

Supplements to this issue

P-10 Supplement Issue 19  
1. VCAL Achievement Awards Program 2005



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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## Season of Excellence update

### Performing arts

Dates are now confirmed for all VCE Season of Excellence performing arts performances.

The dates are as follows:

- **Top Class Music Performance: Solo and Group** Saturday 4 March ABC Iwaki Auditorium, Southbank
- **Top Class Drama** Friday 7 April 1.30 pm and 5 pm
- **Top Class Dance and VET Dance** Saturday 8 April
- **Top Class Drama and Theatre Studies** Saturday 22 April National Theatre, St Kilda
- **Top Acts** Friday 19 May, Hamer Hall, the Arts Centre.

Prices will increase for Top Class to \$8 and \$6 regional concession.

Booking forms will appear on the Season webpages <[www.edumail.vic.edu.au/seasonofexcellence.html](http://www.edumail.vic.edu.au/seasonofexcellence.html)> in January 2006 and in the February 2006 VCAA Bulletin.

All times will be confirmed in the Season program guide/poster sent to schools in Term 1 2006.

VCE Music Performance teachers should note the early date for the Top Class Music Performance (4 March) when booking. However, good seats are usually available at the door for solo concerts.

### Top Designs, Top Screen and Top Arts

Application forms are available online on the Season webpages:

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

Deadline for applications: Thursday 20 October.

Please note that only short listed applicants will be informed of the outcome by 1 December. Unsuccessful applicants will not be notified.

Enquiries: Season of Excellence office:

(03) 9651 4582.

## Important administrative dates

Full details of dates appear in the *VCE and VCAL Administrative Handbook 2005*.

2005	
Wednesday 12 October	<p><b>SIAR 3 VCE School-assessed Task scores</b> due at the VCAA.</p> <p><b>Indicative grades for November written examinations are also required.</b></p> <p>After this date VASS will not allow schools to enter SIAR 3 scores or indicative grades.</p> <p>A list of studies in the cycle can be found on pages 6–11 of the <i>VCE and VCAL Administrative Handbook 2005</i>.</p>
Friday 14 October	<p>Final day for lodging <b>requests to inspect scripts for examinations in the June</b> examination period.</p>
Monday 17 October	<p><b>School Status Report</b> identifying School-assessed Tasks from the SIAR 3 required for review.</p>
Monday 17 October to Wednesday 19 October	<p>LOTE (CCAFL) written examinations.</p>
Monday 24 October	<p>Review by visitation of School-assessed Tasks begins.</p>
Wednesday 26 October	<p><b>VCE Unit 4 School-assessed Coursework audit material</b> due at the VCAA.</p>
Friday 28 October	<p>Final day for lodging applications for 2006 in Chinese Second Language and Chinese Second Language Advanced.</p>
Friday 28 October to Friday 18 November	<p><b>Written examinations</b> held.</p>
Friday 11 November	<p>Final day for Principals to lodge <b>Score Amendments</b> for VCE School-assessed Tasks from SIAR 1.</p> <p>Final day for Principals to lodge <b>requests for Confirmation of Grades</b> for June examination results released to schools.</p> <p>Earliest date School-assessed Tasks in the Arts and Technology studies may be returned to students.</p>
Monday 14 November	<p><b>SIAR 4 scores for VCE Unit 4 School-assessed Coursework and VCE VET Coursework.</b></p> <p>After this date VASS will not allow schools to enter SIAR 4 scores.</p>
Monday 21 November	<p><b>SIAR 5 unit results</b> due at the VCAA.</p> <p>After this date VASS will not allow schools to enter:</p> <ul style="list-style-type: none"> <li>– VCE unit results</li> <li>– VET unit of competence/module results</li> <li>– VCE VET coursework task scores</li> <li>– VCAL unit results</li> </ul>
Friday 25 November	<p>Final date to amend student addresses. After this date no changes to addresses or other student personal details can be accepted.</p>
Monday 12 December	<p><b>Results available to students.</b></p> <p><b>Final results</b> available to schools.</p> <p>Results package sent to schools:</p> <ul style="list-style-type: none"> <li>– <b>Statements of Results</b> for students studying <b>VCE Units 1 and 2</b> or <b>VCAL</b></li> <li>– <b>Certificates</b> for students who have successfully completed their <b>VCE</b> or <b>VCAL</b></li> <li>– <b>VCE VET</b> and <b>VET/Further Education Statement of Results</b> listing units of competence/modules completed for students studying VCE Units 1 and 2 only and VCAL.</li> </ul> <p><b>Statements of Results</b> for students enrolled in at least one VCE Unit 3 and 4 sequence will be sent to students.</p>



### Examinations 2005

As you read this, VCE performance and oral examinations are taking place across Victoria. With 51 Languages Other Than English (LOTE) and a variety of performing arts studies being assessed, we are reminded of the diverse choice of subjects available to young people in their post-compulsory years. Drama is once again the most popular of the performance studies, but overall there are 5658 students involved in the Dance, Drama, Music Performance and Theatre Studies examinations.

Of the 10 366 students studying Languages other than English, the highest enrolments are in Chinese and Japanese and the smallest enrolments are in Bengali, Czech, Latvian, Lithuanian and Slovenian.

The VCAA acknowledges the expertise of 300 performing arts assessors and 660 LOTE assessors who will be travelling the state to watch and listen to these young people until the end of October.

Teachers of these students are to be congratulated on all the work they have put in to prepare the young people for these important examinations. I wish students all the best for their performance and oral examinations – may you perform at your peak and gain real satisfaction from your achievement.

The written examinations begin on Friday 28 October with English and finish on Friday 18 November.

The VCAA recently ran a campaign to recruit new assessors for all VCE studies and the response to this has been very positive. Over 400 new assessors will be working alongside experienced ones to mark and double mark written examinations as well as the performance and oral examinations discussed above.

### VCE examination security

We have just completed our bi-annual round of training for Chief Examination Supervisors and school leaders who are responsible for the VCE examination centres. This is a crucial activity and integral to securing the VCE. We thank schools for their willing participation in this activity which is of high importance to the VCAA in maintaining the community's confidence in the VCE.

### AIM security

In relation to the new security measures recently announced by the Minister for Education and Training, the VCAA is meeting with a group of experienced primary school principals and teachers to provide advice about guidelines for schools to ensure the security of the 2006 AIM.

### The Victorian Essential Learning Standards

The VCAA has received 1040 responses to the online questionnaire on the Victorian Essential Learning Standards. We really appreciate the time and thought that schools put in to their responses. We have a rich data source to draw from as we finalise the improvements to the standards.

There continues to be very high levels of support for the rationale, design and structure. Schools overwhelmingly see how the standards can be used to improve student learning. At the same time, there is general recognition that the development and dissemination of the Standards, together with the other components of the Student learning strategy, marks the beginning of a long-term commitment from schools, the VCAA, the Department and all participants to realise the potential benefits.



John Firth  
Acting Chief Executive Officer  
October 2005

# Student Records and Results

## VCE Extension Studies

### Program for 2006

Schools are reminded that prior to enrolling in an extension study, a student is expected to have satisfied the relevant prerequisite requirements.

It is the school's responsibility to obtain this information from the university prior to a student's enrolment in an extension study.

Where a student enrolls in an extension study without prior satisfactory completion of the prerequisite study, the enrolment will not be recorded as an approved extension study and subsequently no increment will be included in the calculation of the student's Equivalent National Tertiary Entrance Rank (ENTER).

For further details on how an extension study may count towards an ENTER, please contact VTAC or visit their website at [www.vtac.edu.au/](http://www.vtac.edu.au/)

## Small Group partnership audit 2005

As part of the VCAA ongoing monitoring and evaluation of current administrative procedures for the VCE, the Student Records and Results Unit will be conducting an audit of the procedures followed by schools for the formation and continuing management of Small Group partnerships.

Partnership groups will be randomly selected for this audit. Principals will be informed in writing in the first two weeks of Term 4 whether their school has been selected to participate in the audit.

The audit will be used to analyse whether schools are following best practice procedures when administering their partnerships, to ascertain whether the use of VASS is effective and to plan for future collegial support for those schools involved in Small Group partnerships.

An important aspect of the successful implementation of the Small Group partnership process **is the level and consistency of interaction between schools**. Schools may utilise any method of interaction which is appropriate. These include telephone, fax, post, email and face to face meetings. The VCAA expects that schools will keep documentation of the following:

- dates of meetings between schools
- a copy of the agreed set tasks and/or
- agreed benchmarks for each coursework task
- scores for each student on each task should be collated in a single list for the partnership

Furthermore, the VCAA expects that the principal is aware of, and has endorsed, the partnership arrangements and accompanying agreement.

Partnership payments will not be finalised until after the audit is complete. **This means that the initial payment scheduled for September/October 2005 will not be paid until early 2006.**

For further clarification of the VCAA rules and rationale regarding Small Group partnerships please refer to the October 2004, December 2004 and February 2005 VCAA Bulletins; *VCE and VCAL Administrative Handbook 2005*, pages 60 and 61; the VCAA website at [www.vcaa.vic.edu.au/vce/exams/statisticalmoderation/partnerships.html](http://www.vcaa.vic.edu.au/vce/exams/statisticalmoderation/partnerships.html)

If you have any questions regarding the partnership audit, please contact the Student Records and Results Unit on telephone (03) 9651 4402 or 1800 653 045 (country callers).

## VCE and VCAL Administrative Handbook 2006

*The VCE and VCAL Administrative Handbook 2006* is scheduled to arrive in schools in the week beginning Monday 14 November 2005. The content will be available in Portable Document Format (PDF) from the VCAA website in the week beginning Monday 31 October 2005.

## VCE Examinations

### Clearing graphics calculators for VCE examinations

Students are permitted to use graphics and/or scientific calculators in Mathematics, Accounting, Chemistry, Environmental Science, Information Systems, Physics, Systems and Technology, VET Business Administration, VET Electronics, VET Financial Services and VET Laboratory Skills. In all subjects **except** Mathematics, graphics calculators (if they are used) **must** have their memory cleared before students enter the examination centre.

Graphics calculators have a range of default settings and modes for various computations, e.g. drawing graphs. When the calculator memory is cleared, calculator settings are likely to be returned to the default mode.

Teaching staff supervising the clearing of calculator memories should be aware that calculators may need to be reset to the modes and settings that were in use before the memory was cleared. Prior to entering the examination room, students should ensure that their calculator is in the appropriate mode for the computations that they wish to perform.

In particular, students sitting Physics examinations may need to perform trigonometric calculations in degree mode; if their calculators revert to radians when the memory is cleared they should remember to reset the mode to degrees.

Any queries regarding the clearing of calculators for VCE examinations should be directed to Kristin Allen, VCE Examinations Unit, on (03) 9651 4343.

## Training days for assessors

This information is for teachers who have applied to assess the 2005 November VCE Written examinations and for principals and daily organisers of their home school. Listed below are the assessor training dates for the November VCE Written examinations.

Note that only those people who have applied and subsequently been appointed by the VCAA to be assessors can attend these training meetings. Assessors will be notified of the training venues on confirmation of appointment.

23/10 – Albanian, Arabic, Bengali, Dutch, Hebrew, Korean First Language, Korean Second Language, Lithuanian, Macedonian, Persian, Punjabi, Romanian, Russian, Sinhala.

25/10 – Hindi, Maltese, Portuguese, Swedish, Tamil.

27/10 – Auslan.

29/10 – English (and 30/10, 31/10; one day from the three available).

30/10 – ESL.

02/11 – Music Styles, VET Information Technology, VET Equine Industry, VET Furnishing.

03/11 – Specialist Maths Exam 1, VET Electronics.

04/11 – Biology, Agricultural and Horticultural Studies, Theatre Studies, VET Business, Economics.

05/11 – VET Multimedia (practical), Further Maths Exam 2, Specialist Maths Exam 2, Accounting, Contemporary Australian Society.

06/11 – VET Multimedia (short answer), Psychology, VET Financial Services, Literature, Physical Education.

07/11 – Design and Technology, History: Renaissance Italy, Maths Methods (CAS) Exam 1.

08/11 – Maths Methods Exam 1.

09/11 – Maths Methods Exam 2, English Language, Health and Human Development.

10/11 – Maths Methods (CAS) Exam 2, Music: Solo\*, History: Australian, VET Hospitality (Commercial Cookery), Classical Societies and Cultures.

11/11 – VET Hospitality (Food and Beverages), Visual Communication and Design, Information Processing and Management, Dance, Studio Arts, Physics.

12/11 – VET Community Services, Legal Studies, Art, Geography.

13/11 – Political Studies, History: Revolutions, Business Management.

14/11 – Chemistry, Information Systems.

16/11 – Drama, Spanish, Vietnamese, Outdoor and Environmental Studies, Philosophy, Japanese First Language, Japanese Second Language, Latin, Media.

17/11 – Food and Technology, German, Religion and Society, Texts and Traditions, Greek, Indigenous Languages of Victoria, Italian.

18/11 – Systems and Technology, International Studies, French, Indonesian First Language, Indonesian Second Language.

19/11 – Music: Group, Industry and Enterprise, Chinese First Language, Chinese Second Language, Chinese Second Language Advanced.

20/11 – Environmental Science, VET Laboratory Skills, VET Music Industry.

\*There is also a pre-training meeting for Music: Solo assessors on 9/11.

## Information about training meetings

The VCAA provides principals in schools with information about the appointment of staff from their schools, the dates of assessor training meetings and the availability of CRT payments to secure the release of staff. In requesting the school to agree to the release, the professional development benefits are acknowledged, as is the commitment required to do the work in very tight timelines.

If an offer of appointment is made by the VCAA, school-based staff undertaking these VCAA activities in school hours are advised to ensure that their release has been approved and confirmed with their school.

You should be aware that the VCAA may need to contact your school for administrative or audit purposes.

## Payment arrangements for training meetings

### Where release is required from school duties:

A CRT payment is made to the home school (as given by the assessor in their expression of interest on the online application website – SSMS) to gain the release of the teacher from their duties and to cover the absence.

### Where release is not required from school duties:

A payment for attendance at the meeting is made available to the assessor.

Enquiries can be directed to Marlwood Ryder by phone: (03) 9651 4421 or by email [ryder.marlwood.f@edumail.vic.gov.au](mailto:ryder.marlwood.f@edumail.vic.gov.au)

## School assessment

### Enhancement to the selection of schools for the VCE Review by Visitation process

The seven visual arts and technology studies in the VCE (Art, Design and Technology, Food and Technology, Media, Studio Arts, Systems and Technology and Visual Communication and Design) each contain at least one School-assessed Task (SAT) which may be remarked through the review by visitation process in either July (Studio Arts only) or October/November (all studies).

Currently, schools' assessments are subject to review based on the following set of criteria:

- if the assessments are outside the tolerance band of the level and spread of scores that would be expected on the basis of the students' GAT scores
- if the number of students with assessments is below five
- if there are insufficient students with reliable GAT scores
- as a follow up of teacher error previously reported to the VCAA
- if they did not submit their assessments to the VCAA by the due date.

The parameters for identifying schools for review will be enhanced in 2006 so that each school is reviewed at least once over a four-year cycle. Recent experience with the VCE examination program has shown that the three-year examination security school visit cycle has been very successful in supporting schools.

A similar process for the review of SATs will support schools and provide additional assurance that schools are following the requirements of the study design, applying the assessment criteria consistently and ensure that all VCE students are being assessed fairly and consistently.

In broad terms each year schools would be first selected using the current criteria listed above. Additional schools would then be selected if they are offering the study for the first time and a further group would be selected if they have not been reviewed in the previous three years. If a school reviewed in the previous year had their assessments confirmed or changed minimally, the school would not be subject to review in the following year unless there was a significant change in their assessments, as identified through the GAT analysis.

## Unit 3 Coursework Audit – General Report

In May 2005, 1160 studies were requested from over 500 VCE providers for the 2005 Unit 3 Coursework Audit.

The studies that were reaccredited for 2005 had a call rate of approximately 25%, whereas the other studies varied from 15% to 100%.

Overall, State Reviewers were very pleased with the standard of work received from the coursework audit – over 90% of work received was deemed to allow students to achieve the outcomes as stated in the study designs.

Feedback will be given to schools through an email sent to the school email address. It will list all studies requested and the outcome of the audit for each study.

Schools will receive the following feedback from the Unit 3 coursework audit:

**Satisfactory** indicates that the audit panel felt that the material submitted was compliant and sufficient to allow the students to demonstrate the outcomes.

**Not submitted** refers to cases where the material was received at the VCAA too late for the audit to be completed, these studies will be subject to audit again in 2006.

**Concern** indicates that the audit panel had some concerns with the material submitted. The school is required to contact the relevant VCAA Curriculum Manager to discuss the issue further. It is likely that this study will be audited again in 2006 to ensure that the concerns identified are addressed.

**Insufficient material** indicates that the material submitted was not sufficient or relevant and the audit panel was unable to make a decision. Schools that only submitted reproductions or photocopies of the study design are likely to have received this comment. This study will be subject to audit again in 2006.

**General issues** indicates a number of similar concerns that will be addressed in a separate report emailed to schools and repeated for all schools. This study may be audited again in 2006.

The following is a list of Curriculum Managers schools will be asked to contact if concerns are identified in the coursework audit material:

Curriculum Area	Curriculum Manager	Phone
Arts	Helen Champion	(03) 9651 4668
English	Susan Leslie	(03) 9651 4560
Information Technology	Paula Christophersen	(03) 9651 4378
Maths	Gary Motteram	(03) 9651 4404
Science	Ann Osman	(03) 9651 4512
Science (Physics and Environmental Science)	Maria James	(03) 9651 4655
SOSE (Business)	Jenny Quick	(03) 9651 4436
SOSE (Humanities)	Patricia Hincks	(03) 9651 4439
Technology	Lorraine Tran	(03) 9651 4407
LOTE (Languages Other Than English)	Maree Dellora	(03) 9651 4620
Health and Physical Education	Nerida Matthews	(03) 9651 4444

Any other queries on the coursework audit should be directed to Susan Meadows on (03) 9811 6236 or at meadows.susan.s@edumail.vic.gov.au

## Derived Examination Score October/November examination period 2005

The updated form 'Derived Examination Score (DES) Individual Application October/November 2005' should be arriving in schools shortly. Please destroy any earlier versions of the DES forms. The 2005 DES forms should be kept by the VCE Coordinator and only distributed to a student on request.

Schools are required to enter confirmation of receipt of a student's DES application and the relevant studies on the VASS system.

The closing date for a Derived Examination Score (DES) application for examinations across the October and November 2005 period will vary for each student. Separate applications will be required for:

- Performance examinations – Dance, Drama, Theatre Studies and Music examinations
- LOTE Oral examinations
- LOTE Written examinations scheduled for October 17 and 19
- November Written examinations.

Students should be made aware of their individual DES closing dates. Each student's DES application closing date is printed on the Student Assessment Timetable which is available through VASS. Schools should make the individualised timetable available to each student to minimise any misunderstandings about closing dates for DES applications. Timelines are tight

## Use of calculators in VCE Mathematics examinations: 2006

– DES applications must arrive at the VCAA no later than seven (7) days after the student's last examination in that period to enable applications to be processed in time for the release of final results. No new DES applications will be considered by the VCAA after the final examination results have been released.

The VCAA will email schools to:

- confirm that the DES application has been received by the VCAA, and
- inform the school of the DES Panel decision.

Students will also be notified of a DES decision by mail to their home address. The letter will include reasons for 'not approved' applications. If the student's application is not approved, the student may submit a second application providing they can supply further independent evidence related to their original application. Students need to submit second applications to the VCAA within seven (7) days of notification of the initial panel decision. Adherence to the time line for students to submit a second application is critical if second applications are to be processed in time for the release of final results.

Clear advice has been provided in relation to the currency of evidence required to support a DES application. It is important to note the following evidential requirements for DES applications:

- If the student attended the examination, the person providing the independent evidence must have examined or treated the student or have been consulted by the student in the period from two days before the examination to one day after the examination.
- If the student did not attend the examination, the person providing the independent evidence must have examined or treated the student or have been consulted by the student on the day before the examination or on the same day as the examination. In the case of illness or injury to the student, there must be a specific written recommendation from an independent health professional recommending non-attendance at the examination. In the case of a personal trauma or a serious intervening event, there must be written evidence from an independent professional confirming the reasons why the student was unable to attend an examination.

Further details and information about eligibility, evidence and completion of DES applications can be found in the relevant DES sections of the Special Provision Handbook distributed to schools in May 2005 and the Individual DES Application form and Student Liftout. Students should retain the yellow Student Liftout section for reference and confirmation that they have submitted a DES application to their school.

Group application forms for a DES are available on request from the VCAA. If a situation arises in your school that affects a group of students, please contact Special Provision staff for advice and a group application form.

Students' final results packages will include a separate letter advising the outcomes of their DES application. For approved DES applications, this will indicate whether a Derived Examination Score or the Achieved Examination Score was used in the calculation of the Study Score.

For further information please contact Special Provision on (03) 9811 6246 or 1800 205 455.

The VCAA monitors developments in calculator and related technology and publishes details of approved technology for use in mathematics examinations annually. Only VCAA approved calculators or other technology may be used in these examinations. Calculators that have graphical, symbolic or programmable capabilities (see below for more specific guidelines) may be used, provided that the model is approved. Where there are doubts about whether a particular model is approved, schools should ascertain its status by contacting the Examinations Unit of the VCAA, preferably at the beginning of the course.

For further information please contact Ms Kris Allen, Project Manager, Examinations on (03) 9651 4343 or email [allen.kristin.m@edumail.vic.gov.au](mailto:allen.kristin.m@edumail.vic.gov.au)

### Conditions of use

The conditions under which calculators may be used are:

- the calculator must be silent and of the hand-held type containing its own power source
- students will be entirely responsible for ensuring adequate power supply to their calculators and the proper working order of their calculators
- students must supply their own spare batteries – any battery failure or other fault which limits the usefulness of a calculator during an examination will not be taken into consideration by the assessors
- no student may borrow a calculator from another student after entering the examination room
- no magnetic cards may be used.

### Programmable calculators

Programmable calculators, other than those with features specifically excluded below, may be used in some mathematics examinations. A programmable calculator is one in which the user can store a sequence of operations which the calculator will then execute automatically. Students are permitted to bring programs stored on their calculator into these examinations. A calculator is excluded if it:

- operates with paper tapes
- make noise or 'talks'
- needs mains electricity.

### Other technology

Computers, mini-computers, pocket-organisers, laptops, palmtops, calculator models that can 'communicate' with other calculators, notebooks and the like are also excluded, except under specified circumstances for which prior approval has been given by the VCAA.

## Use of technology in VCE mathematics examinations: 2006

Either one approved graphics calculator **or** one approved CAS may be used in Further Mathematics Examination 1 and 2 and in Specialist Mathematics Examination 2.

An approved graphics calculator may be used in Mathematical Methods Examination 2.

An approved CAS may be used in Mathematical Methods (CAS) Examination 2.

A scientific calculator may also be used, if desired, in Examination 1 of Further Mathematics and in Examination 2 of all VCE Units 3 and 4 Mathematics studies.

No calculators or CAS of any kind are permitted in Mathematical Methods Examination 1, Mathematical Methods (CAS) Examination 1 and Specialist Mathematics Examination 1.

### Graphics calculators

In 2006, the following graphics calculators are approved by the VCAA for use in Further Mathematics Examinations 1 and 2, and Mathematical Methods and Specialist Mathematics Examination 2 but **not** Mathematical Methods (CAS). The full functions of approved graphics calculators may be used (that is, the memories of these calculators do **not** require clearing prior to entry of the examination).

#### *Casio*

FX-7300G, FX7400G, FX7400G PLUS, FX7700G, FX-8500G, FX-9700G, CFX-9800G, CFX-9850G, CFX-9850G PLUS, CFX-9850GB PLUS, CFX-9850GB PLUS-WE, CFX-9850GC, FX 9860G AU, CFX-9950G

#### *Hewlett-Packard*

HP 38G, HP39G, HP39G PLUS

#### *Sharp*

EL-9200, EL-9300, EL-9400, EL-9600, EL-9650, EL-9900

#### *Texas Instruments*

TI-80, TI-81, TI-82, TI-83, TI-83 PLUS, TI-83 PLUS (*Silver*), TI-84 PLUS, TI-84 PLUS (*Silver*), TI-85, TI-86

### CAS calculators

In 2006, the following CAS calculators are approved by the VCAA for use in Further Mathematics Examinations 1 and 2, and Mathematical Methods (CAS) Examination 2 and Specialist Mathematics Examination 2 but **not** Mathematical Methods. The full functions of approved CAS calculators may be used (that is, the memories of these calculators do **not** require clearing prior to entry of the examination).

#### *Casio*

Algebra FX2.0, Algebra FX2.0 PLUS, *Classpad 300*

#### *Hewlett Packard*

HP 40G, HP 40GS, HP 48G, HP 48G II, HP 49G, HP 49G PLUS

#### *Texas Instruments*

TI-89, TI-89 (*Titanium*), TI-92/TI-92 PLUS/*Voyage 200*

### CAS Software

For approved schools only, students enrolled in Mathematical Methods (CAS) either by itself or in addition to Further Mathematics or Specialist Mathematics, will be permitted to use computer-based CAS software *Derive*, *Maple*, *MathCAD*, *Mathematica* and *TI-Interactive* and stored files up to 1.44Mb on a floppy disc for examinations in these studies, where the use of technology is permitted, provided they meet VCAA specifications for the conduct of computer assisted examinations. Schools wishing to use computer-based CAS software should apply in writing to the VCAA for approval.

For further information please contact Mr Ian Leggett, Manager, Assessment Operations on (03) 9811 6216 or email [leggett.ian.r@edumail.vic.gov.au](mailto:leggett.ian.r@edumail.vic.gov.au)

## Senior Secondary Certificates

### VCE, VCAL and VET Briefings – November 2005

During November/December 2005, the VCAA will be holding a series of metropolitan and regional briefings for principals, VCE, VET and VCAL Coordinators. The purpose of the briefings is to provide an overview of:

- changes to VCE curriculum for 2006
- changes to the VCE English requirement
- VET policy context for 2006
- new and revised VCE VET programs
- VCAL implementation
- VET funding for 2006.

Briefings will be held at the following locations:

- Bairnsdale
- Ballarat
- Benalla
- Bendigo
- Eastern metropolitan
- Geelong
- Horsham
- Mildura
- Morwell
- Northern metropolitan
- Southern metropolitan
- Warrnambool
- Western metropolitan.

An edumail message has been distributed to all schools.

Schools may contact Danielle Mates, VCAA VET Unit to register: telephone (03) 9651 4458 or email [mates.danielle.l@edumail.vic.gov.au](mailto:mates.danielle.l@edumail.vic.gov.au)

## VCE VET

### VCE VET Plastics errata

PMBPROD287A Weld plastic materials – the nominal hours attached to this unit of competence are 50 hours not 40 as published in the VCE VET Plastics program booklet.

## Sessional Staff Management System

### Sessional staff applications: assessors, reviewers, markers, setting and vetting panels

To register applications for the VCAA's sessional staff positions use SSMS – the Sessional Staff Management System website. The website can be reached from any PC location with Internet access.

Further explanatory information on the use of SSMS was provided in the March 2005 VCAA Bulletin, No. 23 (page 7) as well as articles each month thereafter.

#### Call for applications

Applications are currently being taken on SSMS for:

#### 2005 VCE Examinations (end-of-year written)

Practising teachers are strongly encouraged to consider the excellent professional development opportunity afforded by examination assessing (a small group of studies may still be open for applications; you need to check the SSMS website. Some further details are given below).

#### *Please note that applications for the following 2005 positions have closed:*

Examinations – Midyear, GAT, English, ESL, Literature, VCE Arts Performance, VCE LOTE Orals, most end-of-year written examinations.

School Assessment – Coursework audit, SIAR 1 and SIAR 3 review by visitation

AIM – markers (Years 3, 5 and 7 English; Year 7 Mathematics)

VET State Reviewers

#### 2006 VCE Examination Setting and Vetting panels

Applications are still being accepted for the 2006 VCE Examination Setting and Vetting panels. Potential applicants need to ensure that they will not be teaching the study or are closely related to students undertaking the study in 2006 before applying.

#### COMING EVENTS:

##### *VCAL Quality assurance panels for 2006*

Due for release onto SSMS early in Term 4 (from October 3) and will close by 7 November.

##### *AIM Year 9 English and Mathematics in 2006*

Due for release onto SSMS early in Term 4 (from October 3) and will close early December (further information is given in P-10 Supplement Issue 19 accompanying this Bulletin).

##### *VCE Examination assessing in 2006*

Due for release onto SSMS in January 2006.

Opportunities are advertised as they arise and publicised in the VCAA Bulletin.

Please note the following:

- SSMS works only with Microsoft Windows operating system and needs Internet Explorer 5.5 or above
- Applicants must provide an email address and their own Security Question and Answer for extra security
- Personal details and contacts such as addresses, home school, phone numbers and email can be entered or changed within SSMS.

**The most direct path to SSMS is [www.ssms.vic.edu.au](http://www.ssms.vic.edu.au)  
You may also get there through the VCAA website**

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) → Career opportunities → Sessional employment

#### For assistance

##### Helpdesk

Email: [assessment.administration.vcaa@edumail.vic.gov.au](mailto:assessment.administration.vcaa@edumail.vic.gov.au)

##### Implementation/development (feedback)

Marlwood Ryder (03) 9651 4421 email: [ryder.marlwood.f@edumail.vic.gov.au](mailto:ryder.marlwood.f@edumail.vic.gov.au)

##### Technical/access issues (login and password related problems)

Johann Fan (03) 9651 4581 email: [fan.johann.y@edumail.vic.gov.au](mailto:fan.johann.y@edumail.vic.gov.au)

##### General enquiries

Phone assistance: Kapila Jayasuriya (03) 9651 4447; Gillian Le (03) 9651 4366; Peter Uren (03) 9651 4424.

# Music: Solo performance

## 2006 Prescribed list of ensemble works

### Work 1

Title: *Short Ride on a Fast Machine*

Composer: John Adams, transcribed by Lawrence Odom

Section of the work to be studied: complete work

Interpretation in performance 1: *Postcards: Short Ride on a Fast Machine*, Cincinnati Wind Symphony, conducted by Eugene Corporon, Klavier

Interpretation in performance 2: *Adams: Short Ride on a Fast Machine* Netherlands Wind Ensemble directed by Stephen Mosko, CHANDOS New Direction CHAN9363

### Work 2

Title: *Lincolnshire Posy*

Composer: Percy Grainger

Section of the work to be studied: 'Lord Melbourne'

Interpretation in performance 1: *Music for Wind Orchestra, volume 2 Shepherds Hey*, London Wind Orchestra conducted by Dennis Wick, ASV CD WL2067

Interpretation in performance 2: Frederick Fennell & the Eastman Wind Ensemble, Mercury Living Presence Series, Philips 1991

### Work 3

Title: *Concerto for Orchestra*

Composer: Bela Bartok

Section of the work to be studied: 4th movement

Interpretation in performance 1: *Bartok Concerto for orchestra*, Los Angeles Philharmonie/Salonen, Sony, 1996. 62598

Interpretation in performance 2: *Bartok, Concerto for Orchestra*, Chicago Symphony Orchestra/Reiner, RCA, 1993. 82876613902

### Work 4

Title: *Garden of Earthly Desire*

Composer: Liza Lim

Section of the work to be studied:

Interpretation in performance 1: *Driftglass*, Elision Ensemble, One-M-ONE Records, 1992 1M1CP1018

Interpretation in performance 2: *Garden of Earthly Desire*, Dischi Ricordi CRMCD 1020

### Work 5

Title: *Small Town*

Composer: Peter Sculthorpe

Section of the work to be studied: complete work, omitting the spoken section

Interpretation in performance 1: *Peter Sculthorpe*, Sydney Symphony Orchestra, conducted by Stuart Challender, ABC Classics, 1999, Polygram 465270-2

Interpretation in performance 2: *Eternity: The Timeless Music of Australia's Composers*, ABC Classics, Polygram, 2004

### Work 6

Title: *Petrushka*

Composer: Igor Stravinsky

Section of the work to be studied: 2nd tableau – 'Petrushka's Room'

Interpretation in performance 1: *Stravinsky conducts Stravinsky: Petrouckha/Le Sacre de Printemps*, Columbia Symphony Orchestra, Sony, 1990, 42433

Interpretation in performance 2: *Stravinsky – The Firebird/Petrushka*, City of Birmingham Symphony Orchestra, conducted by Simon Rattle, EMI Classics 5855382

### Work 7

Title: *West Side Story*

Composer: Leonard Bernstein

Section of the work to be studied: 'Somewhere'

Interpretation in performance 1: *West Side Story – Original Cast Recording*, remastered, Sony, 1998, 60724

Interpretation in performance 2: *Blue Valentine*, Tom Waits, Elektra/WEA

### Work 8

Title: *Threepenny Opera*

Composer: Kurt Weill

Section of the work to be studied: 'Mack the Knife'

Interpretation in performance 1: *Weill-Die Dreigroschenopera (The Threepenny Opera)*, Sony/Broadway 42631

Interpretation in performance 2: *September Songs, Nick Cave*, Sony 1997, 9399700-034745

### Work 9

Title: *Once on a Mountain*

Composer: Stephen Leek

Section of the work to be studied: 1st five minutes, to rehearsal letter xx on score

Interpretation in performance 1: *Ngana* The Australian voices Sing Australian Music

Interpretation in performance 2: *This is Our Land*, A retrospective of two decades of St Peters Chorale

## Texts and Traditions

### Work 10

Title: *It Don't Mean a Thing*

Composer: Edward (Duke) Ellington

Section of the work to be studied: complete work

Interpretation in performance 1: *It Don't Mean a Thing: Ella and Duke at the Cote d'Azur*, Verve 539030-2

Interpretation in performance 2: *Duke Ellington: It Don't Mean a Thing If It Ain't Got That Swing*, Classic Recordings volume 2, Ivy Anderson, Naxos Jazz Legends

### Work 11

Title: *It's Easy to Remember*

Composer: Richard Rogers and Lorenz Hart

Section of the work to be studied: complete work

Interpretation in performance 1: *At the Deer Head Inn*, Jarrett, Peacock and Paul Motion, EcM, 1994, 21531

Interpretation in performance 2: *Standards*, Jarrett, Peacock and De Johnette, recorded in Tokyo 1985, DVD

### Work 12

Title: *Strawberry Fields*

Composer: John Lennon and Paul McCartney

Section of the work to be studied: complete work

Interpretation in performance 1: *Magical Mystery Tour*, The Beatles, Capitol, 48062, 1990

Interpretation in performance 2: *I Am Sam*, Soundtrack, *Strawberry Fields* performed by Ben Harper, V2, 2002

### Work 13

Title: *Dumb Things*

Composer: Paul Kelly

Section of the work to be studied: complete work

Interpretation in performance 1: *Songs from the South: Paul Kelly's Greatest Hits*, Musk, 33009.5

Interpretation in performance 2: *The Women at the Well*, FMR, 335122

### Work 14

Title: *Enter Sandman*

Composer: Metallica

Section of work to be studied: complete work

Interpretation in performance 1: *Enter Sandman*, EP, Metallica, 1990

Interpretation in performance 2: *Apocalyptica Plays Metallica*, Mercury/Universal, 1997, 532707

### Work 15

Title: *Bohemian Rhapsody*

Composer: Queen

Section of the work to be studied: complete work, except for spoken section

Interpretation in performance 1: *A Night at the Opera*, Queen, Hollywood Records, 61065

Interpretation in performance 2: *Garden Party at the Palace*, EMI, DVD

## Prescribed text list for 2006

The following are prescribed texts for 2006. Students may choose to study from one of four written traditions:

The Gospel According to John

The Books of Ezekiel and Jeremiah

The Gospel According to Luke

The Qur'an

It is expected that students have a working knowledge of the set text/s. For examination purposes exegetical questions and themes for essays will be taken from the passages for Special Study.

### The Gospel According to John

Using either the Revised Standard Version (RSV) or New Revised Standard (NRSV) translation of the Bible.

**Set Text:** The Gospel According to John

**Passages for Special Study:** 1; 7:1–52; 8:12–59; 9, 15; 17

### The Books of Ezekiel and Jeremiah

Using the RSV translation of the Bible.

**Set Texts:**

Jeremiah: 1, 2, 6, 7, 26, 27, 28, 29, 30, 31

Ezekiel: 1:1–3, 2, 3, 4, 5, 17; 33, 34, 35, 36, 37

**Passages for Special Study:**

Jeremiah 6, 7, 29, 31

Ezekiel 4, 5, 34, 37

### The Gospel According To Luke

Using either the Revised Standard Version (RSV) or New Revised Standard (NRSV) translation of the Bible.

**Set Text:** The Gospel According to Luke

**Passages for Special Study:** Luke: 2, 4:14–30, 7, 9:18–36, 14, 15, 23

### The Qur'an

Using either Taquiuddin or The English Translation of the meaning of Al-Qur'an by Muhammad Farooq-i-Azam Malik.

**Set Texts:**

Surah 3: 33–68, 31, 49, 54, 60, 69, 75

**Passages for Special Study:**

Surah 3: 33–68, 49, 60

## VCAL update

### VCAL Achievement Awards

Information on the VCAL Achievement Awards is published as Supplement 1 to this VCAA Bulletin. The VCAA encourages all providers to consider submitting a nomination in one or more of the award categories. Information on the VCAL awards can also be found on the VCAA website: [www.vcaa.vic.edu.au/](http://www.vcaa.vic.edu.au/)

Applications close on 1 December 2005.

### VCAL Quality Assurance Panels

The VCAA has forwarded to providers a memorandum inviting experienced VCAL teachers to join a 2006 Quality Assurance Panel. The VCAL quality assurance process provides an excellent opportunity for teacher professional development. Applications close on 7 November 2005.

### Important VCAL dates for 2005/06

The following is a summary of important dates for VCAL providers:

- October 2005 VCAA Bulletin VCAL Achievement Awards supplement sent to providers
- 7 November: closing date for applications to join a VCAL Quality Assurance Panel
- 16 November: Induction Workshop for new providers
- 30 November: Closing date for applications to deliver Themed VCAL in 2006
- 1 December: Closing date for 2005 VCAL Achievement Awards.

## Notices

### **AR+t – Assessment, Reporting + technology** *'System-wide Assessment and Reporting in the 21st Century'*

The 10th Annual National Roundtable Conference will be hosted in Melbourne on the 24 and 25 October 2005 at Eden on the Park Hotel on Queens Road. From small beginnings the annual Roundtable Conference has grown in ten years into a significant International Conference, with over 200 delegates.

The greater interest in the topics covered in this Conference coincides with a heightened interest and awareness generally about the issue of large-scale assessment and reporting both in Australia and internationally. Benchmarks are no longer local; they are national and international. It is still an area of knowledge and experience that is growing and developing rather than one that is fixed and finite. Issues are contested. Debate is lively.

This year the theme highlights the use of technology in aspects of measurement and reporting. This is reflected in its title:

### **AR+t – Assessment Reporting and technology** *'System-wide Assessment and Reporting in the 21<sup>st</sup> Century'*

This Conference will provide opportunities for Victoria to highlight the developments in assessment and reporting in this state and to hear about developments in other states and overseas. The Minister for Education in Victoria, Lynne Kosky MP will open the Conference.

The keynote speakers include Dr Ken Boston AO, who is currently the Chief Executive Officer of the Qualifications and Curriculum Authority (QCA) in the United Kingdom. Dr Boston will give the delegates a picture of what has been the British experience so far in taking the technological route in large-scale assessment and reporting.

It's not all 'technology' though at this year's Roundtable Conference. The delegates will be brought up to date with national developments on large-scale assessment and reporting issues by Mr Ken Smith, Director General of the Department of Education and the Arts in Queensland and Chair of the Performance, Measurement and Reporting Taskforce (PMRT)

of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), in conjunction with Peter Titmanis, Director of the Benchmark and Educational Measurement Unit of PMRT.

There are presentations from just about every state and territory in Australia, from public institutions and private companies, from individuals and teams. There is also a sprinkling of presentations from the United Kingdom and the USA. The involvement of private companies in the discussion on large-scale assessment and reporting is relatively recent in this country and illustrates their important and growing role in technological developments. This is most pronounced where they have been at the 'cutting-edge' in the development of appropriate software which can aid the process.

The Victorian Curriculum and Assessment Authority (VCAA) has taken a lead role in organising this year's Roundtable Conference in conjunction with an organising committee comprised of representatives from the Department of Education and Training, Victoria (DE&T), the Catholic Education Office (CEO), and the Association of Independent Schools, Victoria (AISV).

The Conference is sponsored by the PMRT, the VCAA, the CEO and Pearson Assessments and Testing.

The full program is included as a liftout to this VCAA Bulletin. For further information on the 10th Annual Roundtable Conference, please visit the Conference webpage at [www.vcaa.vic.edu.au/roundtable](http://www.vcaa.vic.edu.au/roundtable) or email Sujatha Pannell, Conference Convenor on: [pannell.sujatha.s@edumail.vic.gov.au](mailto:pannell.sujatha.s@edumail.vic.gov.au)

### **Comview 2005**

VCTA's annual conference, Comview, will be 'on the move' in 2005. Monday 28 and Tuesday 29 November sessions will be held at La Trobe University, Bundoora; Wednesday 30 November sessions will be held at various industry and professional associations in key Melbourne locations. Comview offers an excellent choice in business studies years 7–12 including details on current and revised VCE studies; VET in Business, VCAL (PDS & WRS) and sessions covering the Humanities/Economics domain in the Victorian essential Learning Standards. Full Comview 2005 program details will be forwarded to members and schools in early October. Visit ComNET <[www.vcta.asn.au](http://www.vcta.asn.au)> or phone: (03) 9419 9622.



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2. 2005 Examination Assessment Criteria (online only)
3. Examination advice and sample materials (online only)
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- 103/2005 re Submission Of School Indicative Examination Grades For October 2005 Arts Performance Examinations
- 104/2005 re Deadline for Top Designs – VCE Season of Excellence
- 105/2005 re Deadline for Top Screen and Top Designs – VCE Season of Excellence
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- 107/2005 re 2005 VCE results and ENTER service

### Publications: print

- September 2005 VCAA Bulletin  
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- VCAA Media Manual September 2005
- VCE VET program booklets: Automotive (Revised for implementation in 2006), Plastics, Sport and Recreation (Revised for implementation in 2006)
- Introducing the Victorian Essential Learning Standards Information for Parents brochure

- 2005 VCE Results & ENTER Service (PRES) flyer
- VCE for Adults: A guide for adults returning to VCE studies 2006

### Internet

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- VCAA Bulletin Exam Issue No. 29 (Examination Advice: October/November Written Examinations)
- September 2005 Bulletin and Supplement
- Memoranda to schools 101, 103–107
- English/English as a Second Language draft study design and Summary of Proposed Changes
- Assessment Reports 2004: Physics, Psychology
- 2005 Top Screen DVD order form
- VCE for Adults: A guide for adults returning to VCE studies 2006
- VCE VET program booklet: Plastics
- The 10th Annual National Roundtable Conference program
- AIM**
- AIM On Demand Testing Professional Development Information 2005

### COPY DEADLINES FOR 2005

Issue No. and Month	Date of publication	Copy deadline
No. 32 November	Monday 14 November	Wednesday 26 October
No. 33 December	Monday 12 December	Wednesday 23 November

### COPY DEADLINES FOR 2006

Issue No. and Month	Date of publication	Copy deadline
No. 34 February	Monday 30 January	Wednesday 11 January
No. 35 March	Monday 6 March	Wednesday 15 February
No. 36 April	Monday 17 April	Wednesday 29 March
No. 37 May	Monday 15 May	Wednesday 26 April
No. 38 June	Monday 12 June	Wednesday 24 May
No. 39 July	Monday 10 July	Wednesday 28 June
No. 40 August	Monday 14 August	Wednesday 26 July
No. 41 September	Monday 11 September	Wednesday 23 August
No. 42 October	Monday 30 September	Wednesday 13 September
No. 43 November	Monday 13 November	Wednesday 25 October
No. 44 December	Monday 11 December	Wednesday 22 November

*The VCE Achiever Award is coordinated by the VCAA to recognise the efforts of VCE students in promoting community involvement in their local school and wider community. VCE Achievers actively participate in such activities as the arts, environmental protection, aged care, hospitality, local council initiatives, fundraising and public speaking. One VCE Achiever is announced each month and in December one overall winner is presented with a notepad computer by IBM Australia Ltd. Students in government, Catholic and independent schools may apply using the application form on the VCAA website (Excellence and Awards > VCE Achiever Award).*

*For more information contact Information Services on (03) 9651 4544 or 1800 134 197.*

Teenagers in regional areas commonly complain about the same thing: there is nothing to do for young people in their communities.

A couple of years ago Samuel Baldock was one of those teenagers, even labelling his home town Portland, as 'a bit of a hole'.

Over the past two years though, Samuel has tried to change that and make the Portland area a thriving one for young people. It is for those efforts that Samuel has received the VCE Achiever Award for September.

VCAA Acting CEO, John Firth, congratulated Samuel on his award, describing him as a fantastic example of what young people can achieve.

Samuel is currently completing Year 12 at Bayview College and is involved in a number of youth organisations within his community, though this was not always the case.

'I can remember a few years ago complaining to Dad that there was nothing for my friends and I to do in Portland, that it was a boring place', Samuel explained.

'He responded by telling me that if I wanted something to happen I had to make it happen and until I was prepared to do something I had no right to complain.'

Samuel took his Dad's advice and applied to take part in a leadership camp for young people, which the local council was running. Samuel worked with others in the group to develop a plan for what they wanted for the youth in the district and set about putting the plan into action.

As a member of the youth leadership group Samuel organised the Breakfast music festival in Portland, an event that attracted over 600 young people for a full day of music and celebrations.

'Breakfest was fantastic. Nothing like it had ever been held in Portland before. It was so popular that it has now become an annual event.'

Samuel is also part of the Youth Steering Committee that is currently in negotiations with local and state governments to

develop a youth centre in Portland. This process has involved presenting the submission to numerous business and community groups in search of support.

'We have put a lot of time and effort in to this project and it was fantastic to see the council endorse it as part of there 2005/06 works program.'

Unfortunately I, along with a number of the other founding members of the group, will be leaving Portland this year for further study and we need more young people to take up our positions.'

The group has set about recruiting a number of local teenagers as 'apprentices' to learn the ropes and keep the momentum going for youth in the district.

Samuel is a prominent figure within his school community, performing the roles of School Captain and senior delegate on the Student Representative Council as well as helping Year 7 students settle in to the school through the 'buddy' program.

All of this work has not gone unnoticed in the community with Samuel awarded both the 2005 Glenelg Shire Young Citizen of the Year and Lions Youth of the Year.

Samuel is currently in the selection process for the Australian Defence Force Academy and is hoping to be accepted into ADFA in 2006 to prepare for a career as a pilot. He is certain though that he will continue to be involved in youth affairs, and will keep a keen interest in young people in the Portland area.

'Being involved in youth committees and organising youth activities has shown me that young people can make a difference in their community. It really is a matter of just getting up and making an effort.'



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or contact the VCAA on (03) 9651 4326. Cost of a one-year twelve-issue subscription is \$42.35 (incl. GST).

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