

Supplements to this issue

1. VCAA Principles, Guidelines and Procedures for the Review of VCE Studies
2. 2003 advice for School assessment
3. Implementation of VCE Studies in 2004: Summary of Changes
4. VET in the VCE Information Technology

VCE Bulletin

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A new design for the VCE

The Victorian Curriculum and Assessment Authority has released the new cover design for VCE studies featuring a selection of student work exhibited in Top Arts: VCE 2001. Thirteen young artists from around the state were delighted to hear that their work was selected for the final design.

The first studies to be launched in the series are the six studies that were revised and reaccredited during 2002 for implementation in 2004. These studies include Art, Economics, Health and Human Development, Physics, Studio Arts and Visual Communication and Design. The VCAA will introduce the new cover design progressively as VCE studies are revised and reaccredited. All schools were sent copies of Economics, Health and Human Development and Visual Communication

and Design in one mail out in February.

The second group of studies for distribution, Art, Physics, and Studio Arts, will be arriving in March.

The accreditation periods for all VCE studies were published in the December 2002 VCE BULLETIN. Currently accredited study designs featuring the Board of Studies logo and the previous cover design for all other VCE studies will remain in use until revised by the VCAA and accredited by the Victorian Qualifications Authority.



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

Important administrative dates

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

2003	
Wednesday 19 March	School Coursework Audit Notification (SCAN) identifying student coursework required for Unit 3 received in schools.
Friday 21 March	Final day for schools to lodge requests for new or combined examination centres in 2003 and requests for students to sit at centres other than the home school. Final day for schools to lodge the following application: – supervisors for the 2003 GAT and VCE examinations
	Final day for notifying the VCAA of alterations to unit results, initial school assessments for School-assessed Coursework and School-assessed Tasks for 2002. After this day all scripts and raw assessment data held at the VCAA will be destroyed.
	Final day for lodging, with a late fee, applications for Statements of Marks for 2002 examinations.
Friday 4 April	Final day for schools to lodge the following applications for examinations held in June: – requests for students to sit 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.
Friday 11 April	End Term 1
Friday 18 April to Monday 21 April	Easter Break
Monday 28 April	Start Term 2
Monday 5 May	Enrolment 2 data due at the VCAA. This data should also contain 2003 VCE VET enrolment data. After this date VASS will not allow schools to: – Enrol or withdraw from Units 3 and 4 sequences. This includes changes to Second Language enrolments. – Enrol or withdraw IB students for the GAT. – Enrol returning Interrupted Studies students.
	Partnership applications for Unit 3 and Unit 3/4 coursework due at the VCAA.
Week beginning Monday 12 May	First round invoices for full-fee-paying overseas students sent to schools.
Week beginning Monday 19 May	June examination centres available on VASS.
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.

CEO's column



I have now been in the position of Chief Executive Officer of the VCAA for two months and one of the things I have noticed here is the level of innovativeness, leadership and dedication among the staff. This is a very busy organisation!

As I write, several staff members are on the road, visiting all the regions in the state, giving seminars to principals and teachers on a range of topics. With the recent publication of new study designs and assessment guides for the revised studies of VCE Accounting and Information Technology, staff from the Curriculum Branch are providing extensive professional development to teachers to support the implementation of these revised studies in 2003.

The Assessment Branch of the VCAA has developed new policy guidelines on Special Provision and Consideration of Disadvantage for VCE assessment to be implemented this year. Staff from that branch are running seminars which provide school representatives with guidelines as set out in the *Special Provisions in Curriculum and Assessment Policy 2003*. These seminars include a session on the VCE examination security requirements for 2003. Following the breach of VCE security that occurred during the November 2002 examinations, the VCAA is committed to improving quality assurance processes within the VCE and upgrading the security arrangements for the setting and distribution of VCE examinations.

The VCAA is also using these seminars to inform those regional schools affected by the bush fires of the support we can offer to VCE students and staff. We will assist schools to enter VCE enrolment data onto the VASS system if they request this help and we will contact schools in the affected areas to ascertain the level of assistance they require in the application of Special Provision in their schools. There may be some adverse affect on the learning opportunities for students in these areas and this may affect student performance in the June examinations. The VCAA will organise a series of examination revision lectures for the June examinations in the affected areas.

As you will know from my predecessor's columns in this Bulletin, the VCAA has been working in partnership with the Department of Education and Training (DE&T) and with the Victorian Qualifications Authority (VQA) and both the Catholic and independent school sectors, towards the attainment of the Government's education goals and targets. The major outcomes achieved by the VCAA in 2002 include post-compulsory options, educational measurement, research and reporting. In the first category we have achieved:

- increased VCE VET enrolments – from 24 526 in 2001 to 28 669 in 2002
- approval of the block credit arrangements to support the extension of pathways for students
- support to the VQA in the coordination of the Victorian Certificate of Applied Learning (VCAL).

We have also revised a number of study designs to ensure that the VCE remains relevant to both students and the world of work and study. Developing a more comprehensive approach to the public reporting of students' and schools' VCE results has been another key outcome for 2002.

Readers might be interested to know some of the latest statistics that I reported to the Authority because they indicate the scope of the VCAA in terms of post-compulsory education. There are:

- 86 per cent of students in Victoria in the compulsory years involving over 2300 schools and 35 000 teachers
- over 500 providers offering 177 VCE studies including 28 VET in VCE studies.

When the VCE, VET and VCAL results were released last December we collected the following statistics about ways in which students accessed their results.

- 78 530 statements were sent out by mail
- 19 782 students used the telephone service
- 32 363 students used the Internet
- 10 265 used the SMS service.

The successful completion of the above outcomes is a strong indicator of ways in which the VCAA staff demonstrate the innovation and leadership I referred to earlier. This VCE BULLETIN is an excellent vehicle for keeping teachers abreast of new initiatives and major outcomes of the VCAA and I assure you that this CEO's column, together with the articles and announcements in the body of the publication, will keep you all informed and up-to-date throughout the year.

Michael White
Chief Executive Officer
March 2003

Implementation of VCE studies in 2004: Support Program

Art, Economics, Health and Human Development, Physics, Studio Arts and Visual Communication and Design

The study designs listed above have been reviewed and reaccredited for the period 2004–2007. Schools have received sufficient copies of Economics, Health and Human Development and Visual Communication and Design for implementation in 2004 according to total VCE enrolments. The study designs for Art, Studio Arts and Physics will be mailed to all schools during March.

The VCAA has developed a program to support teachers in the transition to the reaccredited study designs. (The implementation support program is outlined below.) Enquiries about distribution of the study designs can be directed to Lyn Mayberry, Curriculum Branch, (03) 9651 4489 or email mayberry.lynette.y@edumail.vic.gov.au

Details of the changes made to the studies are published in Supplement 3 to this Bulletin.

Schedule Activity

- | | |
|--------|---|
| Term 1 | Distribution of reaccredited study designs to all schools. (Electronic copies available in 2004.)
Articles outlining changes to the reaccredited study designs and their key features in Supplement 3 to this VCE BULLETIN. |
| Term 2 | Statewide workshops will be held for Economics, Health and Human Development and Physics teachers on the reaccredited study design and revised coursework. Details will be published in the VCE BULLETIN.

Examination advice will be published for all studies by the VCAA. |
| Term 3 | Statewide workshops will be held for Art, Studio Arts and Visual Communication and Design teachers on the reaccredited study designs and school-assessed tasks. Details will be published in the VCE BULLETIN.

Sample examination material will be published for all studies with advice for new components of the examination.

Study summaries of each VCE Unit (including outcomes) will be published on the VCAA website |
| Term 4 | Support for subject association conference workshops to familiarise teachers with the new Assessment Handbook. Details will be published in the VCE BULLETIN.

Sample material for the detailed studies will be published for Physics. |

A 2003 Assessment Handbook for each study will be distributed detailing performance level descriptors and all related assessment advice for 2004 (School-assessed Coursework, School-assessed Tasks, examinations).

- Ongoing VCAA website and email support. Implementation support material will be published under each study including workshop materials, assessment guides, assessment handbooks, sample examination material and relevant VCE BULLETIN articles.
- 2004 Advice for Teachers 2004. A leaflet detailing all VCAA resources required to implement the new study design.

Review of VCE studies 2003

Expert studies/Review committees

Business Management, LOTE (studies accredited 2001–2004), Media, Globalisation and Citizenship Working Party, History, Mathematics, Music, Psychology, Science, Technology

The VCAA would like to thank the many teachers who expressed interest in nominating for membership of either a study review committee or an expert studies committee in 2003. When determining the membership of review committees, the VCAA takes into account the representation of teachers and sectors, the university and training sector nominations, and the overall representation of gender, rural and regional locations. Members are appointed by the Authority in their capacity as individuals to make expert contributions to the work of the Committee for its duration. There will be opportunities during the year for teachers and key stakeholders to contribute to the deliberations of the respective committees through surveys, focus group meetings, forums and consultation according to the particular terms of reference for each review committee.

Full details of the VCE studies to be reviewed and reaccredited in 2003 and an overview of the procedures were published in the October and November 2002 VCE BULLETINS. During 2002, the Curriculum Committee of the VCAA confirmed the principles, procedures and guidelines for the review of VCE studies. These VCAA procedures are published in Supplement 1 of this Bulletin. The principles and procedures guide the work of the committees and the progress of VCE studies through the review and reaccreditation phase. The membership of the 2003 review committees, including those continuing from 2002, is published below. The Terms of Reference and membership for each committee can be accessed via the VCAA website.

Regular progress reports will be published in the VCE BULLETIN and on the VCAA website.

Study Review Committees and Expert Studies Committees for 2003

VCE Business Management Review Committee

Mr Steve Barrile, The Grange P-12 College
Dr John Breen, Victoria University
Mr Alan Daniels, Chisholm Institute of TAFE
Ms Megan Jeffery, St Albans Secondary College
Mr Geoffrey Ryan, Bellarine Secondary College
Ms Gillian Somers, Trinity Grammar School
Mr Chris Steinfort, Mayne Group
Ms Denise Summers, Melbourne Girls Grammar
Ms Carmel Taylor, MacKillop Catholic Regional College
Mr Alan Wharton, Caulfield Grammar School
Mr Michael Rowland, Victorian Commercial Teachers
Association (VCE Business Studies Convenor)

VCE History Expert Studies Group

Mr John Cantwell, Haileybury College
Ms Deborah Conwell, Bendigo Senior Secondary College
Mr Nicholas Frigo, Loreto Mandeville Hall
Ms Victoria Fritze, The Centre for Adult Education
Ms Kathie Gardner, Peter Lalor Secondary College
Dr Jacqueline Hollingworth, History Teachers Association of
Victoria
Dr Adrian Jones, La Trobe University (VCE Humanities
Convenor)
Ms Dianne McDonald, St Michael's Grammar School
Dr Mark Peel, Monash University
Assoc. Prof. Tony Taylor, Monash University
Ms Diane Wolff, Mentone Girls' Secondary College

VCE LOTE Review Committee

Ms Bernadette Brouwers, St Patrick's College
Ms Jane English, Bendigo Senior Secondary College
Ms Anna Favrin, Penola Catholic College
Dr Margaret Gearon, Monash University
Ms Kathryn Hill, The University of Melbourne
Ms Inthumathy Kathirgamanathan, Consultant
Ms Ecaterina Korakis, Kew High School
Ms Deryn Mansell, Melbourne Girls' College
Dr Howard Nicholas, La Trobe University
Mr Shungo Sawaki, MacRobertson Girls High School
Ms Elaine Tarran, Scotch College
Ms Paulene Webster, Victorian School of Languages
Ms Qiao Xiao, Tintern Anglican Girls Grammar School

Mathematics Expert Studies Committee (continued from 2002)

Ms Karen Baker, University of Melbourne
Prof. Bill Blyth, RMIT University
Ms Margo Carruthers, Maffra Secondary College
Mr Tom Daly, Wantirna College

Dr Michael Evans, Scotch College, (VCE Mathematics Convenor)
Ms Debra Goldman, Department of Education & Training
Prof. Peter Jones, Swinburne University of Technology
Assoc. Prof. Barry McCrae, Australian Council for Educational
Research
Ms Beth Price, Canterbury Girls' Secondary College
Assoc. Prof. Peter Stacey, La Trobe University
Dr Max Stephens, Mathematical Association of Victoria
Mr David Tynan, Our Lady of Sion College
Dr Cristina Varsavsky, Monash University
Ms Judy Walker, Victorian Qualifications Authority

VCE Media Review Committee

Mr John Benson, La Trobe University
Mr Roger Dunscombe, Melbourne Girls' College
Ms Jo Flack, Swinburne Senior Secondary College
Ms Lisa Kilby, Aquinas College
Ms Karen Koch, Wesley College
Mr Tim Kupsch, Film and Television Producer
Mr George Querol, Bendigo Senior Secondary College
Mr Robert Stewart, North Melbourne Institute of TAFE

VCE Music Expert Studies Committee

Mr Marc Collis, Performer
Mr Andrew Dale, Ballarat Grammar School
Dr Tony Gould, Victorian College of the Arts
Mr David Graham, Footscray City Secondary College
Mr Tim McHenry, The University of Melbourne
Mr William Miles, RMIT University
Ms Susan Rummel, Penola Catholic College
Ms Christine Simpson, Blackburn High School
Mr Scott Solimo, Benalla College
Ms Jennifer Turner, Victoria University of Technology, TAFE
Division
Mr Roland Yeung, Carey Baptist Grammar School

VCE Psychology Review Committee (continued from 2002)

Ms Nadija Anin, Lowther Hall Anglican Grammar School
Assoc. Prof. Simon Crowe, La Trobe University
Mr Ross Down, Sandringham Secondary College
Mr Roger Hewitt, Warrandyte High School
Mr Gerard Houlihan, St Michael's Grammar School
Ms Toulia Papadimitropoulos, Melbourne Girls' College
Ms Teresa Perri, Gisborne Secondary College
Ms Maria Spackman-Williams, Williamstown High School
Ms Helene Van Iersel, Catholic Regional College, Sydenham

VCE Science Expert Studies Committee

Ms Hayley Brown, MacRobertson Girls High School
Dr Alan Chaffee, CRC for Clean Power from Lignite
Dr Brendan Crabb, Walter and Eliza Hall Institute of Medical
Research
Ms Penelope Commons, Southwood Boys Grammar School
Mr Paul Crutchley, Traralgon Secondary College
Mr Gerry Healy, Xavier College
Mr Paul Higgins, Caulfield Grammar School
Dr Malcolm Hunt, Australian Council for Educational Research

Prof. Marjory-Dore Martin, Deakin University
Assoc. Prof. Brad Mitchell, Deakin University
Mr Frank Mitchell, Environment Protection Authority
Dr Janet Scott, Monash University
Ms Catriona Scott, Maroondah Secondary College
Dr Pauline Sharma, Catholic Education Office

VCE Technology Expert Studies Committee

Ms Lynne Backholer, Fairhills High School
Ms Carol Buseti, Melbourne Girls' College
Mr David Cowley, Geelong Grammar School
Mr Bruce Eager, Upwey High School
Mr Peter Esdale, DDR Strategic Research
Ms Denise Hooke, Lavers Hill P-12 College
Mr Keith Hoy, De La Salle College
Ms Maureen Kelly, Bayside College
Mr Bruce Moonie, POST Furniture
Ms Helen Murray, Bendigo Senior Secondary College
Mr Chris Penna, Monash University
Ms Glenise Perraton, Debney Park Secondary College
Mr Julian Pratt, RMIT University
Ms Marianne Ward, Geography Teachers Association of Victoria
Ms Christine Wintle, Tintern Anglican Girls Grammar School

Examinations

LOTE: Japanese Second Language

Teachers of Japanese are asked to refer to the list of Prescribed *Kanji* on page 14 of the Japanese Second Language Study Design and to note the following:

The asterisks no longer apply and in the written examination *furigana* will no longer be given for the *kanji* on either of the lists.

LOTE: Chinese Second Language

Use of pinyin in the written examination

In 2003 and 2004, for Reading and Responding and Writing in Chinese, requirements are described on page 14 of the revised study design. Please note last paragraph under the heading Vocabulary, which reads:

'Students may use simplified or complex characters in tasks requiring written responses in Chinese. A small amount of pinyin will be accepted, but its use should be confined to vocabulary and expressions which would not normally be expected to have been covered during a 400–500 hour course. The use of pinyin will not be acceptable for items included in the character list'.

Latin Examination

Teachers of Latin are asked to note the following changes to the requirements for the 2003 Latin examination:

Latin Study Design pages 24–25, End-of-year examination Section 1 (on pages 24 and 25)

Amend Comprehension and analysis of an unseen text to read **Comprehension and translation of an unseen text**.

This clarification ensures consistency between the heading and specifications for the task and does not change the structure of the examination.

Page 13, SEEN TEXTS

Prescribed seen texts for Section 2 end-of-year examination:

Amend to read:

For 2003: Virgil, Aeneid IV, lines 1–30, 65–89, 129–172, 259–286, 305–361, 584–705.

Visual Communication and Design

Teachers are reminded that students need to provide their answers in the question and answer booklet. The 2003 examination question and answer booklet in this subject will be printed on *Impress Matt Art 130 gsm* paper (identical to that used in 2002).

International Studies

Teachers are advised of the following changes (from 2002) that will apply to the 2003 International Studies examination.

Section B will consist of a set of short-answer questions assessing Unit 3 Outcome 1.

Section C will consist of three optional essay topics from which students select one. Each optional question in this section will assess Unit 3 Outcome 2 and Unit 4 Outcome 1.

This advice matches the assessment criteria published on the VCAA website in February 2003.

Agricultural and Horticultural Studies

The 2003 Agricultural and Horticultural Studies examination will not require students to read and respond to brief articles on agricultural and horticultural practice. However, case studies, tables, scenarios and other stimulus will continue to be used in examinations.

VET Arts (Interactive Multimedia)

Students will be required to use the following software applications in the 2003 VCE VET Arts (Interactive Multimedia) examination:

A web browser	
2D animation/authoring	Director 6.0 or Flash 4
Graphic interface	Photoshop 5.0 or Fireworks 3
Multimedia Scripting	simple text or Flash or Director
Web authoring	Dreamweaver 2.0, or GoLive, or Front Page.

Later versions of these software programs can also be used. More information is available from Susan O'Shannessy tel: (03) 9651 4414.

Music Performance: Group

Information regarding question types for the Music Performance: Group aural and written examination was originally published in Supplement 1 to the December 2000 VCE BULLETIN, No. 160. For each question type in Section A information regarding the playing format and print layout of the question type was included.

Teachers should note that if question type 3 (Chords and Harmony, Recognition of chord types) is included on future examination papers the playing format and print layout will be different to that indicated on page 152 of Supplement 1 to the December 2000 VCE BULLETIN, No. 160. Specifically the question will not refer to a 'progression'. The following information replaces the information provided on page 152 of Supplement 1 to the December 2000 VCE BULLETIN, No. 160.

Chords and harmony

Question x – Recognition of chord types

Six chords will be played.

Each chord will be in root position.

Each chord will be played **three** times: harmonically, as an arpeggio, and harmonically again.

The chords for this question will be selected from the following:

- Major chord
- Minor chord
- Augmented chord
- Diminished chord
- Suspended 4 chord
- Dominant 7 chord [major triad + minor 7]
- Major 7 chord [major triad + major 7]
- Minor 7 chord [minor triad + minor 7]
- Half-diminished chord (min 7/flat 5) [diminished triad + minor 7]
- Full diminished 7 chord (dim 7) [diminished triad + diminished 7]
- Dominant 7/suspended 4 chord [suspended 4 chord + minor 7].

Identify the chords in the spaces provided, selecting your answers from the list above.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

6 marks

Teachers should also note that:

- The aspects of Outcome 3 assessed by this question type are:
 - Identify and describe characteristics of pre-recorded works, including recognition of tonality, **use of chords**, rhythmic features, role of instruments, and structure.
- This question type could draw on the chords (above) listed for study in Outcome 3 of Unit 3 and/or those listed for study in Unit 4, Outcome 3
- Only a selection of possible chord types will be examined when this question type appears on the examination paper.
- The playing format will be:
 - Tempo, MM = 60 or 60 bpm.
 - The three soundings of the chord will be consecutive.
 - The two harmonic soundings will be approx. four seconds in length (semibreve or whole note at MM = 60 or 60 bpm).
 - Each note of the arpeggios will be approximately one half of a second in length (quavers or eighth notes at MM = 60 or 60 bpm).
 - The compass will not exceed an octave.
 - All chords will have four notes sounded. Three-note chords will include the pitch of the upper octave; four note chords (with 7ths) will not include the pitch of the upper octave.

GENERAL
ADVICE

VCE VET

Recognition of VCE VET units through accretion of hours

Schools are reminded that, for VCE VET programs that do not have a designated Unit 3–4 sequence for scoring purposes, recognition of VCE VET units is based on accretion of hours. This means that, in order to receive credit at Unit 3–4 level, the student must complete the full Unit 1–4 program.

Units of competence/modules are grouped into Unit 1–2 and Unit 3–4 sections in the program booklets for recognition purposes, but only some programs have an actual designated Unit 3–4 sequence for scoring purposes. Programs with a designated Unit 3–4 sequence are listed below.

Scored VCE VET programs

Arts (Interactive Multimedia) and Multimedia
Business
Community Services
Dance
Electronics
Equine Industry (in 2004)
Financial Services
Furnishing
Hospitality
Information Technology (Certificate III)
Laboratory Skills
Music Industry (new programs only, in 2004)

Schools are strongly advised that Unit 3–4 sequences from VCE VET programs are not intended to be delivered as stand-alone studies. More detailed advice on this matter was published in the May 2002 VCE BULLETIN. Schools should refer to this advice when counselling students and planning student programs.

Resources for VCE VET Business program

The VCE VET Business Administration program booklet refers to resources published by the TAFE National Resource Centre. These materials are now only available through VETASSESS:

VETASSESS
PO Box 2752
Melbourne 3001
Tel: (03) 9655 4801
Fax: (03) 9654 3385

Retail Operations

The Retail Training Package has been revised and the new version, WRR02, is being implemented in 2003. All students commencing training in both the VCE VET Retail Operations program or the Part-time Apprenticeship in WRR20102 Certificate II in Retail Operations must undertake training from the new version of the training package.

The revised program booklet for VCE VET Retail Operations is now available on the VCAA website: www.vcaa.vic.edu.au/vet/overview.htm

Hard copies will be distributed to schools during Term 1.

VCE VET Information Technology

As previously advised, the Information Technology Training Package has undergone revision. Version 3 of the Training Package to be implemented in 2003, replaces earlier versions.

The VCAA has prepared advice for schools/RTOs that explains changes to the VCE VET Information Technology program as a consequence of the Training Package revision.

This advice is published as Supplement 4 to this VCE BULLETIN. The supplement has been sent to schools via edumail.

VCE VET Hospitality (Operations)

Scored Assessment – Assessment Plan 2003

Due to the decrease in hours in the Unit 3–4 sequence of the VCE VET Hospitality program (minimum of 182 hours, not 185 hours as published), the 2003 Assessment Plan has now been revised. In the revised Assessment Plan, no task may account for more than 62 per cent of the overall hours in the Unit 3–4 sequence.

A revised version of the 2003 Assessment Plan is now available on the VCAA website:

www.vcaa.vic.edu.au/vet/assess.htm

Scored Assessment Professional Development Activities

A series of program-specific professional development activities for assessors of scored VCE VET programs in 2003 will be held in Term 1.

Schools have received notification via edumail, providing session times, location and registration details.

Program schedule

Business (Office Administration) and Community Services

Monday 31 March, 2003 – 9.00 am – 1.00 pm

Arts (Interactive Multimedia)

Thursday 3 April, 2003 – 9.00 am – 1.00 pm

Information Technology (Certificate III level)

Friday 4 April, 2003 – 9.00 am – 1.00 pm

Electronics and Furnishing

Tuesday 8 April, 2003 – 9.00am – 1.00 pm

Hospitality (Operations)

Thursday 10 April, 2003 – 9.00am – 1.00pm

Professional development activities for VCE VET Dance, Financial Services and Laboratory Skills will be held in Term 2.

For further details, please contact:

VCAA, Vocational Education Unit
Kate Rule (03) 9651 4458
rule.catherine.e@edumail.vic.gov.au

Lisa Burgess (03) 9651 4427
burgess.lisa.t@edumail.vic.gov.au
Fax: (03) 9651 4324

English

Text Lists 2003 and 2004

The Third Man

Teachers electing to teach the film *The Third Man* should note that there are currently two versions of the film available for hire or sale. The original production is a 1949 British film directed by Carol Reed and produced by London Films (Alexander Korda). The running time for this film is 104 minutes.

There is a 1950 re-edited version produced for the US market by David O Selznick which is titled *The 3rd Man*. The running time for this version is 93 minutes. Some minor cuts and changes to the storyline have been made to the original for this version.

For the purposes of the examination and school-assessed coursework it does not matter which version is studied.

Both VHS and DVD copies of the British version are available for purchase either online from www.allaboutmovies.com.au or from Maxwell's Collection Pty Ltd, PO Box 575 Avalon Beach NSW 2107, tel: 1800 249 786.

STUDY
ADVICE

Notices

Top Designs Exhibition, Education Program and Teacher Professional Development

The Victorian Curriculum and Assessment Authority (VCAA) and Melbourne Museum present an exhibition of works by VCE Design and Technology, Systems and Technology, Food and Technology, Visual Communication and Design and Media students from 2002.

Date: 27 March – 13 July 2003, 10 am to 5 pm.

The Top Designs exhibition includes outstanding student works in wood, metal, fabric and fibres. It features

environmental and product design, food product development, short film, multimedia, photography, print layouts, and mechanical and electronic systems. Folios, product evaluations, work briefs and design plans accompany works.

Students visiting Top Designs have access to other museum exhibitions, including a UK Design Council exhibition, Great Expectations (March 21 – May 16) and Dinosaur Designs (May 30 – July 13).

Education programs include one-hour introductory talks that highlight documentation of the School-assessed Task and three-hour focus sessions in which professional practitioners will address students. Contact Melbourne Museum for details of professional development activities. Of particular interest to Food and Technology teachers is a new Professional Development session at Melbourne Museum on Thursday 27 March, 4.30 – 6.30 pm.

For bookings or further details, telephone 1300 130 152.

NOTICES



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



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.

February 2002 to February 2003

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

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- 84/2002 re VASS new Users professional development, February 2003
VASS new users professional development
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- 85/2002 re Change of Preference for Tertiary Selection
- 86/2002 re VCE VET Building & Construction Program in 2003
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- 88/2002 re Drama and Theatre Studies 2003 playlists
- 1/2003 re Special Provision: Professional Development Sessions
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- 2/2003 re VCE Dance private providers
- 4/2003 re Reminder of changes to Unit 4 VCE
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- 6/2003 re VCE Accounting and Information Technology seminars, 'Using the 2003 Assessment Handbook'
Registration Form for VCE Accounting seminar and Information Technology seminars and schedules
- 7/2003 re VASS Release version 7_21
- 8/2003 re English and ESL text survey
2003 English/ESL Text Survey
- 9/2003 re VASS Enrolment 1 Data
- 10/2003 re VCE VET Information Technology Program Changes in 2003
Supplementary advice February 2003
- 11/2003 re VCE Examination Assessing

Publications: Print

- February 2003 VCE BULLETIN
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Supplement 2 – 2003 Examination Assessment Criteria (online only)
Liftout 1 – Drama and Theatre Studies 2003 Playlists
Liftout 2 – VCE Assessment Expression of Interest: 2003 Examination Assessing
- CSF Vocational Learning Sample Units
CSF Mathematics Reasoning and Strategies Levels 1–6
VCAA Promotional brochure
VCE Assessment Handbooks 2003: Accounting, Information Technology

- VCE Study Designs: Economics, Health and Human Development and Visual Communication and Design
Advice for Teaching VCE 2003 (42 individual resource sheets)
2003 VCE Achiever Awards flyer

Publications: Internet

Additions

- February 2003 VCE BULLETIN & Supplements & Liftouts
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Mathematical Methods
Specialist Mathematics
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Introduction to matrices and transformations
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- Music Performance: Application for Alternative Works (Solo and Group)
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Government Crackdown on VCE Exam Security
VCE Assessment Guides 2003: Arts, English, Health and Physical Education, LOTE, Mathematics, Science, SOSE and Technology
VCE Study Designs
Accounting
Information Technology
- 2002 VCE Examinations (Availability subject to copyright clearance)
- CSF
Mathematics Reasoning and Strategies Level 1–6
Key Competencies in Teaching and Learning
AIM 2003 Assessment: Expression of Interest Applications
2003 VCE Assessment Expression of Interest: Examination Assessing
Assessment Reports 2002 (Report for Teachers):
Mid-year: Accounting Exam 1 and Solutions, Biology Exam 1, Chemistry Exam 1, Environmental Science Exam 1, Physics Exam 1, Psychology Exam 1
Special Provisions in Curriculum and Assessment Policy 2003
- ### Deletions
- VCE Assessment Guides 2002

VCE Season of Excellence 2003 update

The VCE Season of Excellence 2003 was launched by the Hon. Lynne Kosky, MP, Minister for Education and Training, with the opening of Top Arts VCE: 2002 at the Ian Potter Centre: NGV Australia at Federation Square on 5 March.

Exhibitors, their families and school representatives joined a large number of educators to celebrate the work and art education. The 130 works by 92 exhibitors are on display until 18 May and include short films, photography, glass, ceramics, jewellery, sculpture, textiles, painting, drawing and artists' books.

The Season continues through March with Top Class: Dance on Saturday 15 March and Top Class: Drama and Theatre Studies on Saturday 22 March, both presented at the National Theatre.

Top Designs will open at Melbourne Museum on 27 March presenting works created by 111 Media, Technology and Visual Communication and Design students including furniture, garments, short films, multimedia, photography, design applications, mechanical and electronic projects. Most works are accompanied by design plans and folios.

Please note that the Great Expectations exhibition at Melbourne Museum closes 18 May 2003.



Top Arts 6 March – 18 May
Annie McInnes, Monbulk College, *Alice in Wonderland* series – Inkjet print



"I didn't know that Cheshire Cats always grinned; in fact, I didn't know that cats could grin."



Top Designs 27 March – 13 July
Jessica Pretto, Healesville High School, *Gluttony* – Print layout, Inkjet print



Systems and Technology
Timothy Griffiths, St Helena Secondary College, Eltham North
Coin-operated children's ride
Steel, plastic, wood, circuitry



Design and Technology
Kylie Melville, Emmaus College, Burwood, skirt and jacket – *Heavy duty design*

Top Arts and Top Designs have extensive associated education programs. Contact venues for details and bookings.

Top Designs catalogues can be mailed to schools on receipt of \$15 forwarded to the Season office at the VCAA.

Multiple copies of the Season program guide/poster were sent to schools last month and further copies or information can be obtained from the Season office on (03) 9651 4544.

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