Executive Officer  
July 2003

## Examinations

### Classical Greek

The Classical Greek Examination will be held on Wednesday 5 November from 9:25 am to 12:30 pm.

### 2003 Special Examination Arrangements

#### October/November Examinations

Applications for Special Examination Arrangements for the October/November period must be submitted by Friday 25 July 2003 (Memorandum 13/2003).

Students applying for Special Examination Arrangements are required to photocopy and complete the form on page 188 of the *VCE Administrative Handbook 2003*.

In making recommendations for individual students, principals should consult with teachers and seek professional advice from a medical practitioner, psychologist or the appropriate Visiting Teacher Service.

All applications **must** include the following:

- current and detailed supporting medical and other professional evidence
- request for specific arrangements appropriate to the student's needs for each examination
- history of arrangements made by the school in the past to assist the student. Students with long-term or permanent disabilities who have not had special arrangements in place for assessment tasks undertaken at the school level will **not** be approved for Special Examination Arrangements.

Omission of such information will cause a delay in a decision or a refusal of the application.

Applications which are 'generic' and do not address the specific needs for each examination will not be accepted.

Applications for students with pre-existing conditions **MUST** be made by the 25 July 2003.

Late applications will only be accepted for emergency cases.

For further information please direct any queries regarding Special Examination Arrangements to:

**Andrew Murphy (03) 9811 6225.**

## VCE review

### VCE LOTE study design consultation

The draft study designs and questionnaires for Chinese First Language, Indonesian First Language, Japanese First Language and Korean First Language, as well as Second Language Studies in Arabic, Chinese, French, German, Greek, Indonesian, Italian, Japanese, Korean, Spanish and Vietnamese, to be implemented in 2005, were approved at the Post-compulsory Curriculum and Assessment Committee

on 4 June for consultation with teachers and key stakeholders. Teachers who have not joined the VCAA Consultation Register can access a copy via the VCAA website at: [www.vcaa.vic.edu.au/VCE/STUDIES/LOTE/listIndex.htm](http://www.vcaa.vic.edu.au/VCE/STUDIES/LOTE/listIndex.htm)

### Second Language

Please note: The French study design has been used as the model on which to set out the proposed changes. The highlighted areas indicate where changes have been made. All teachers of LOTE second language studies in Arabic, Chinese, French, German, Greek, Indonesian, Italian, Japanese, Korean, Spanish and Vietnamese are asked to consider these changes carefully.

### First language

Please note: The Chinese First Language study design has been used as the model on which to set out the proposed changes. These changes are applicable to all LOTE first language studies. The highlighted areas indicate where changes have been made. Specific reference to other first language studies requirements are made in brackets. All teachers of LOTE first language studies are asked to consider these changes carefully.

### Workshops for reaccredited studies

#### VCE Health and Human development 2004–2007

The Australian Council for Health, Physical Education and Recreation (ACHPER) and the Victorian Home Economics and Textiles Teachers' Association (VHETTA) in conjunction with the VCAA will be conducting workshops for teachers to introduce the reaccredited Health and Human Development Study Design for implementation in 2004.

Workshop dates and locations were published in the June 2003 VCAA BULLETIN and in Memorandum to Schools No. 40/2003. For further information concerning the workshops please contact ACHPER on (03) 9354 5311 or VHETTA on (03) 9888 2240.

#### VCE Arts 2004–2007

Visual Communication Victoria (VCV) and Art Education Victoria (AEV) in conjunction with the VCAA will be conducting workshops for teachers to introduce the reaccredited Art, Studio Arts and Visual Communication and Design Study Designs for implementation in 2004.

### Art and Visual Communication and Design: Session description

The session description below refers to both studies but the actual workshops will be held independently of each other.

These workshops provide an overview of the revised study focusing on continuity and change within the curriculum and the assessment structure. Specific attention will be given to the outcomes, key knowledge and skills, School-assessed Coursework and the School-assessed Task. Examples of student folio work will be included in the presentations. During the workshops teachers will have the opportunity to discuss

examples of student work and to ask questions about specific aspects of the respective studies.

### Studio Arts: Session description

This workshop provides an overview of the revised study focusing on similarities to the current study and changes to the curriculum including the introduction of new outcomes

relating to the work brief and focus statement within the School-assessed Tasks for Units 3 and 4. Specific attention will be given to the outcomes, key knowledge and skills and the School-assessed Tasks. Examples of student folio work will be included in the presentation. During the workshop teachers will have the opportunity to discuss examples of student work and to ask questions about specific aspects of the study.

Workshop dates, locations and times for Art, Studio Arts and Visual Communication and Design are as follows:

Cobram	VCV	Friday 15 August	2.00–4.00 pm VC&D
Beechworth	VCV	Monday 18 August	9.30 am – 11.30 am VC&D
Hawthorn	VCV	Tuesday 19 August	2.30–4.30 pm VC&D
Lilydale	VCV	Tuesday 26 August	2.00–4.00 pm VC&D
Colac	AEV and VCV	Tuesday 26 August	10:30 am – 12:30 pm VC&D 1:00–3:00 pm Art 3:00–5:00 pm Studio Arts
Baxter	VCV	Wednesday 27 August	2.30–4.30 pm VC&D
Hamilton	AEV and VCE	Wednesday 27 August	10:30 am – 12:30 pm VC&D 1:00–3:00 pm Art 3:00– 5:00 pm Studio Arts
Horsham	AEV	Thursday 28 August	1:00–3:00 pm Art 3:00–5:00 pm Studio Arts
Ballarat	AEV and VCV	Friday 29 August	10:30 am – 12:30 pm VC&D 1:00–3:00 pm Art 3:00–5:00 pm Studio Arts
Werribee	AEV	Monday 1 September	1:00–3:00 pm Art 3:00–5:00 pm Studio Arts
Croydon	AEV	Tuesday 2 September	1:00–3:00 pm Art 3:00–5:00 pm Studio Arts
Pascoe Vale	AEV	Wednesday 3 September	1:00–3:00 pm Art 3:00–5:00 pm Studio Arts
Mentone	AEV	Thursday 4 September	1:00–3:00 pm Art 3:00–5:00 pm Studio Arts
Bairnsdale	AEV and VCV	Tuesday 9 September	10:30 am – 12:30 pm VC&D 1:00–3:00 pm Art 3:00–5:00 pm Studio Arts
Sunbury	VCV	Tuesday 9 September	2.00–4.00 pm VC&D
Morwell	AEV	Wednesday 10 September	1:00–3:00 pm Art 3:00–5:00 pm Studio Arts
Warracknabeal	VCV	Monday 15 September	2.30–4.30 pm VC&D
Ouyen	AEV and VCV	Tuesday 16 September	10:30 am – 12:30 pm VC&D 1:00–3:00 pm Art 3:00–5:00 pm Studio Arts
Bendigo	AEV and VCV	Wednesday 17 September	10:30 am – 12:30 pm VC&D 1:00–3:00 pm Art 3:00–5:00 pm Studio Arts
Benalla	AEV	Thursday 18 September	1:00–3:00 pm Art 3:00–5:00 pm Studio Arts

Teachers will receive full details of the workshops, venues and registration procedures in the near future. For enquiries concerning the workshops please contact AEV: tel. (03) 9349 5188, fax (03) 9349 2050, email [enquiries@aev.vic.edu.au](mailto:enquiries@aev.vic.edu.au) or VCV: tel. (03) 9810 3119, email [eeo@vcv.asn.au](mailto:eeo@vcv.asn.au)

## VCE VET

### Program update

#### Programs under revision

The following VCE VET programs are being redeveloped, as a consequence of expiry of curriculum accreditation periods:

- Certificate II in Furnishing
- Certificate II in Clothing Design and Development

While there will be some changes in the content and names of these certificates, schools are advised that VCE VET programs in these industry areas will be available for student enrolments in 2004.

#### Certificate II in Electronics

The accreditation period for Certificate II in Electronics has been extended to 31 December 2004. New and continuing students in 2004 will be able to enrol in the current VCE VET program. A revised certificate will replace the current program in 2005.

#### Certificate II in Equine Industry – amendment to course structure

Schools are advised that an amendment to the course structure of this certificate has occurred.

A new elective has been added to the certificate – RGRH318A Determine nutritional requirements for standardbreds or thoroughbreds.

This is a Certificate III unit of competence from the Racing Training Package. This unit of competence is to be incorporated in the Unit 3–4 sequence as a compulsory unit. The November 2004 examination will be based on these compulsory units of competence.

The new structure outlined below will be available for enrolments in **2004**. This change does not apply to students enrolled in the Unit 3–4 sequence in 2003.

#### VCE VET Units 3–4

##### Compulsory units

VBM659	Monitor horse health	30
VBM662	Care for horses in the equine industry	50
RGRH311A	Apply principles of basic anatomy and physiology to horses	40
RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds	30

*Electives: select ONE of the following*

VBM663	Horse riding or driving skills II – specific equine discipline	40
VBM664	Assist in the conduct of an event in the equine industry	40
VBM665	Care for mares and foals in the equine industry	40
VBM666	Provide advice on equine products and the selection and fitting of equine equipment, gear and clothing	20
VBM739	Identify horse breeding principles and assist in practices	40
	Subtotal	170–190

Further advice on the Unit 1–2 sequence of the VCE VET Equine Industry program (for 2004) will be provided to schools once the nominal hours for the units of competence imported from other training packages have been finalised.

Schools can update their course copy by purchasing the revised curriculum from Primary Industries Curriculum Maintenance Manager or the new unit of competence can be downloaded from the National Training Information Service: [www.nts.gov.au](http://www.nts.gov.au)

#### Certificate II in Small Business Practice

The accreditation period for Certificate II in Small Business Practice has been extended to 30 June 2004. New and continuing students in 2004 will be able to enrol in the current VCE VET program. A revised certificate will replace the current program in 2005.

### School Based New Apprenticeships – new title

In Victoria, the initiative through which school students are engaged in part-time work and training as part of their VCE has been called Part-time Apprenticeships and Traineeships for School Students.

In keeping with the national title for this arrangement, Victoria is adopting a new title – School Based New Apprenticeships (SBNA). This is the national term applied to training contracts between secondary school students and employers.

#### School Based New Apprenticeship in Business

Students completing a SBNA in Certificate II in Business (BSB20101) can now be enrolled on VASS.

In order to achieve credit at Unit 1–2 level, students must complete 12 units of competence from the Certificate II in Business (Stream A on VASS). Units of competence from Certificate III level or another Training Package are not available for the purposes of VCE VET credit at Unit 1–2 level.

In order to achieve credit at Unit 3–4 level, students must complete the specified Unit 3–4 sequence as set out in the VCE VET Business Administration program booklet. Students undertaking a SBNA may opt into the Study Score process or may choose to receive a 10% increment towards their ENTER for this program. Schools should ensure that these students have been enrolled in the correct 3–4 sequence (Stream B – unscored or Stream C – scored).

Please note the following:

- the BSB20101 program is not scored in 2003. Therefore students should not consider Stream C as an option until 2004.
- the unit of competence *BSBCM207A Prepare and process financial/business documents* is available only in Streams B and C as it forms part of the designated 3–4 sequence.

For further clarification, please consult the Certificate UoC Structure Report on VASS.

Students should only be enrolled in the SBNA program if the school has verified that a training contract between the student and the employer has been signed.

## School Based New Apprenticeships in Sport and Recreation

The following certificates are available as School Based New Apprenticeships in Sport and Recreation:

- SRF20201 Certificate II in Fitness
- SRC20201 Certificate II in Community Recreation
- SRO20299 Certificate II in Outdoor Recreation
- SRS20299 Certificate II in Sport (Career Oriented Participation)
- SRS20399 Certificate II in Sport (Officiating)
- SRO20199 Certificate II in Sport and Recreation

Students must complete a minimum of 380 nominal hours in order to achieve a Unit 3–4 sequence in these programs.

Students should only be enrolled in the SBNA programs on VASS if the school has verified that a training contract between the student and the employer has been signed.

## Scored Assessment

Study scores are available in the Unit 3–4 sequences of the following VCE VET programs in 2003:

- Arts (Interactive Multimedia) (2203AGB)
- Business (BSA20197)
- Community Services
- Dance
- Electronics
- Financial Services
- Furnishing
- Hospitality (THH21802 – revised program)
- Information Technology
- Laboratory Skills

A study score will be available in 2004 in the Unit 3–4 sequences for:

- Business Administration (BSB20101 – revised training package introduced in 2003)
- Equine Industry
- Multimedia (CUF30601 – revised training package based program introduced in 2003)
- Music (CUS30101, CUS30201 – revised training package based program introduced in 2003)

Schools are advised that students wishing a contribution to their ENTER for any of these programs listed above must undertake scored assessment to achieve a study score. A 10% increment is not available. The only contribution to the ENTER is via a study score.

Students enrolled in a SBNA program with study score availability are exempt from this requirement. Please refer to the advice in the previous section.

Students may choose not to receive a study score. In this case, the completion of the VCE VET Unit 3–4 sequence will still contribute towards satisfactory completion of the VCE. The RTO still issues the students with a Statement of Attainment or Certificate.

## Student Records and Results

### SIAR 2 – School initial assessment return

The due date for SIAR 2 – collection of Unit 3 Coursework scores – is **Monday 28 July**.

- The list of studies for which Unit 3 Coursework scores are required, including specific LOTE studies, may be found on pages 12 and 13 of the *VCE Administrative Handbook 2003*.
- There are more than 580 VCE providers who may be entering scores over the last few days before the deadline. Based on the experience of SIAR 1, the VCAA advises schools to begin entering scores as soon as possible.
- Schools are to note that at midnight on 28 July they will no longer be able to access Unit 3 Coursework areas on the coursework results entry screens in VASS. Schools are expected to have completed the required data entry by the given deadline.
- VCE/VASS coordinators or data entry personnel should devise a suitable internal procedure for the entering and auditing of scores. This includes a timeframe in which VCE teachers must submit their scores in sufficient time for checking both before and after entry into VASS.

## Result Input/Summary Sheets

Result Input/Summary Sheets for Unit 3 Coursework may be produced by using **Results Admin** \ VCE **Reports** \ **School Assessed Results**.

### Entry of Scores

Results for Unit 3 Coursework are entered in VASS using **Results Admin** \ VCE **Results Entry** \ **Coursework**. Once the Unit and Class codes have been entered, information regarding how to select tasks and enter scores may be obtained by clicking on the 'Help' button at the top right hand corner of the screen. Details regarding identification of tasks and maximum scores may be obtained from the *VASS Data entry of school assessments 2003* booklet which can be downloaded from VASS.

The four alternative score possibilities are a score between 1 and the maximum, a zero score, NA or blank.

- A **zero score** should only be given where the work was submitted but did not score against the assessment criteria.
- **NA** should be given where the work was not submitted for assessment.
- A **blank** should only be used if the score is not available due to exceptional circumstances; such as a delay in the assessment or transferred student. This will avoid it being confused with an NA.

Schools should notify the Student Records and Results Unit (SRRU) in writing of the reason for the score being left blank and a date when the school will advise VCAA of the result.

After the scores have been entered, it is recommended that schools run the following reports:

- **Results Admin** \ VCE **Reports** \ **Missing Graded Assessment Results** to check that all scores have been entered.
- **Results Admin** \ VCE **Reports** \ **School Assessed Results** to be given back to teachers for checking.

### Transferring students

A student may have transferred from School A to School B during the period of Unit 3 assessment. School A (the student's previous school) should have entered all the scores for the tasks they assessed. School B (the student's current school) enters those scores for the tasks they have assessed.

In some cases School A may not have entered all of 'their' scores and hence are now unable to access that student's records. Note that each score is set against the school that gave the assessment, i.e. the score must be correctly assigned each school for Statistical Moderation procedures. Any schools that have not entered scores for a transferred student should seek advice from the SRRU.

### After the SIAR

The VCAA will be closely monitoring the input of scores in the days leading up to the SIAR deadline. After this date schools with missing scores or score irregularities will be contacted.

### Unit Results

- Unit results (i.e. 'S', 'N' or 'J') for first semester units may be entered now in VASS although amendments may be made until 24 November.
- You do not need to enter unit outcome results unless a student is to be awarded 'N' for the unit in which case all outcome results must be entered for that student and then the overall unit result will default to 'N'.

## Advice on the management of data entry

### How can I best get all the information required for data entry and ensure its accuracy?

- Provide teachers with the relevant page from the *VASS Data entry of school assessments 2003* booklet and a Results Input Sheet: **Results Admin** \ VCE **Reports** \ **School Assessed Results**.
- Ask teachers to submit scores for each assessment task as it is completed rather than all at one time at the end of semester.
- Return the data entry sheet after each progressive entry of scores.
- After the final entry of data for that study, print out **School Assessed Results** report and ask the teacher/s to audit and sign off their scores.
- It is most important that correct task scores are entered, as these scores cannot be changed in VASS by schools after Monday 28 July.
- It is recommended that the **Results Admin** \ VCE **Reports** \ **School Assessed Results** report for each study be produced for teachers to check after entry of the task scores and before the deadline.

### I can't seem to enter the tasks identified by a teacher.

Check the details of the tasks in the 'Data entry of school assessments' booklet and discuss with the teacher.

Contact the SRRU for advice.

### How do I change an incorrect task?

Where an incorrect task has been entered for a student or for a whole class, the course work scores will have to be deleted and the data saved. Once the data has been saved, the Task Selection box will appear and the correct task may then be selected and scores entered.

### I won't meet the deadline – there are too many scores to enter.

There are many scores required for Unit 3 Coursework and to enter all of these results in the last few days may prove difficult.

Schools are using two main strategies when entering data into VASS.

- Firstly, many schools are opting for progressive entry as described above or some variation of this approach.
- Secondly, there are schools increasing the number of people with access to VASS to enter scores – the VASS/VCE coordinator, specific data entry person and the actual teachers of the studies (note that this needs to be set up correctly in VASS – advice on this set up can be obtained from the Administrative Support Unit).

For exceptional circumstances, application to request an extension of entry time (*VCE Administrative Handbook 2003*, page 195) can be lodged with the SRRU no later than noon on 28 July.

### I don't have all the scores.

- To ensure that all the required scores have been entered, the **Results Admin/VCE Reports/Missing Graded Assessment Results** report for SIAR 2 should be run and actioned prior to the deadline.
- The VCAA expects to receive all scores but there may be circumstances in which some individual or sets of scores are not available.
- For advice on group (e.g. whole class) scores not being available, contact the SRRU. Missing individual scores for a student (e.g. transfer or withdrawal) can be referred to the SRRU.

### How do I change incorrect scores or add missing scores after the deadline?

- The Score Amendment Sheet, produced using the menu path: **Results Admin/VCE Reports/Score Amendment Sheet** must be used to request a change for any entered or blank results after the SIAR date.
- Advice on this matter should be referred to the SRRU.

Schools are advised that requests for score changes are subject to strict audit procedures and schools may be required to submit the work for audit or review.

## Help desks

### Administrative Support

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

Contact point: Frank Lepore  
Pam Gawith  
Margaret Andersson

Contact details: 1800 827 721 or (03) 9651 4482  
Fax: (03) 9651 4551  
vass.support@edumail.vic.gov.au

### Student Records and Results Unit

Problem/issue: Difficulties with entering scores for studies, missing data due to student transfers or withdrawals.

Problem/issue: Advising that the school cannot submit scores and difficulties due to enrolment errors.

Contact point: Kerry Veal

Contact details: (03) 9651 4402

Fax: (03) 9651 4470

student.records@edumail.vic.gov.au

### Interrupted Studies Status – Students returning to school

Where a student is returning from Interrupted Studies Status, the school **must** in addition to the enrolment process, advise the SRRU in writing that the student has returned and is undertaking the studies for which they are enrolled.

## Special Provision

### Derived Examination Scores (DES) for June examinations

#### August release of results

June examination and Studio Arts SAT 1 final results are made available to schools through VASS on August 4.

VASS Menu: Results Admin/VCE Reports/VCE Summary

Those students who have been approved for a DES will not have a final result for the applicable examination and their results will be withheld. A final result cannot be calculated until all assessments for the student in the relevant study are available. This occurs in December after the November examinations are mailed and after statistical moderation of coursework scores is complete.

The final result for examinations for which a DES has been approved will be available to schools on VASS on Sunday 14 December 2003.

### Further advice and guidelines for Special Provision

This VCAA BULLETIN contains a liftout on Special Provision for 2003. It includes advice on VTAC's recent decision to introduce a chronic conditions form and detailed guidelines on eligibility for Derived Examination Scores.

## 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, fundraising, 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)*

One thing is certain – VCE student Philip Barker of Whitefriars College, has a way with words.

The VCE Achiever for June has led the way in debating at his college. In so doing, he has inspired younger students to try their hand at debating. Selected as College Debating Captain, Philip assisted in running a seminar to train those at younger year levels in the skill of debating.

Philip has received commendation for his commitment over four years' to school debating. As well, he has won the Public Speaking Award for the Manningham Zone. He represented Manningham in the Central Victoria District and won the Public Speaking Award in the Youth of the Year Quest. In 2003, Philip interviewed the Australian Olympic women's basketball captain, Michelle Timms during a school assembly.

As School Vice Captain and Secretary of the Student Representative Council, Philip has been actively involved in fundraising for organisations such as Here for Life and Youth Suicide. He represented Whitefriars College at the community SRC day attended by other school captains to discuss school and local issues. Philip also assisted in the running of the SRC Day which involved all elected students to talk on school issues, future community involvement and charity work.

Philip is looked upon as a leader, not only by his peers but by younger and international students. Some of his responsibilities on the 'Buddy' and 'Peer Support Program' is to help individuals in familiarising themselves with the college campus and in adapting to a new culture, and to be a support figure.

Philip was selected to represent his college at the World Youth Day in Toronto, Canada in 2002 and attended the gathering of just under one million Catholic youth from all around the world. This opportunity lasted 14 days where issues from local environments to international concerns were discussed whilst interacting with students with different backgrounds. The day, as stated by Philip was 'absolutely incredible'.

Professor Kwong Lee Dow commented 'Philip's presentation skills and public speaking abilities have earned him the VCE Achiever Award for June. The VCAA commends Philip on an outstanding achievement'.





## 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)



*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. All of the information we collect from you will be kept secure and confidential and used only for the purpose of selection.*

## VCAL update

### Credit Information for VCAL

The VQA Board, at its meeting on 6 June 2003, approved the following information regarding the granting of credit in the Victorian Certificate of Applied Learning (VCAL) and Victorian Certificate of Education (VCE).

#### Granting Credit in VCAL

The decision about the appropriate level in which a student enrolls should be made by the VCAL provider in consultation with the student and should take into account the student's preparation and readiness.

Accredited study that meets VCAL qualification design and course requirement rules completed prior to a student enrolling in VCAL will contribute to the award. If the student has a previous enrolment on VASS, the studies completed will form part of the student's VCAL record. If the student has not a previous VASS enrolment, but has completed all or part of an accredited VET or Further Education course, the VCAL provider should contact Student Records and Results Unit in VCAA for advice about enrolment.

#### Credit between VCAL and VCE qualifications

The VCAL has been designed to allow flexible entry and exit and to provide maximum credit toward further study a student may undertake in the future.

Students who successfully complete the Victorian Certificate of Applied Learning (VCAL) at Intermediate or Senior level will be eligible to complete the VCE with the satisfactory completion of eight units:

- two units from the VCE English group (as listed in the VCE section of the VCE Administrative Handbook)
- three VCE sequences of Units 3 and 4 in studies other than English. Two sequences may be VCE VET sequences or accumulated from Senior VCAL units. Block Credit may be granted for AQF III in accordance with Block Credit Guidelines for the VCE.

#### Award of more than one certificate

Students who successfully complete the requirements for a VCAL will be awarded the certificate at the level in which they are enrolled.

Students who successfully complete the VCAL at the level they are enrolled in may also be eligible to be awarded the VCAL at another level. Students who successfully complete the VCAL may also be eligible to receive the award of a VCE.

If a student has satisfied the requirements for a VCE or a VCAL certificate in which he or she was not enrolled and is seeking the award of that certificate, the VCAL provider should contact Student Records and Results Unit in the VCAA for advice.

#### Transfer from VCE to VCAL

Accredited study successfully completed within the VCE that meets VCAL design rules will contribute to the award of a VCAL. If the student has a previous enrolment on VASS, the studies completed will form part of the student's VCAL record.

#### Credit for VCAL units within the VCE

If a VCAL student who has not yet completed a VCAL Intermediate or VCAL Senior certificate transfers to the VCE, he or she must meet VCE requirements for continuing students and may count units successfully completed. Intermediate VCAL units contribute to the VCE as Units 1 and/or 2. Two of the three required sequences (other than English) of Units 3 and 4 may be accumulated from Senior VCAL units. VCE VET units contribute as specified in the VCE Administrative Handbook. Credit may be granted for AQF II or above in accordance with the Block Credit Guidelines for the VCE.

### VCAL Professional Development and Learning Program

As advised in the April VCAA BULLETIN, the VQA has contracted Language Australia to develop and deliver the VCAL Professional Development and Learning Program for VCAL practitioners.

Following the success of the first professional development day, VCAL providers are invited to Day 2 of *Creative Opportunities*, the VCAL Professional Development and Learning Program.

Registration forms will be sent to all VCAL providers by mail.

The dates and venues for Day 2 of the VCAL Professional Development and Learning Program are as follows: (details are also available at [www.aris.com.au/vcalpdlp](http://www.aris.com.au/vcalpdlp))

Dates	Region	Venue
24 July	Gippsland	Gippsland East LLEN 63a Macleod Street, Bairnsdale
25 July		Department of Education and Training Gippsland Region Corner Kirk and Haigh Streets, Moe
28 July	Barwon South Western	Department of Education and Training Barwon South Western Region Vines Road, North Geelong
30 July		Walsh Reception Centre Caramut Road, Warrnambool
1 August	Western Metropolitan	Yarraville Community House 59 Francis Street, Yarraville
6 August	Central Highlands Wimmera	Victorian Institute of Dryland Agriculture Natimuk Road, Horsham
7 August		Midcity Motel 19 Doveton Street, Ballarat
13 August	Eastern Metropolitan	St Paul's Lutheran Church Centre 711 Station Street, Box Hill
15 August	Southern Metropolitan	Sandown Regency 477 Princes Highway, Noble Park
18 August	Northern Metropolitan	Jika International 551 Heidelberg Road, Fairfield
21 August	Goulburn North East	Seymour Club 1 Elizabeth Street, Seymour
22 August		Murdoch House 84 Murdoch Road, Wangaratta
27 August	Loddon Campaspe Mallee	St Killians Parish Centre (old school building) 118 Hargreaves Street, Bendigo
29 August		Mildura Settlers 110-114 Eight Street, Mildura

## Career Information for Year 10 students

Copies of *Where to Now?* have been distributed to schools.

*Where to Now?* contains information about VCE and VCE VET studies, guidelines on how to select a program of study and graduate with the VCE, and methods of assessment and reporting of results. It also contains information about the VCAL (Victorian Certificate of Applied Learning) and about apprenticeships and traineeships. A feature of the publication is the use of case studies of students who completed the VCE and VCAL in 2002.

The booklet is a guide for students in Year 10 on the range of options available to them in the post-compulsory years. It has been produced jointly by the Victorian Curriculum and Assessment Authority, the Victorian Qualifications Authority and the Department of Education and Training.

*Where to Now?* will be a useful document for careers counselling with Year 10 students and their parents.

This booklet is also available on the VCAA website.

If you require further copies of the booklets, please contact VCAA Information Services on (03) 9651 4544.





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*VCE BULLETIN renamed VCAA BULLETIN, May 2003*

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1. VCE Examination advice 2003: June examinations and General Achievement Test (GAT)
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 51/2003 re Career information for Year 10 Students  
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## Publications: Print

- June 2003 VCAA BULLETIN  
 Where to Now? Guide to the VCE, VCAL and Apprenticeships and Traineeships for 2004

## CSF:

Annotated Work Samples Professional Development kits for the SOSE, Technology and Health and Physical Education Key Learning Areas

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Audio files: LOTE – French, Italian, Spanish, Greek, Portuguese, German; Music Performance – Solo and Group

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Issue No. and Month	Date of publication	Copy deadline
No. 4 August	Monday 11 August	Wednesday 23 July
No. 5 Exam Issue	Monday 25 August	Wednesday 6 August
No. 6 September	Monday 15 September	Wednesday 27 August
No. 7 October	Monday 13 October	Wednesday 24 September
No. 8 November	Monday 17 November	Wednesday 29 October
No. 9 December	Monday 15 December	Wednesday 26 November

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VCAA BULLETIN, published monthly (except January), is an official publication of the Victorian Curriculum and Assessment Authority. Principals are advised to ensure that it is circulated among VCE/VCAL teachers. One copy should be filed for reference.

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

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**ISSN 1448-2363**



**Published by**

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