

SELECTIONS FROM VCE SEASON OF EXCELLENCE

VCAA Bulletin

Information to schools about the VCE and VCAL

Principal VCE/VCAL Coordinator VCE/VCAL Teachers

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VCE Economics 2004–2007

The Victorian Commercial Teachers' Association (VCTA), in partnership with the Victorian Curriculum and Assessment Authority, is conducting workshops for teachers to introduce the reaccredited VCE Economics Study Design for implementation in 2004.

Workshop dates and locations were published in the May 2003 VCAA BULLETIN and in Memorandum to Schools No. 33/2003. For further information

contact VCTA on (03) 9417 3555 or email registration@vcta.asn.au

VCE Health and Human development 2004–2007

The May 2003 VCAA BULLETIN announced that 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, locations and times are as follows:

Moorabbin	ACHPER	Thursday 31 July	2:00 pm – 4:00 pm
Nunawading	VHETTA	Friday 1 August	2:00 pm – 4:00 pm
Preston	ACHPER	Friday 1 August	2:00 pm – 4:00 pm
Sunshine	VHETTA	Monday 4 August	2:00 pm – 4:00 pm
Horsham	VHETTA	Monday 4 August	2:00 pm – 4:00 pm
Bendigo	ACHPER	Tuesday 5 August	2:00 pm – 4:00 pm
Swan Hill	ACHPER	Wednesday 6 August	2:00 pm – 4:00 pm
Wangaratta	VHETTA	Friday 8 August	2:00 pm – 4:00 pm
Traralgon	VHETTA	Monday 11 August	2:00 pm – 4:00 pm
Ballarat	ACHPER	Tuesday 12 August	2:00 pm – 4:00 pm
Geelong	ACHPER	Thursday 14 August	2:00 pm – 4:00 pm
Warrnambool	VHETTA	Friday 15 August	2:00 pm – 4:00 pm

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Important administrative dates

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

2003	
Tuesday 10 June to Thursday 12 June	Examinations and GAT held.
Monday 23 June	SIAR 1 scores for Studio Arts School-assessed Task 1 and indicative grades for June examinations due at the VCAA. After this date VASS will not allow SIAR 1 results to be entered.
Friday 27 June	End Term 2
Monday 14 July	Start Term 3
	School Status Report (SSR) identifying Studio Arts School-assessed Task 1 from SIAR 1 required for review, Authentication Review Record Form (ARRF) for Studio Arts School-assessed Task 1 received in schools.
Monday 21 July	Enrolment 3 data due at the VCAA. This data should also contain 2003 VCE VET enrolment data. After this date VASS will not allow schools to withdraw student enrolments from Unit 4. Review of School-assessed Task by visitation in Studio Arts begins.
Friday 25 July	Final day for schools to lodge the following applications for examinations held in October/November: <ul style="list-style-type: none"> – requests for new or combined examination centres and for students to sit at centres other than home schools – requests for students to present for examinations outside Victoria – special arrangements – timetable clashes – earlier starting time – approval of hiring fees for sites in the community used by two or more schools.
Monday 28 July	SIAR 2 scores for Unit 3 School-assessed Coursework due at the VCAA. After this date VASS will not allow schools to enter SIAR 2 results.
Wednesday 30 July	Unit 3 School-assessed Coursework audit material due at VCAA.
Monday 4 August	June examination results and Studio Arts grades available to schools.
Friday 8 August	Performance and examination: oral component advice slips available to schools.
Friday 22 August	Enrolment 4 data 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"> – amend VCE VET assessment plan data – enter or withdraw enrolments for VCE VET modules for scored Unit 3 and 4 sequences.
	Partnership applications for Unit 4 School-assessed Coursework due at the VCAA.
Monday 8 September	October/November examination centres available on VASS.
Friday 19 September	End Term 3 Final day for lodging applications for enrolment in 2004 in Chinese Second Language, Indonesian Second Language, Japanese Second Language or Korean Second Language.
Monday 6 October	Start Term 4



Welcome to the second issue of the VCAA BULLETIN. The VCAA has changed the function of this Bulletin to that of a communication tool which may in future provide information not only on the VCE program but also on the other core activities of the VCAA, i.e. the continued development of both the VCAL program and the CSF, and the design and delivery of the AIM.

The VCAA BULLETIN will continue to be the official source of changes to regulations and accredited studies for the VCE, but it will also provide information of a similar nature about VCAL. Information in relation to P-10 curriculum and assessment will not be a regular feature of the Bulletin at this stage. Instead, when information on P-10 programs is provided through the VCAA BULLETIN it will appear as a supplement to the Bulletin, in the same way that VCE BULLETINS included supplements for specific topics such as scored assessment and examinations. Naturally, in the event that the supplement relates to the VCAA's P-10 activities, we will ensure that the supplement is also delivered to primary schools.

Schools are reminded that they can have online access to past and future Bulletins via the VCAA website.

As the end of the financial year approaches, the VCAA, along with most other statutory bodies and organisations, is required to focus on its performance and achievements through the production of an annual report. It is interesting to note during this process that one of the VCAA's greatest strengths is the benefits it gains from the high level of input by teachers, schools and members of the community into our core business, such as the reviews of VCE study designs and the development of new courses.

An example of this involvement can be found in the consultation about to take place in relation to the draft VCE Media Study Design. The design is in the process of review by a representative panel of teachers, academics and industry representatives drawn from expressions of interest. In addition, all interested parties who requested to be placed on the consultation register will receive a questionnaire and the draft study design by mail. This consultation process, especially the opportunity made available to practising teachers to have their comments considered, is a critical element within the review of all study designs.

Another example of the effect on VCAA actions of the input from teachers and schools is the decision taken by the VCAA to phase in the implementation of Physics: Units 1 and 2 in 2004 and Units 3 and 4 in 2005. A recent memorandum to schools from the VCAA included an invitation for schools

to join a pilot implementation program for Units 3 and 4 in 2004. A video explaining the features of the reaccredited Physics Study Design and state wide workshops for teachers, conducted by the Science Teachers' Association of Victoria (STAV) with support from the VCAA, will also assist schools through this implementation phase. In addition we plan to produce a CD-ROM to go to schools in November.

The review of the Psychology Study Design has been another activity in which the VCAA has sought and taken onboard the input from schools teachers. Following initial consultation in 2002 and due to the high level of interest shown in responding to the design draft, the VCAA decided to extend the current study design until December 2004. This extension has enabled the VCAA to engage a contractor from Deakin University to undertake further consultation on its behalf. As a result of the consultation, the VCAA will refine the study design to ensure that appropriate content is included, take into consideration the implementation phase for the new design, and determine how to best assist schools with that process.

The above examples provide some insight into the relationships that drive the work of the VCAA, but the level of input from the community does not end there. The function of all VCAA publications is to better assist schools and students to access information that will assist them respectively through teaching and learning. The *Where to Now?* is such a publication. Enough copies of this booklet will be provided to schools and made available online so that all Year 10 students are able to receive their own copy and use it as a first step to planning their careers.

The publication was developed in 2002 as a response to the need for a document that provided information on pathway options available to students which lead to further training, recognised qualifications and tertiary courses. When it becomes available, the 2003 *Where to Now?* will reflect an evaluation conducted by the VCAA to ensure that the booklet meets the needs of students and schools.

I hope that when *Where to Now?* arrives in your school it will assist students again in making the right choices for their futures.



Michael White
Chief Executive Officer
June 2003

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Teachers will receive full details of the workshops, venues and registration procedures in the near future. For enquiries concerning the workshops please contact ACHPER on (03) 9354 5311 or VHETTA on (03) 9888 2240.

VCE Physics 2004–2007

The April 2003 VCE BULLETIN announced that the VCAA, in conjunction with the Science Teachers' Association of Victoria (STAV), will be running full day workshops for teachers to introduce the reaccredited VCE Physics Study Design. The study design will be implemented progressively, commencing with Units 1 and 2 in 2004 and Units 3 and 4 in 2005.

Workshop dates, locations and times are as follows:

Beechworth	Thursday 12 June	9.30 am – 3.30 pm
Bendigo	Thursday 12 June	9.30 am – 3.30 pm
Caulfield East	Thursday 12 June	9.30 am – 3.30 pm
Ballarat	Friday 13 June	9.30 am – 3.30 pm
Croydon	Friday 13 June	9.30 am – 3.30 pm
Morwell	Friday 13 June	9.30 am – 3.30 pm
Geelong	Friday 13 June	9.30 am – 3.30 pm
Ouyen	Monday 16 June	9.30 am – 3.30 pm
South Morang	Monday 16 June	9.30 am – 3.30 pm
Sunshine	Monday 16 June	9.30 am – 3.30 pm
Warrnambool	Monday 16 June	9.30 am – 3.30 pm
Bairnsdale	Tuesday 17 June	9.30 am – 3.30 pm
Berwick	Tuesday 17 June	9.30 am – 3.30 pm
Horsham	Tuesday 17 June	9.30 am – 3.30 pm

The cost of this program is \$20.00 (incl. GST). Teachers should have received full details from STAV regarding venues and registration procedures. As well a memorandum has been

sent to schools from the VCAA. If you have not received this information please contact STAV via phone (03) 9385 3999, or fax (03) 9386 6722, or visit their website at:

www.stav.vic.edu.au

Consultation: VCE Business Management, VCE Media

The draft study designs for VCE Business Management and VCE Media for implementation 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:

VCE Business Management

www.vcaa.vic.edu.au/VCE/STUDIES/sose/busman.htm

VCE Media

www.vcaa.vic.edu.au/VCE/STUDIES/arts/media.htm

Consultation response forms can also be downloaded from the website and returned to the VCAA by mail or fax. All responses are forwarded to the Study Review Committees for consideration before the final draft of the study design is prepared.

Revised accreditation periods for VCE studies

Details of the revised accreditation periods for VCE studies were published in the December 2002 VCE BULLETIN. To allow for further consultation and a more extensive review process some minor changes have been made to some timelines. Updated details of the revised accreditation periods are published below.

Revised accreditation periods for VCE studies: effective 1 January 2003

1 Jan 2000 – 31 Dec 2003	1 Jan 2000 – 31 Dec 2004	1 Jan 2001 – 31 Dec 2004	1 Jan 2000 – 31 Dec 2005	1 Jan 2001 – 31 Dec 2005	1 Jan 2003 – 31 Dec 2006
Art Economics Health and Human Development Physics Units 1 and 2 Studio Arts Visual Communication and Design Revised study designs for these studies have been recredited for the period 1 Jan 2004 to 31 Dec 2007. They were distributed to schools early in 2003.	*Business Management *History *Media Physics Units 3 and 4 *Psychology *These studies are to be reviewed in 2003 with the intention of revised studies being accredited for the period 1 Jan 2005 to 31 Dec 2008.	LOTE: 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 The LOTE study design is being reviewed in 2003 with the intention of the revised study being accredited for the period 1 Dec 2005 to 31 Dec 2008.	Agricultural and Horticultural Studies Biology Chemistry Classical Societies and Cultures English/ESL English Language Geography International Studies Legal Studies Literature Mathematics Physical Education Political Studies These studies are currently scheduled for review in 2004. The VCAA will decide in 2003 on a more detailed plan following reports from expert groups.	Contemporary Australian Society Dance Drama Design and Technology Environmental Science Food and Technology Foundation English Industry and Enterprise Studies LOTE: Albanian, Auslan, Armenian, Australian Indigenous Languages, Bengali, Croatian, Czech, Dutch, Filipino, Hebrew, Hindi, Hungarian, Khmer, Latvian, Lithuanian, Macedonian, Maltese, Persian, Polish, Portuguese, Romanian, Russian, Serbian, Sinhala, Slovenian, Swedish, Tamil, Turkish, Ukrainian Music Performance Music Styles Outdoor and Environmental Studies Philosophy Religion and Society Systems and Technology Texts and Traditions Theatre Studies Revised studies for implementation in 2003.	

Examinations

Music Performance: Group

Performance Examinations

Teachers are reminded of the conditions relating to assessed/ non-assessed performers for group performance examinations:

- Students presenting for assessment may only be assessed in one examination.
- Students presenting for examination may not perform as non-assessed performers until they have completed the examination in which they are to be assessed.
- The non-assessed performers in a group may change during the examination.
- No audience will be allowed in the examination room during the examination. Non-assessed performers must leave the room if they are not performing.
- Assessed performers may change instruments during the examination.
- Students presenting for assessment will be assessed on all instruments (including voice) on which they perform during an examination.

Full descriptions of the examination conditions, group composition, program selection, selection of styles and works, the role of individual performers within a group and equipment and tuning can be found on pages 38, 39 and 40 of the Music Performance Study Design. Teachers should make themselves fully aware of these conditions prior to the submission of required information to the VCAA.

Student Records and Results

SIAR 1

Schools are reminded that scores for Studio Arts School-assessed Task 1 and indicative grades for the June Examinations are due at the VCAA on 23 June.

Please note that SIAR 1 results cannot be entered on VASS after this date.

VCAA Quality Assurance Procedures in the VCE

Indicative Grades

Principals are reminded that indicative grades for the June examinations in Accounting, Biology, Chemistry, Environmental Science, Physics and Psychology are to be submitted for each student undertaking the examination by Monday 23 June 2003. The primary purpose for these indicative grades is their use in the quality assurance procedures for marking the examinations to identify possible anomalous marking of individual scripts. Indicative grades will also be used in the calculation of the Derived Examination Score.

Principals should advise class teachers that the indicative grade is the prediction of a student's actual level of achievement on the examination. Class teachers of the same study at the school should confer on the comparability of the indicative grades given to the individual students in their classes.

The rank order and the level of spread of the indicative grades for the school cohort in the study is of prime importance. The indicative grades for the school cohort are moderated by the VCAA to ensure that they are statistically reliable. If they are not statistically reliable they will not be used.

Strategies for arriving at an Indicative Grade

The following are strategies that are used in some schools. The VCAA has no preferred position on how a school arrives at a set of indicative grades except to advise that there should be some coherence in the process. All teachers at the school should be provided with advice by the Principal on the definition and purpose of the indicative grade, and a suitable means of arriving at a set of indicative grades for the school cohort.

Some strategies used by schools are:

- setting practice examinations but these must be held at a time that allows entry of the indicative grade on VASS by the due date
- ranking the students by performance in school-based assessment and then applying an appropriate grade
- basing the grade on prior knowledge of the relative ability of the student in the study.

Identifying Anomalous Examination Grades

The VCAA applies safeguards to the process of marking examinations in the VCE.

As part of this quality assurance procedure for VCE examination marking, some scripts are identified and reconsidered by the appropriate Chief Assessor's panel.

Scripts with anomalous scores include those where the student's examination assessment is significantly lower than that expected from the school's indicative grade, and/or from the student's GAT component scores.

In each case, the difference must be statistically significant and (provided the school's indicative grades are statistically reliable), the equivalent of at least two grades in magnitude.

It is in the interests of the students for teachers to be as accurate as possible in their estimation of an indicative grade. If the teacher is accurate, that is allocates indicative grades

with a similar order and spread to examination performance of his or her students, then any possible anomalous marking will be detected, and the score referred to the Chief Assessor for checking. If the teacher allocates indicative grades that are different in order and spread to examination performance of his or her students, then some potentially anomalous assessments may not be detected. If the teacher consistently under or over assesses indicative grades for all students, then an anomalous performance from the pattern given by the school will still be detected. Thus, within the constraints of the grade structure, a school need not be overly concerned about submitting indicative grades with exactly the correct level, but teachers should try to order and spread students' grades as accurately as possible.

Reporting Anomalous Examination Grade Marking

In previous years an electronic message was sent to schools in August after the June examinations and in December after the final results listing those students whose scripts/tapes were forwarded to the Chief Assessor's panel for final determination.

For 2003, this is provided as a VASS function and schools can run this report through VASS using the following menus: RESULTS ADMIN → VCE Reports → Anomalous Grades Schools will be able to access these reports from:

- 4 August 2003 for the June examinations
- 15 December 2003 for the October/November examinations

For further information please contact the Student Records and Results Unit.

VCE VET

Recent publications

Schools are advised that the following publications have been distributed in hard copy:

- VCE VET Building and Construction program booklet – drawn from 21393VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating – Pre-Apprenticeship)
- VCE VET Retail Operations program booklet – drawn from WRR20102 Certificate II in Retail Operations (revised training package)
- VCE VET Financial Services Assessment Guide
- VCE VET Hospitality Assessment Guide (revised program)

Scored Assessment professional development activities deferred

In the VCE BULLETIN for March 2003, schools were advised that professional development activities for VCE VET Dance, Financial Services and Laboratory Skills would be held in Term 2.

These activities have been deferred and will be held later in the year in conjunction with the regular professional development briefings conducted for new assessors.

VCE VET Multimedia

In order to cater for the needs of the full range of students undertaking the Certificate II in Multimedia, the Unit 1–2 program structure has been expanded to include an elective option (see below). This change has been incorporated on VASS.

Revised Program Structure – VCE VET Multimedia

Program 1: CUF20601 Certificate II in Multimedia

VCE VET Units 1–2

Code	Unit of Competence	Nominal Hours
Core units		
CUFGEN01A	Develop and apply industry knowledge	15
CUFSAF01A	Follow health, safety and security procedures	15
Compulsory units		
CUFMEM14A	Create, manipulate and incorporate 2D graphics	25
ICPMM11BA	Identify components of multimedia	20
ICPMM41CA	Incorporate text into multimedia presentations	20
CUFIMA01A	Produce and manipulate digital images	20
CUFMEM12A	Update webpages	30
CUFMEM01A	Use an authoring tool to create an interactive sequence	40
Elective option: choose one of the following		
ICPMM44CA	Incorporate audio into multimedia presentations	40
CUFMEM13A	Incorporate, design and edit digital video	25
TOTAL		210–225

Program 2: CUF20601 Certificate II in Multimedia and CUF30601 Certificate III in Multimedia

VCE VET Units 1–2

Code	Unit of Competence	Nominal Hours
Core units		
CUFGEN01A	Develop and apply industry knowledge	15
CUFSAF01A	Follow health, safety and security procedures	15

Code	Unit of Competence	Nominal Hours
Compulsory units		
CUFMEM14A	Create, manipulate and incorporate 2D graphics	25
ICPMM11BA	Identify components of multimedia	20
ICPMM41CA	Incorporate text into multimedia presentations	20
CUFIMA01A	Produce and manipulate digital images	20
CUFMEM12A	Update webpages	30
CUFMEM01A	Use an authoring tool to create an interactive sequence	40
ICAITU126A	*Use advanced features of computer applications	40
Elective option: choose one of the following		
ICPMM44CA	Incorporate audio into multimedia presentations	40
CUFMEM13A	Incorporate, design and edit digital video	25
TOTAL		250–265

VCE VET Units 3–4

Code	Unit of Competence	Nominal Hours
Specialist units		
CUFMEM07A	Apply principles of visual design and communication to the development of a media product	40
CUFIMA03A	Create 2D digital animation	35
ICPMM15DA	Develop a multimedia script	40
ICPMM65DA	Create webpages with multimedia	50
CUFWRT05A	Write content and/or copy	50
Subtotal		215
TOTAL		465–480

* Note: this is a specialist unit of competence from Certificate III.

The additional unit of competence can be downloaded from the National Training Information Service (NTIS).

The web address for the NTIS is www.ntis.gov.au

On the home page click on 'Competency Standards'.

A grey box will appear on the screen, select 'Unit of Competency'.

In the same grey box go to 'Search by National CODE and insert the relevant unit code and then click on 'Search'.

Click on the title of the unit of competence when it appears on the screen and the unit of competence can be printed off.

VCE
GENERAL
ADVICE

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

VCE Achiever for May is Geraldine Cini of Mt St Joseph Girls' College in Altona.

Geraldine has demonstrated a commitment to helping others, at both a local and international level. She has been motivated by her strong belief in giving her best. 'To gain the most out of high school life, participation of every kind is a must. I have made it one of my personal goals to become involved in various aspects of school and community life as well as study.'

As part of her vision, Geraldine has had an ongoing role as Peace Program liaison person for the joint interschool exchange program between Mt St Joseph and Seirei High School in Japan, a program designed to encourage peace and allow for the sharing of cultural traditions.

The concept was developed by a Japanese priest who believed peace would only be possible if young people shared in each

other's traditions by living in each other's homes. This allows students to be part of Japanese everyday life.

Acting as first contact point for the Peace Program, Geraldine promotes the program and encourages students at Mt St Joseph to host Japanese students; she also carefully matches Australian host families with a Japanese student, and actively participates in information sessions.

Alongside these activities, Geraldine has played an important role in other college events. This year she will head the debating teams as Debating Captain and participate in the Student Representative Council, organising fundraising and planning activities.

In 2002, Geraldine was chosen by her school to attend the World Youth Day conference held in Toronto, Canada. This is an international gathering of thousands of young people from all over the world who get together in a spirit of compassion and optimism to meet with the Pope.

She is also a board member for the school-run Z-club, involved in community projects to help young people in her area.

Geraldine does not shrink from the limelight and was delighted to be interviewed by SBS Radio to talk of her experiences as a young Australian of Maltese descent. She is a confident public speaker and in 2002 addressed the Australia Day ceremony on behalf of the Laverton Rotary Club and won the Altona Lions Youth of the Year Contest. This year she will be sitting on the Lions judging panel to select the 2003 winner.

She has participated in the Hobsons Bay Youth Services and been a member of the Junior Saint Vinnies group and of the Hobsons Bay International Friendship Association and the City Pride Advisory Group for the past three years.

At the end of 2002, Mt St Joseph teachers nominated Geraldine for the Young Citizen of the Year Award through the Hobsons Bay City Council. The award calls for participation in community service, leadership skills, self motivation and pride in her city. She was named Young Citizen of the Year for 2003 and received her award on Australia Day 2003.

Chair of the VCAA, Professor Kwong Lee Dow, congratulated Geraldine on her support to her community and her dedication to her school. 'Geraldine has committed herself to making real change wherever she applies her talents.'





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



Notices

Victorian Commercial Teachers Association

Attention VCE Business Studies teachers

A list of all the professional development activities for June to September can be found on ComNET (the VCTA website) www.vcta.asn.au, click on Professional Development to download the appropriate flyers or contact Meri Rametta, Manager, VCTA Professional Services on (03) 9419 9622 for details.

Victorian Association of Teachers of Texts and Traditions

Texts and Traditions Units 3 and 4

Assessment and Examination Workshop for Teachers

Scotch College 21 July 2.00–4.30 pm

Details at www.vattt.vic.edu.au

Victorian Curriculum and Assessment Authority

Progress in the VCE LOTE Review

Speakers will be:

Mr Ian Leggett

Group Manager Assessment, VCAA

Assessment Issues Relating to LOTE Examinations

Ms Maree Dellora

LOTE Key Learning Area Manager, VCAA

Update on the 2003 VCE LOTE Review

Time of Meeting: 5.30–7.30 pm

Date: Monday 23 June 2003

Venue: McInerney Lecture Theatre

Building G, Deakin University

336 Glenferrie Rd, Malvern 3144

RSVP: Marie Clair

Phone: (03) 9651 4339

Fax: (03) 9651 4324

Email: clair.marie.m@edumail.vic.gov.au



Top Designs 2003 Catalogue Order Form

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*. All of the information we collect from you will be kept secure and confidential.

Featuring works selected for Media, Design and Technology, Food and Technology, Systems and Technology and Visual Communication and Design.

40 pages illustrated in full colour. Includes introductions to each Study and selected images and folio pages.

The cost of the **Top Designs 2003 Catalogue** is \$16.50 which includes GST, postage and handling.

To purchase the catalogue, mail the attached order form to the address below.

- Make cheques payable to the Victorian Curriculum and Assessment Authority (ABN: 82 628 957 617)
- On receipt of payment, a Tax Invoice/Receipt will be mailed with the catalogue to the purchaser
- For further details contact Information Services (03) 9651 4544 or (03) 9651 4582.

Please note that the VCAA will not send out a Tax Invoice prior to payment and **school purchase orders are not accepted**.

Top Designs continues at Melbourne Museum until 13 July 2003.

Mail the order form and cheque to:

**Information Services
Victorian Curriculum and Assessment Authority
41 St Andrews Place, East Melbourne 3002**



Order Form – Top Designs 2003 Catalogue

Name: _____ Telephone: _____

School/Address: _____

I would like to purchase copy/copies of the **Top Designs 2003 Catalogue** at \$16.50 each including postage.

PAYMENT DETAILS (Orders cannot be despatched until payment is processed.)

Here is my payment for the amount of \$

Cheque or Money order (payable to the Victorian Curriculum and Assessment Authority)

Bank Card Visa Card Master Card Card No.

Cardholder's Name: (Mr/Mrs/Ms/Miss)
First Name Initial Family Name

Cardholder's signature Expiry date

Telephone
Business Private Mobile

May 2002 to May 2003

The detailed contents for this VCAA BULLETIN are on the front cover. This index records items in all issues from May 2002 to May 2003. Index items are followed by issue number and page number. Index to supplements appears on the next page.

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

VCE BULLETIN renamed VCAA BULLETIN, May 2003

Bulletin No. 1

1. VCE Examination advice 2003: June examinations and General Achievement Test (GAT)
2. VCE VET Scored Assessment

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- VCE Physics 2004–2007 video (to accompany reaccredited Physics Study Design)
- Education Times*, CSF Supplement, Vol. 8, No. 6, 2003

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 - Special Provision: New Policy and Procedures for 2003 GAT 2003 brochure
 - Technology Teacher Surveys: Design and Technology and Systems and Technology
 - 2002 AIM Trend Data Reporting Guide: English and Mathematics Assessment Program: Year 7

COPY DEADLINES FOR 2003

Issue No. and Month	Date of publication	Copy deadline
No. 3 July	Monday 14 July	<i>Wednesday 25 June</i>
No. 4 August	Monday 11 August	<i>Wednesday 23 July</i>
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No. 7 October	Monday 13 October	<i>Wednesday 24 September</i>
No. 8 November	Monday 17 November	<i>Wednesday 29 October</i>
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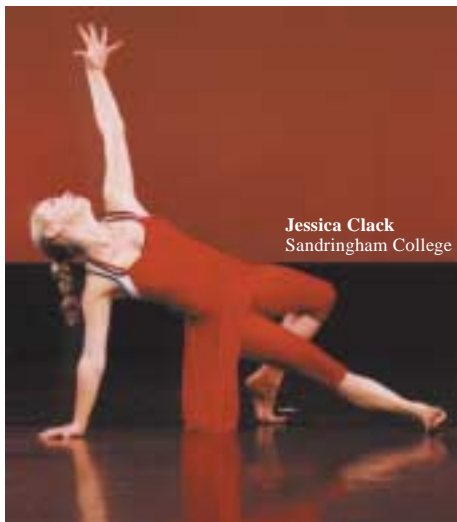
VCE Season of Excellence Update

Top Acts presented the works of 30 performing arts students at the Melbourne Concert Hall on Friday 16 May. Professor Kwong Lee Dow welcomed guests and acknowledged the skill and creativity of the performers, who were selected from the Top Class concert series in March and April. The order form for the Top Acts video appears on pages 11.

Top Designs will continue at Melbourne Museum until 13 July. The recent announcement that Museum entry is free for students has encouraged many schools to re-visit the exhibition. The order form for the Top Designs catalogue appears on page 12.



Left to right: Greg Whitehead, Mark Aird, Michael Serong, Andrew Couttie
Wangaratta High School, Wangaratta



Jessica Clack
Sandringham College



Stuart Harper
Caulfield Grammar School, Wheelers Hill



Kim Tran
Melbourne Girls' College, Richmond



Sonny Dela Cruz Jnr
Penola Catholic College, Broadmeadows



Anthony Sekulov
St Helena Secondary College, Eltham North

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