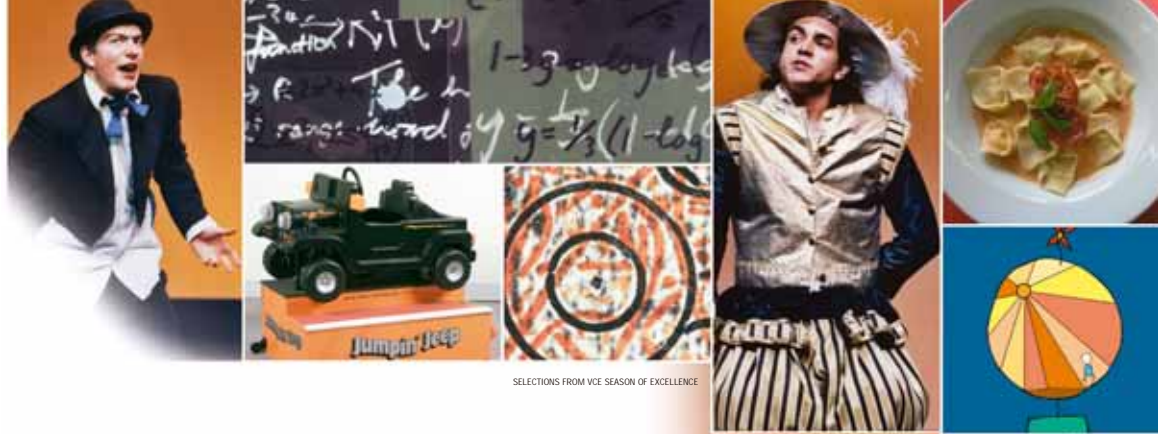


Supplements to this issue

- P-10 Supplement Issue 13  
1. VCE VET Performance examinations: Conditions and Criteria  
2. VCE 2005 Drama and Theatre Studies performance examinations  
3. VCE Mathematics 2006-2009 Further Maths  
4. VCE Music: Solo performance Units 3 and 4 Prescribed list of ensemble works



SELECTIONS FROM VCE SEASON OF EXCELLENCE

# VCAA Bulletin

Information to schools about the VCE and VCAL

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Principal  VCE/VCAL Coordinator  VCE/VCAL Teachers

## Achievement Awards

The VCAL Achievement Awards were held on Wednesday 16 March in Queens Hall Parliament House, Melbourne. Over 220 guests attended the ceremony and 45 individual certificates were awarded to students, partner organisations and teachers in 20 categories.

The Victorian Certificate of Applied Learning (VCAL) Achievement Awards recognise the outstanding achievements of young people who participated in the VCAL in 2004. The awards also recognise the contribution and achievement of VCAL teachers and partner organisations that have contributed to the development and delivery of innovative VCAL programs.

The VCAL was developed to provide an innovative option for Years 11 and 12 students who wish to complete a senior secondary qualification. Clear endorsement of the certificate's success is demonstrated

through the growth in VCAL enrolments. In 2004, 318 schools, TAFE Institutes and Adult and Community Education (ACE) organisations delivered VCAL to more than 8000 students. In 2005, a further 56 schools and ACE organisations will offer VCAL. The anticipated enrolments will be close to 10 000 students.

The 2005 VCAL Achievement winners acknowledged:

- nine individual students who received 'Student Achievement Awards' in the categories of Work Related Skills, Personal Development Skills and General Achievement
- three teams of students who received 'Student Team Achievement Awards'
- six partner organisations who received 'Partner Achievement Awards'

*continued: PAGE 3*



VCAL Student Achievement Award – Intermediate Team Achievement winner St Albans Secondary College with Lynne Kosky, MP



VCAL Student Achievement Award – Foundation General Achievement winner Apat Akol, Debnay Park Secondary College and Flemington and the Adult Multicultural Education Services Broadmeadows with Lynne Kosky, MP

## Important administrative dates

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

2005	
Monday 18 April	Start Term 2
Monday 2 May	<p><b>Enrolment 2 data</b> due at the VCAA.</p> <p>This is the final census date for all 2005 VET and VCAL enrolment data. The Office of School Education of the DE&amp;T will use this VET data to determine funding for government schools. The VCAA will use the VCAL data to determine funding to VCAL providers.</p> <p>After this date VASS will not allow schools to:</p> <ul style="list-style-type: none"> <li>– Enrol or withdraw from VCE Unit 3 and 4 sequences. This includes changes to Second Language enrolments.</li> <li>– Enrol or withdraw IB students for the General Achievement Test (GAT).</li> <li>– Enrol returning Interrupted Studies students.</li> </ul> <p>Partnership details must be entered on VASS for VCE Unit 3 and VCE Unit 3/4 coursework.</p>
Monday 9 May	First round invoices for <b>full-fee-paying overseas students sent</b> to schools.
Week beginning Monday 16 May	June examination centres available on VASS.
Monday 30 May	Special Examination Arrangements available on VASS.
Monday 6 June to Wednesday 8 June	Indicative Grades for June Examinations due at VCAA.
Monday 20 June	<p><b>Examinations and GAT held.</b></p> <p><b>SIAR 1 scores for VCE Studio Arts School-assessed Task 1.</b></p> <p>After this date VASS will not allow SIAR 1 results to be entered.</p>
Friday 24 June	End Term 2
Monday 11 July	<p><b>Applications for exemption from the GAT due at VCAA.</b></p> <p>Start Term 3</p> <p><b>School Status Report (SSR)</b> identifying Studio Arts School-assessed Task 1 from SIAR 1 required for review.</p>
Monday 18 July	<p><b>Enrolment 3 data</b> due at the VCAA. This data should contain 2005 VCE, VET and VCAL enrolment data that is known and available to schools.</p> <p><b>After this date VASS will not allow schools to withdraw student enrolments from VCE Unit 4.</b></p> <p>Review of School-assessed Task by visitation in Studio Arts begins.</p>
Friday 22 July	<p>Final day for schools to lodge the following applications for examinations held in October/November:</p> <ul style="list-style-type: none"> <li>– requests for new or combined examination centres and for students to sit at centres other than home schools</li> <li>– requests for students to present for examinations outside Victoria</li> <li>– Special Examination Arrangements for October/November examinations</li> <li>– timetable clashes</li> <li>– earlier starting time</li> <li>– approval of hiring fees for sites in the community used by two or more schools.</li> </ul>
Monday 25 July	<p><b>SIAR 2 scores for VCE Unit 3 School-assessed Coursework</b> due at the VCAA.</p> <p>After this date VASS will not allow schools to enter SIAR 2 results.</p> <p>A list of studies can be found on pages 6–11.</p>
Wednesday 27 July	<b>VCE Unit 3 School-assessed Coursework audit material</b> due at VCAA.
Monday 1 August	<b>June examination results and Studio Arts grades available to schools.</b>



### VCE Season of Excellence

The Top Arts Exhibition was opened by Minister for the Arts, Mary Delahunty, on Thursday 31 March at the Ian Potter Centre: NGV Australia, Federation Square.

Over eighty works by sixty-five exhibitors from government, independent and Catholic schools across the state are on display at the NGV. Exhibitors were joined by their teachers, principals, families and friends to celebrate the eleventh launch of this popular exhibition.

All the exhibiting students completed VCE Art or Studio Arts in 2004 and achieved very high grades. I was most interested to see a range of materials used this year. They range from jute weaving, embossed paper and bronzed sculptures to stunning paintings. One work is a larger than life size self-portrait in pencil which, like all the works on display, demonstrate the skills of these young people in the visual arts.

Screen based works increase every year and they include animations and short films. Advance screenings for Top Screen have begun at the Australian Centre for the Moving Image (ACMI), also in Federation Square, and the fourteen films received very favourable responses from school groups. For the first time, Top Screen includes VET Multimedia works this year.

### VCE Awards

The Premiers' VCE Award 2004 ceremony took place on Wednesday 30 March at the Regent Theatre. The VCAA provided recommendations to the Premiers' Department for these awards. Thirty-three top all round VCE high achievers

and three full fee paying overseas students received an award and 278 individual study awards were presented to cover 62 VCE studies or study groups.

Nominations for the awards are based on VCE study scores. Individual Graded Assessment scores are used to discriminate the top students for each award where there are tied study scores. Awards are made for VCE studies with a minimum enrolment of 100 students. There was increased competition for the 2004 Awards from a highly successful cohort of students.

The first VCE Achiever Award winner for 2005 has been selected. Jamie Byron's profile and photo can be viewed on page 23. This is the ninth year that the VCAA has been managing this very worthy project. Students who participate in community service activities whilst undertaking VCE studies are commended for their leadership and initiative in both the school and wider community. Year 12 is often referred to as the busiest year in a student's life so the students who apply for the VCE Achiever Award are truly remarkable in the way they still find time to become involved in activities such as fundraising, local council, sport and arts programs or caring for the environment.

As I write this I am aware that schools will be going on holidays at the end of this week. I am sure this will be a well deserved break for teachers and I would like to take this opportunity to thank all of you who have contributed to the work of the VCAA, in particular with regard to the new Victorian Essential Learning Standards.

Michael White  
Chief Executive Officer  
April 2005

from: PAGE 1

- four teachers who received 'Teacher Achievement Awards'
- four teachers who received a 'Team Teaching Achievement Award'.

Some examples of individual outstanding achievement included:

- a Landcare program that led to fencing a wet land area
- a group of students that renovated an old shire office building to create a meeting place for youth
- a group of students who started out to create a water-wise garden in their school grounds and went on to win a Regional Schools Garden Award
- a group of five schools that built a 1932 Ford Hot Rod
- a Young Mums in Education Program that has effectively linked pregnant and parenting adolescents to a broad range of community support activities/programs.

The VCAL Chair's Award recognises the outstanding achievement made by an individual/organisation in delivering or promoting VCAL in their particular community or region.

This year the Victorian Qualifications Authority and the Victorian Curriculum and Assessment Authority jointly awarded the VCAL Chair's Awards at the VCAL Achievement Awards.

The winner of this award for 2004 was the Royal Automobile Club of Victoria (RACV). This award recognises the outstanding achievement made by RACV in the promotion of VCAL across Victoria.

In 2005, the Victorian Curriculum and Assessment Authority has responsibility for all operational aspects of the VCAL.

## VCE Data Service 2005

The upgraded VCE Data Service (VCEDS) is now available online to schools, with the 2004 VCE results loaded into the system.

VCEDS provides each school with secure access to detailed information on the performance of their VCE students. The information provided is confidential to the school, and is intended to be used by senior leadership teams in schools as they develop strategies for school improvement. It is available online, all day every day, for schools to analyse their VCE results in a range of ways that were previously unavailable to them.

### New features in VCEDS 2005

Major enhancements have been introduced in 2005, following the systematic collection of feedback from users during 2004. New features include:

- reports on performance in each graded assessment
- reports on VTAC ENTER Subject Scores as well as VCAA Study Scores
- reports on GAT performance compared to achievement
- comparisons between achieved and expected score distributions
- more informative adjusted-score reports
- reports on individual student achievement within and across studies
- capacity to report on Home School or Assessing School results
- capacity to export data for further analyses within your school.

So, what does VCEDS provide to schools? A sample of the questions that school staff might wish to address, and the reports that they could generate, are shown below.

## VCEDS Reports

### How were the school's overall results this year?

What was the overall level of performance? Several indicators of performance are available—successful completion, Study Scores, Equivalent National Tertiary Entrance Score (ENTER) Subject Scores and Assessment Grades. For each of these, VCEDS will report how a school's results compare with schools in general, with schools in its sector, and with schools whose student intake is similar to its own (Like Schools)? How does it compare with the results achieved in the same school last year, and in previous years? *Combined Study* reports allow schools to address questions such as these.

### What was the level of results like in each study?

*Single Study* reports show the overall level of results in each study, in terms of scaled or unscaled study scores (VTAC ENTER Subject Scores and VCAA Study Scores), as well as the grades achieved on each assessment. Again, users may wish to generate comparisons external to their school (all schools, all schools in your sector, Like Schools), as well as internal comparisons (gender, year level, class grouping).

### How did the school's results compare to reasonable expectations?

VCEDS compares the results in a school to the results that were obtained by students with similar distributions of GAT scores and similar gender distribution in schools across the state. Schools can examine adjusted estimates across studies, and can identify studies in which the results have been significantly higher or lower than would have been expected given the student cohorts in those studies. For a given study, they can examine the pattern of adjusted results over time, and can make the internal and external comparisons that are described above.

### Is the student cohort changing over time?

Sometimes school staff sense that their student cohort is significantly more able, or significantly less able this year than in previous years, or they may suspect that there is a long-term trend at work. VCEDS enables them to identify any such trends, overall or in specific studies, and to see whether the changing patterns of results match the changing patterns of student ability.

### What can we learn about group patterns from the performance of individual students?

An understanding how groups of student perform is necessarily grounded in an understanding of the performance of the individuals that make up the group. VCEDS allows school staff to identify the students whose achievements fitted the expected pattern, and those whose results surprised them. By the study of individual cases, staff may come to a better understanding of what can be done better in the future. VCEDS enables staff to see where individuals have excelled, and when they did, whether they excelled across the board, or only in one or two studies.

## Support for VCEDS users

The VCE Data Service is menu-driven, and designed to be user-friendly. Once into the system, context-sensitive help is available at every point, and a 90-page manual is available online or in hard copy from the VCAA. A state-wide program of professional development has just concluded, and VCAA will soon begin a series of consultations with individual schools, where school staff will have the opportunity to discuss issues in relation to their own results that they would not necessarily want to share with others. Details will be provided in a Memorandum to Schools and via the VCAA website [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

The VCAA welcomes enquiries from schools about the VCE Data Service:

Mail: VCE Data Service, VCAA, 41 St Andrews Place, East Melbourne 3002

Email: [pd.vcedata@edumail.vic.gov.au](mailto:pd.vcedata@edumail.vic.gov.au)

Telephone: (03) 9651 4557 – Shell Pocock

# VCE Review

## Review of VCE studies 2005

**Arts:** Dance, Drama, Theatre Studies

**English:** English, English as a Second Language, Foundation English (continuing from 2004)

**Science:** Chemistry (continuing from 2004)

**Business Studies:** Accounting

**Technology:** Design and Technology, Information Technology (Units 1 and 2); Information Processing and Management; Information Systems, Systems and Technology

The VCAA would like to thank the many teachers who expressed interest in nominating for membership of a study review committee in 2005. When determining the membership of review committees, the VCAA takes into account the representation of teachers, industry, training and university sectors and the overall gender balance as well as rural and regional locations. Committee members are appointed by the VCAA in their capacity as individuals to make expert contributions to the work of the committee for the duration of the review.

In the initial stage, the review committees analyse data relating to patterns of student enrolments, study provision, outcomes and performance, as well as benchmarking the Victorian study design against other curriculum and assessments, nationally and internationally. Following a preliminary report to the VCAA a proposal is then prepared for consultation with all key stakeholders.

The Terms of Reference for each VCE study under review together with the VCAA *Principles, Guidelines and Procedures for Review of VCE Studies* (Supplement 1 to the March 2003 VCE Bulletin, No. 186) are available from the VCAA website. To access this information please go to <[www.vcaa.vic.edu.au/vce/studies/index.html](http://www.vcaa.vic.edu.au/vce/studies/index.html)> and select the relevant VCE study from the list.

## Consultation

Consultation is an important part of the review and reaccreditation process for VCE studies. Teachers are invited to join the 2005 VCAA Consultation Register to receive a copy of the draft study design developed by the study review committee and to respond to the proposal. The draft of the study design will also be available for downloading from the VCAA website during the consultation periods. For most studies, it is expected that this will be during Term 2 and Term 3. In cases where significant change is proposed to the study design, the VCAA will conduct forums with teachers and other key stakeholders to discuss the proposed changes and to gain feedback. Notification of consultation forums will be provided to schools via memorandum or the VCAA Bulletin.

An Expression of Interest form to join the 2005 consultation register is published on page 17 of this Bulletin.

## VCE Assessment Handbook Survey

Since 2003, the VCAA has been publishing an Assessment Handbook for individual VCE studies as they are reaccredited. We are now seeking feedback from teachers and VCE Coordinators on the effectiveness of the new publication in terms of meeting teachers needs. We would appreciate it if VCE teachers and coordinators could complete the survey included as Liftout 1 and return it by fax or mail by Friday 29 April. It is anticipated that the evaluation will be concluded by the end of May 2005, and that the findings will be reported back to schools in the second half of the year. For enquiries please contact Jemma Horsley in the Curriculum Branch, (03) 9651 4575, or email [horsley.jemma.j@edumail.vic.gov.au](mailto:horsley.jemma.j@edumail.vic.gov.au)

## VCE Implementation Support Program

### Professional Development workshops for reaccredited studies

#### VCE Agricultural and Horticultural Studies 2006–2010

To support the introduction of the reaccredited study design (Units 1–4) in schools in 2006, the Victorian Association of Agricultural and Horticultural Educators (VAHHE), with support from the Victorian Curriculum and Assessment Authority, is conducting workshops for teachers of VCE Agricultural and Horticultural Studies.

The program will outline aspects of the new course and cover suggested approaches to teaching, learning and assessment.

Workshop dates, locations and times are:

Friday 20 May	Thursday 26 May
La Trobe University	University of Melbourne
Glenn College	Dookie College
Time: 9.30 am – 12.30 pm	Time: 9.30 am – 12.30 pm

The cost (incl. GST) of this program is \$25.00. Registration forms will be sent to teachers by the Victorian Association of Agricultural and Horticultural Educators, including full details of the workshops, venues and registration procedures by the end of April. Details and further information can be obtained by contacting Jennifer Clarke on 5572 2788 or email [clark.jennifer.a1@edumail.vic.gov.au](mailto:clark.jennifer.a1@edumail.vic.gov.au)

#### VCE Biology, Industry and Enterprise, Legal Studies, Music, Religion and Society

The VCAA will support professional development workshops in each of these reaccredited studies in metropolitan and regional areas in June. Details of venues and times will be made available in the May 2005 VCAA Bulletin No. 25 and will also be sent to schools via memoranda.

# VCE Examinations

## Exam Criteria – Indigenous Languages of Victoria

Teachers are advised that the criteria for the end-of-year written examination have been amended. The examination criteria, from and including 2005, are as follows:

### Content

The extent to which students demonstrate an understanding of:

1. the relationship between linguistic features and meaning
2. how and why languages differ and how they change over time
3. the relationship between language and culture

### Presentation

The quality of responses, demonstrated by:

4. the comprehensiveness of the set of responses
5. their coherence and relevance
6. the effectiveness of the use of language examples.

## VCE VET Performance examinations

### Criteria and Conditions

The criteria for the VCE VET Dance Performance examination and the VCE VET Music Industry Certificate III in Music Performance examination have recently been reviewed. These criteria, as well as a description and outline of the performance examination conditions, are published as Supplement 1 to this Bulletin and on the VCAA website [www.vcaa.vic.edu.au/vce/exams/examsassessreports.html](http://www.vcaa.vic.edu.au/vce/exams/examsassessreports.html)

## VCE VET Multimedia Computer based examination

### Software Requirements

In 2005, students will be required to use and have access to the following software applications for the purpose of the examination.

Function	Software
Graphic Interface	Photoshop 5.0 OR Corel Photo-Paint 10 OR Fireworks 3
Animation	Director 6.0 OR Flash 4
Scripting	Notepad/Simple text editor OR Director 6.0 OR Flash 4
Creating webpages	Front Page 2000 OR Dreamweaver 2.0 AND a web browser
Creating content and/or copy	Notepad/Simple text editor

Later versions of these software applications can also be used. Any enquiries should be made to Susan O'Shannessy, tel: (03) 9651 4414.

### Additional Examination Advice

Revision and clarification of previously published examination advice will be available from the VCAA website early in Term 2.

## GAT – The Two Writing Tasks

The instructions for the two GAT writing tasks have been amended as follows to clarify the purposes of the tasks. This information is also included in the VCAA *VCE Exams Navigator 05 Student Information Booklet*.

**Writing task 1** will present written and graphical information in colour. The task will be to write a piece that presents the main information in this material. Students should **not** present an argument. Remember the writing is being assessed, not the extra knowledge students may have about the material. Students' writing will be judged on:

- how well they organise and present their understanding of the material
- how effectively they communicate the information
- how clearly they express themselves.

**Writing task 2** will present some statements on an issue. The task will be to develop a piece of writing presenting a point of view on the issue, based on **one or more** of the statements. Students are free to include other knowledge or information they may have to support their view. In doing this task students should aim to present reasons and arguments to support their point of view and to rebut opposing ideas. Students must also aim to communicate clearly and effectively to the reader. Students' writing will be judged on:

- the extent to which they develop their point of view in a reasonable and convincing way; and
- how effectively they express themselves.

## Student Records and Results

### Student Numbers

The Student Number is a key identifier that allows the VCAA to securely maintain student result data and to identify the candidate for an examination.

The VCAA issues Student Numbers so that records of student achievement can be accurately maintained on the VCAA database. Students should have full confidence that the enrolment and result record maintained by the VCAA is accurate, complete and confidential. The confidentiality of a student record is maintained through access being restricted to the student themselves, to the Administrative staff at their home school and assessing school, to VCAA staff who have a specific role in the maintenance of that data, and to the Victorian Tertiary Admissions Centre (VTAC) for the purpose of the calculation of the Equivalent National Tertiary Entrance

Rank (ENTER). Any other access must be given the informed consent of the student.

Schools should not publish Student Numbers in a public forum as this may compromise the security of examination outcomes. The VCAA has the right to approve the establishment of examination centres for the conduct of examinations in accredited courses and to withdraw approval of examination centres in the event that the examination centre compromises the security of the examination outcomes.

The privacy agreement between the VCAA and the student assumes that the enrolling school will maintain confidentiality of key student data. The Student Full Details Report should be printed and distributed to individual students as the only means of communicating the Student Number.

## Small Group Partnerships 2005

### Attention teachers of Unit 3 and Unit 4 studies

Important steps for forming partnerships

1. Contact another school to form a Small Group Partnership. Inform your VCE coordinator of the partnership status.
2. Complete the partnership agreement and seek the signature from both Principals of the schools involved in the partnership. File the agreement at your school; do not send it to the VCAA.
3. Ask your VASS coordinator to enter the partnership details into VASS.
4. **Ask your VASS coordinator to ensure the 'approval' button has been ticked for all partnerships entered into VASS.**

### General information

Schools that have studies with fewer than five enrolments are strongly advised to seek a partnership with another school offering the same subject. Schools can search for potential partner schools through VASS using the menu: **SCHOOL PROGRAM → Programs Offered by School**. This function produces a report using various parameters such as Unit Code, Region, and Sector. The report lists the school code, school, phone number, suburb, sector and whether they have greater or less than five enrolments or in an existing partnership for a study.

Schools that form partnerships for Unit 3 coursework and for Unit 3 and 4 coursework must enter the details directly onto VASS by **Monday 2 May 2005**. Partnerships cannot be entered directly onto VASS after this date. Requests for exemptions will still be required to be submitted in writing to the Students Records and Results Unit and must be endorsed by the Principal.

**Partnerships cannot be considered as 'valid' by the VCAA unless all schools in the partnership group have 'approved' their involvement; in addition, the statistical moderation process cannot run for those partnerships where one or more school exists with the status 'unapproved'.**

### Partnership Agreement

All schools that form partnerships are required to fill in a partnership agreement for each study for which a partnership is

formed. The agreement can be photocopied from the February 2005 VCAA Bulletin No. 22 (page 10) or downloaded from the VCAA website from the following link:

[www.vcaa.vic.edu.au/vce/exams/statisticalmoderation/partnerships.html](http://www.vcaa.vic.edu.au/vce/exams/statisticalmoderation/partnerships.html)

The agreement is to be retained at the school and **not** forwarded to the VCAA.

### Partnership Allowance

Schools received their allocation of partnership funding for 2004 in the week beginning Monday 7 March 2005. The payment included the total amount allocated for 2004. The funding for 2005 will be paid in two instalments, the first in October 2005 and the second in February 2006.

### Enquiries

Any questions regarding the formation and management of small group partnerships should be directed to the Student Records and Results Unit by telephone to (03) 9651 4402 or email [student.records@edumail.vic.gov.au](mailto:student.records@edumail.vic.gov.au)

## Full-fee-paying overseas student invoices 2005

Full-fee-paying overseas students in 2005 will be invoiced for the first time on Monday 9 May. Payment is due at the VCAA by Friday 15 July. Schools are required to collect payments and submit *one cheque* which covers all students invoiced. A late fee of \$29.20 will be issued to each student who does not make the required payment by the due date. In the event of non-payment of fees, a student's final results will be withheld from the student, the school and the Victorian Tertiary Admissions Centre.

For further information including identification of full-fee-paying overseas students and fee structure, refer to *Section 4:13 Full-Fee-Paying Overseas Students* (page 29) of the *VCE and VCAL Administrative Handbook 2005*. Queries can be directed to Student Records and Results Unit on (03) 9651 4660.

## Student consent to disclosure of information to other organisations

The VCAA Privacy Notice for Students, *VCE and VCAL Administrative Handbook 2005* page 161, informs students:

- that the VCAA is collecting their personal information, and how to contact the VCAA
- of the purposes of collection of their personal information
- of the organisations to which their personal information will be disclosed and the purpose of this disclosure.

The two organisations to which student personal information is disclosed are the student's home school, and assessing school where appropriate, and to VTAC.

The Privacy Notice also states that the VCAA will not provide identifiable student data to any other person or organisation without the consent of the individual student, unless required by law or regulation to do so.

There are several organisations for which student personal information is divulged if the student provides their signed consent. Following is a summary of the organisations for which students may authorise release of their personal information:

Which students	Organisation	Purpose
VCE	Victorian daily newspapers	Publication of study scores of 40 or greater
	Department of Education and Training	On-Track project
	Government Departments • Department of Education and Training • Department of Education Science and Training	Premier's Awards Australian Students Prize
VCAL	Government Departments • Department of Education and Training	VCAL Awards
	Department of Education and Training	On-Track project
	Victorian daily newspapers	Publication of study scores of 40 or greater and VCAL results
IB	Government Departments • Department of Education Science and Training	Australian Students Prize
	Department of Education and Training	On-Track project
Year 10	Department of Education and Training	On-Track project

Schools are advised to have procedures in place to ensure that students understand the consequences of not signing for disclosure of their personal information to these organisations.

The forms to be used for this purpose are the student personal details forms located:

Which students	VCE and VCAL Administrative Handbook 2005	VCAA website
VCE	Page 162–166	<a href="http://www.vcaa.vic.edu.au/schooladmin/forms/vce/vce_student_details.pdf">www.vcaa.vic.edu.au/schooladmin/forms/vce/vce_student_details.pdf</a>
VCAL	Page 166–169	<a href="http://www.vcaa.vic.edu.au/schooladmin/forms/vce/student_details_vcval.pdf">www.vcaa.vic.edu.au/schooladmin/forms/vce/student_details_vcval.pdf</a>
IB	Page 170–171	<a href="http://www.vcaa.vic.edu.au/schooladmin/forms/vce/gat_ib_student_details.pdf">www.vcaa.vic.edu.au/schooladmin/forms/vce/gat_ib_student_details.pdf</a>
Year 10	Not in this publication	<a href="http://www.vcaa.vic.edu.au/schooladmin/forms/vce/Year10_pers_details.pdf">www.vcaa.vic.edu.au/schooladmin/forms/vce/Year10_pers_details.pdf</a>

## VCE VET

### Program revision update

The VCE VET programs listed below are undergoing revision in 2005 as a consequence of curriculum and training package revisions:

- Certificate II in Automotive Technology
- Certificate II in Community Recreation, Fitness and Outdoor Recreation
- Certificate II in Desktop Publishing
- Certificate III in Financial Services
- Certificate II and III in Information Technology
- Certificate III in Laboratory Skills
- Certificate II in Seafood Industry

Schools will be advised about the implementation date for each revised program as the revision process concludes. Students who are enrolled in 2005 in the certificates above can continue in their current training program in 2006.

### Scored assessment professional development activities

The VCAA is conducting a series of consensus moderation professional development activities for assessors and trainers of scored VCE VET programs. The session details are provided below.

Schools received an edumail message on 31 March that outlines the activities and provides a registration form. The edumail message can be accessed on the VCAA website. Schools are urged to pass on this information to their RTO partners; the VCAA strongly urges assessors from all sectors to attend.

Sessions will be held at **Moonee Valley Racecourse, McPherson Street, Moonee Ponds.**

(Enter via GATE 1)

Registration from 10.00 am – commencement at **10.30 am**; concluding at 3.30 pm.

A light lunch will be provided.

Date	Program	Room
Monday 2 May	Information Technology, Community Services, Equine Industry	Level 1 Meeting Place & Market Place
Friday 6 May	Furnishing, Electronics, Dance, Laboratory Skills, Financial Services, Multimedia	Level 1 Meeting Place & Market Place
Monday 9 May	Hospitality Operations, Business Administration, Music	Level 4 Committee Room

Registrations are essential for these professional development activities. Participants are asked to fill in all details on the registration form and return by email to:

rule.catherine.e@edumail.vic.gov.au

For further information, please contact the VCAA VET Unit on (03) 9651 4458.

## VCE VET Hospitality and Retail

### New website resource

Service Skills Victoria's website was launched in January 2005. Service Skills Victoria is the peak body for industry advice on skill development; its coverage extends across the service industries workforce in Victoria. These industries include Retail, Tourism and Hospitality, Hairdressing, Funeral Services, Beauty, Caravan Retailing and Manufacturing, Community Pharmacy, Visual Merchandising and Wholesaling.

The easy to navigate site is aimed at teachers, students and businesses.

Information for teachers includes the latest industry news, industry based research, upcoming industry events, VET training package updates, online surveys and quick polls. Teachers can also register on the site to receive an electronic newsletter. The site also contains service industries career information for students including career facts sheets.

The Service Skills Victoria website is [www.ssv.org.au](http://www.ssv.org.au)

## Sessional Staff Management System

The Sessional Staff Management System (SSMS) website is currently accepting applications for sessional work (eg. assessors, reviewers, markers, panels) and replaces most Expressions of Interest usually published in this Bulletin.

People wishing to apply for the advertised sessional work need to access the SSMS website to register their interest. 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).

### 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 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.

### There are two main paths to SSMS through the VCAA website

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

or

[www.vcaa.vic.edu.au/career/ssms.html](http://www.vcaa.vic.edu.au/career/ssms.html) and click the link to SSMS.

This brings you to the Welcome page.

### 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; Belinda Too (03) 9651 4366; Peter Uren (03) 9651 4424.

#### General information for applicants

If you applied to work for the VCAA in 2004 you should already have been provided with access information such as a Login ID and password; use the Login ID and password to access SSMS – if you have not received or 'lost' the access information then contact the Helpdesk by email.

*If you have not worked for the VCAA before or you worked prior to 2004 you will need to logon as a NEW APPLICANT (use NEW APPLICANT button on right side of opening Welcome screen).* Your application will be processed and then a Login ID and password issued to you via email.

### Call for applications

Applications are now being taken on the Sessional Staff Management System (SSMS) for:

- VCE Examination Assessors
- AIM Markers (see March 2005 P-10 Supplement Issue 12)
- School Assessment Reviewers

Refer to March 2005 VCAA Bulletin No. 23 for information on SSMS and how to apply for any of these positions.

Other opportunities will be advertised as they arise and publicised in the VCAA Bulletin and SSMS.

## VCAA Plain English Speaking Award

Please refer to the following schedule of regional finals when filling in the entry form (to give your first and second preference of venue).

Date	Start Time	Venue	Street	Town/Suburb
Tuesday 14 June	9:30 am	Mentone Girls' Secondary College	Chr Chairman and Balcombe Roads	Mentone
Wednesday 15 June	9:30 am	Lakeside College	Radford Road	Reservoir
Wednesday 15 June	1:00 pm	Geelong Grammar School	50 Biddlecombe Avenue	Corio
Wednesday 15 June	To be confirmed	Mildura Senior College	Deakin Avenue	Mildura
Thursday 16 June	9:30 am	Our Lady of Mercy College	52 Cape Street	Heidelberg
Thursday 16 June	10:00 am	Gippsland Grammar School	Princes Highway	Sale
Thursday 16 June	11:00 am	Warrnambool College	Grafton Road	Warrnambool
Friday 17 June	9:30 am	Melbourne Girls Grammar School	86 Anderson Street	South Yarra
Friday 17 June	9:30 am	Brunswick Secondary College	Dawson Street	Brunswick
Friday 17 June	1:00 pm	Girton Grammar School	105 Mackenzie Street	Bendigo
Monday 20 June	9:30 am	Kew High School	1393 Burke Road	Kew East
Monday 20 June	1:00 pm	Ballarat Secondary College	Barkly Street	Ballarat
Tuesday 21 June	9:30 am	John Paul College	Stella Maris Centre, McMahons Road	Frankston
Tuesday 21 June	9:30 am	Koonung Secondary College	Elgar Road	Mont Albert North
Tuesday 21 June	9:30 am	Ovens College	Greta Road	Wangaratta
Wednesday 22 June	9:30 am	Pascoe Vale Girls Secondary College	Lake Avenue	Pascoe Vale
Wednesday 22 June	9:30 am	Scotch College	1 Morrison Street	Hawthorn
Wednesday 22 June	9:15 am	Mt Lilydale Mercy College	Anderson Street	Lilydale
Thursday 23 June	9:30 am	MacRobertson Girls High School	350 Kings Way	Melbourne
Thursday 23 June	1:00 pm	Warragul Regional College	55 Burke Street	Warragul
Friday 24 June	9:30 am	Victorian Curriculum and Assessment Authority	41 St Andrews Place	East Melbourne

**Note:** Minor changes (e.g. to starting times) may occur. Schools affected by such changes will be notified.

## VCAA Plain English Speaking Award – Victoria Entry form for Regional Finals

STUDENT DETAILS	ENTRY 1	ENTRY 2
First Name		
Family Name		
Gender and Year Level	M F / Yr 10 Yr 11 Yr 12	M F / Yr 10 Yr 11 Yr 12
Date of Birth (Age Limit 15 – 18 yrs)	/ /	/ /
Address	..... ..... P/C .....	..... ..... P/C .....
Phone	Home ..... Mobile .....	Home ..... Mobile .....
Speech Topic	..... .....	..... .....

**AUTHORISATIONS FOR STUDENT/S TO PARTICIPATE (Note there is a maximum of 2 student entries per school):**

AUTHORISATIONS	ENTRY 1	ENTRY 2
Parent/Guardian	Name Yes	Name Yes
School Principal	Name Yes	Name Yes
Coordinating Teacher	Name ..... Yes Phone ..... Mob..... Email ..... Signature .....	Name ..... Yes Phone ..... Mob..... Email ..... Signature .....
I have read and agree to the conditions of entry	Student Signature Yes	Student Signature Yes

**SCHOOL DETAILS** (Block letters please)

Name	
Address	..... ..... P/C .....
Contacts	Phone ..... Fax ..... Email .....

**PREFERRED REGIONAL FINAL VENUE – refer to schedule on website**

1 <sup>st</sup> Preference:	2 <sup>nd</sup> Preference:
-----------------------------	-----------------------------

**ENTRY FEE**

<p>The fee per <b>school</b> (non-refundable) is <b>\$50.00</b>. Please attach cheque made payable to:  <b>Victorian Curriculum and Assessment Authority.</b>            The VCAA will issue a tax receipt on payment. VCAA ABN No. 82 628 957 617            Please Note: there is <b>NO FEE</b> for <b>HOST Schools</b></p>
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<p><b>PRIVACY STATEMENT</b> : We collect and handle all your personal information in order to process your entry in the VCAA Plain English Speaking Award. It will be kept secure and only used in relation to the Award.</p>
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<p><b>Mail entry to: Information Services, VCAA, 41 St Andrews Place, East Melbourne 3002</b>  <b>OR Fax to: (03) 9651 4550 Telephone enquiries: (03) 9651 4544</b></p>
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**ENTRY DEADLINE: FRIDAY 27 MAY 2005**

## Mathematical Methods (CAS)

When computer algebra systems (CAS) are used to compute the symbolic derivative of composite functions of the form  $|f(x)|$  or  $Abs(f(x))$ , that is, the derivative of the absolute value of a given function, the result may be given in a form which involves the *signum* or *sign* function.

For example, if  $f(x) = x^2 - 4$ , then the derivative of  $Abs(f(x))$ , that is, the derivative of  $|x^2 - 4|$ , may be given by CAS as  $2x \text{ signum}(x^2 - 4)$  or alternatively as  $2x \text{ sign}(x^2 - 4)$ .

The *sign* or *signum* function is defined such that:

$$\text{sign}(x) = \begin{cases} 1 & \text{when } x > 0 \\ -1 & \text{when } x < 0 \end{cases} \quad \text{and} \quad \text{sign}(f(x)) = \begin{cases} 1 & \text{when } f(x) > 0 \\ -1 & \text{when } f(x) < 0 \end{cases}$$

In some references  $\text{sign}(0)$  is defined to be 0, in others it is considered to be undefined.

Analysis of the graph of a function  $g$  with rule of the form  $g(x) = |f(x)|$  will indicate whether the derivative is defined or not at points in its domain where  $f(x) = 0$ .

For example, if  $g: R \rightarrow R$  where  $g(x) = |x^2 - 4|$  then the graph of  $g$ , as shown in Figure 1, can be used to identify that  $g'(x)$  is:

- *not defined* when  $x = -2$  or  $x = 2$  (that is,  $g$  is **not differentiable** at these points)
- *positive* when  $-2 < x < 0$  or  $x > 2$
- *negative* when  $x < -2$  or  $0 < x < 2$
- *zero* when  $x = 0$

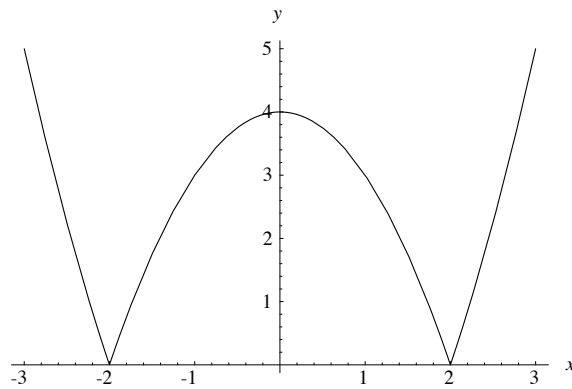


Figure 1: part of the graph of  $g(x) = |x^2 - 4|$

## Psychology

### Clarification

#### Unit 3 Area of Study 1 – Brain and nervous system

On pages 20 and 21 of the study design under the ‘Key knowledge’ heading, fourth bullet point (the first on page 21), third line, the acronym **PET** can be referred to as position and/or positron emission tomography

## Technology

### Attention VCE teachers of Units 3 and 4 Design and Technology, Food and Technology and Systems and Technology

#### Advice on the use of the Additional Teacher Comment sheet for Design and Technology, Food and Technology and Systems and Technology School-assessed Tasks

The March 2005 VCAA BULLETIN, No. 23, Supplement 3 contained important information about assessment procedures for the School-assessed Task. The Additional Teacher Comment sheet was published on page 11 of the supplement.

Teachers of Design and Technology, Food and Technology and Systems and Technology are reminded that they should complete a 2005 Additional Teacher Comment sheet for each student. The main purpose of the Additional Teacher Comment sheet is to document skills and competencies that may not be clearly demonstrated in the student’s final presentation.

Teachers should photocopy the Additional Teacher Comment sheet and make notes of observations of students **during** the production of the School-assessed Task. The Additional Teacher Comment sheet should not be filled in retrospectively, that is, following notification of visitation. The completed Additional Teacher Comment sheet should be attached securely to the student’s work prior to visitation review. The sheet provides teachers with the opportunity to present written information to assist the reviewers to make an appropriate assessment.

As the production work for the School-assessed Task occurs over a period of time, the Additional Teacher Comment sheet can also assist teachers in their record keeping. Teachers may find it useful to refer to the comments on the sheet when assessing the four criteria related to the production. The criteria related to the production work are: for Design and Technology, Criteria 5, 6, 7 and 8; for Food and Technology, Criteria 3, 4, 5 and 6; and for Systems and Technology Criteria 3, 4, 5 and 6. In addition, these criteria relate to the key skills listed in the relevant production outcome in each study design.

The following information and questions are provided to assist teachers with the type of information they should include on the Additional Teacher Comment sheet. Teachers are not expected to separately address each question listed below for each student. Rather, the questions are intended to provide guidelines as to what information teachers should record.

### Design and Technology

In relation to the Scope of the Task, the 2005 VCE Technology Assessment Guide available on the VCAA website <[www.vcaa.vic.edu.au/vce/studies/designtech/DesignTechAG.pdf](http://www.vcaa.vic.edu.au/vce/studies/designtech/DesignTechAG.pdf)> provides the following information regarding use of the Additional Teacher Comment sheet for Design and Technology:

‘The Additional Teacher Comment sheet should be used to document skills and competencies; particularly those relating to

the safe use of tools, equipment and machines and application of processes (Criteria 5 – 8) that may not be clearly demonstrated in the student’s final presentation.’ (See page 4 2005 Design and Technology Assessment Guide.)

In completing the Additional Teacher Comment sheet, teachers could comment on the following aspects that are drawn from the criteria in the Assessment Guide and related dot points.

#### **Criterion 5: Understanding of the characteristics and properties of the materials used**

- Did the student undertake relevant research/trailing and testing of materials? (Research and trialling may have been undertaken but the student may not have provided documentation in the folio.)
- Did the student select suitable materials that are appropriate for the product? Some materials may not be visible or may not be documented by the student, such as glues, fastenings (nails, screws, appropriate threads).
- Did the student make selections of tools, equipment, machines and processes that are generally accepted as appropriate for use with the selected materials? (Reasons for this selection may not have been adequately documented in the folio, or may otherwise not be evident in the production work.)

#### **Criterion 6: Skill in the application of processes**

- What processes were applied during the production of the product?
- Did the student skilfully and competently carry out a range of processes including some that were more complex or difficult?

Processes include marking out (or laying out), cutting or separating material, preparing and constructing joins (e.g. welds, joints, seams), incorporating components or notions (e.g. hinges, castors, zips), joining major sections, decorating and embellishing (e.g. stencilling, printing, appliqué, etching, sandblasting, and hammering). Finishing processes, such as varnishing, trimming threads and so on, are also now included (changed from 2004). Only those processes not generally evident in the finished presentation need to be documented on the Additional Teacher Comment sheet. The teacher could also note the level of independence demonstrated by the student when applying the processes.

#### **Criterion 7: Skill in the use of tools, equipment and machines**

- Did the student use a range of tools, equipment and machines in the production of the product? The teacher could note major pieces of equipment used and if there was variation from what the student mentioned he/she planned to use in the production plan.
- Did the student show an awareness of, and independently demonstrate safe working practices when working with the tools and equipment? Did the student need to be reminded of appropriate safety practices?

#### **Criterion 8: Skill in completing the product to specified standards of quality**

- For aspects of the product that are not visible, how does it compare to the preferred option, production plan and/or recorded modifications?
- Is the product finished to the standard specified in the design brief (generally specified by the client)?

## **Food and Technology**

A minimum of three representative (preserved) samples of the set of products for each student is to be made available should visitation occur. The Additional Teacher Comment sheet assists School-assessed Task reviewers to make judgments in assessing the unpreserved components of the product.

In relation to the Scope of Task, the 2005 Technology Assessment Guide available on the VCAA website <[www.vcaa.vic.edu.au/vce/studies/foodtech/FoodTechAG.pdf](http://www.vcaa.vic.edu.au/vce/studies/foodtech/FoodTechAG.pdf)> provides the following information regarding use of the Additional Teacher Comment sheet for Food and Technology:

‘The Additional Teacher Comment sheet should be used to document skills and competencies; particularly those relating to the safe use of tools and equipment and safe and hygienic preparation and processing techniques. This relates to work completed which would be assessed by Criteria 3–6.’ (See page 7 2005 Food and Technology Assessment Guide.)

In completing the Additional Teacher Comment sheet, teachers could comment on the following aspects that are drawn from the criteria in the Assessment Guide for Unit 4 Outcome 3 and Criteria 3–6 and the related bullet points.

#### **Criterion 3: Understanding of the characteristics of the ingredients used**

- Did the student select appropriate ingredients?
- Did the student select tools, equipment and processes that were appropriate to the ingredients?
- Was teacher assistance required or were selections made independently? Was a degree of teacher intervention required?
- Were selections and choices based on researched information or the student’s knowledge?

#### **Criterion 4: Skill in the application of food preparation and food processing techniques**

- Did the student independently, safely and hygienically apply a range of food preparation and food processing techniques?
- Were a range of food preparation and food processing techniques (some of which were complex and of a high degree of difficulty) undertaken by the student?

#### **Criterion 5: Skill in the use of tools and equipment**

- What level of skill did the student demonstrate in the application of a range of tools and equipment?
- In observing the products (both finished and in progress) is it evident that the student can use the tools and equipment accurately, skilfully and competently?
- Has the student been able to achieve a high quality of presentation in the completed components of the product/overall product that reflects the skilful use of tools and equipment?

#### **Criterion 6: Skill in realising the production plan**

- Does the completed product reflect the production plan?
- Have the changes and the reasons for these changes (with justification/s) been documented? For example, did the student actually undertake the processes defined in the plan? Consider changes the student made to the product/components of product, selection of tools and equipment and processes, and timeline. This criterion requires a

comparison of the content of the production plan with the actual product and related production activities, as the product and its components are completed progressively.

- Was the student well organised?

## Systems and Technology

In relation to the Scope of the Task, the 2005 Technology Assessment Guide, available on the VCAA website <[www.vcaa.vic.edu.au/vce/studies/systemtech/SystemTechAG.pdf](http://www.vcaa.vic.edu.au/vce/studies/systemtech/SystemTechAG.pdf)> provides the following information regarding use of the Additional Teacher Comment sheet for Systems and Technology:

‘The Additional Teacher Comment sheet should be used to document skills and competencies; particularly those relating to the safe use of tools, equipment and machines that may not be clearly demonstrated in the student’s final presentation.’ (See page 5 2005 Systems and Technology Assessment Guide.)

In completing the Additional Teacher Comment sheet, teachers could comment on the following aspects that are drawn from the Criteria 3–6 in the assessment guide and related dot points:

### Criterion 3: Skill in the application of processes in producing an integrated system

- Did the student safely carry out a range of processes (some of which were difficult or complex) in the production of the product? (Processes which are not evident in the record of design, planning and production or the production work could be noted.)
- The teacher could also note the level of independence demonstrated by the student when applying the processes.

### Criterion 4: Skill in the use of tools, equipment and machines

- Did the student demonstrate competence and technical skill in the use of a range of tools, equipment and machines?
- Is the product functional or non-functional (or has it at some stage been functional)? (Please note that functionality or performance of the product may relate to the way the student has used the tools and equipment.)
- Does the product look neat and tidy? (Parts that may be hidden should be considered in making this comment.)

### Criterion 5: Skill in realising the plan

- Does the product perform in the intended way (i.e. the expected output) as outlined in the plan or as documented in the modifications? (Aspects that should be considered are listed on page 33 of the Technology Assessment Guide.)
- Did the student make appropriate selections and use of appropriate materials, components, methods of assembly and conventions? Did the student make these selections independently, and/or follow advice given by the teacher?

### Criterion 6: Understanding of appropriate diagnostic test procedures

- Has the student been able to plan and carry out the diagnostic test with little assistance and direction?
- Have the appropriate procedures been followed?
- Was testing equipment (devices to locate faults and measure performance) selected and used appropriately and accurately?
- Did the student use relevant technical information to assist in planning and carrying out test procedures (if not included in documentation)?

## Visual Communication and Design

Teachers are reminded that in the Visual Communication and Design study, all outcomes in Unit 3 contribute to School-assessed Coursework and all outcomes in Unit 4 contribute to the School-assessed Task.

Teachers should use the information in Section 2 of the 2005 Visual Communication and Design Assessment Handbook (available on the VCAA website) to develop and assess tasks for School-assessed Coursework. Advice for each outcome in Unit 3 includes sections relating to:

- a description of the work which should be completed for each outcome
- designing the assessment task (a suggested approach is provided for each outcome)
- resources and scheduling
- performance descriptors. The descriptors provide a guide to the standards expected when setting and marking assessment tasks.

Section 3 of the handbook includes an extended example of an approach to designing and assessing the task for Unit 3 Outcome 1. Annotated visual material that elaborates this approach is being developed and will be available on the VCAA website in Term 2.

# VCAL Update

## VCAL Review

The Victorian Curriculum and Assessment Authority and the Victorian Qualifications Authority have now endorsed the VCAL Review. The following Executive Summary provides an overview of the report and the eight recommendations. The full report is available on the VCAA website at the following address: [www.vcaa.vic.edu.au/vcal/index.html](http://www.vcaa.vic.edu.au/vcal/index.html)

The VCAA would like to take this opportunity to thank all the stakeholders who participated in the VCAL Review. In particular, the VCAA would like to recognise the work of the VCAL Regional Consultants and the Executive Officers of the Local Learning and Employment Networks in helping to organise the regional focus group meetings.

The VCAA has commenced the implementation of the recommendations.

## Executive Summary

### Terms of Reference

In evaluating the certificate the VCAL Review Committee reviewed the current structure of VCAL, assessed the need for the development of further accredited VCAL units and assessed the need for any further development of VCAL.

### Consultation

To collect feedback from stakeholders and to support the development of the recommendation/s the VCAL Review Committee:

- organised six focus group meetings
- conducted stakeholder consultation meetings
- provided an opportunity for stakeholders who could not access a focus group meeting to have input into the VCAL review via the VCAA website.

A total of 334 participants responded to the VCAL review.

## Recommendation Summary

### Recommendation 1

That the following literacy and numeracy VCAL units be developed for Foundation level VCAL:

- Reading and Writing Skills – Foundation
- Oral Communication Skills – Foundation
- Numeracy Skills – Foundation.

### Recommendation 2

That specific reference to information and communications technology (ICT) skills, for the workplace, is included in the terms of reference for the review when the VCAL units are being reviewed.

That professional development and curriculum resources be provided/developed for teachers which highlight how ICT skills can be integrated into VCAL units.

### Recommendation 3

That the current requirement that a learning program be made up of accredited curriculum that leads to a minimum of 10 credits be maintained.

That the number of credits at the level of the VCAL award be increased to six, of which one must be for literacy and one must be for a VCAL Personal Development Skills unit.

### Recommendation 4

That the current requirement that accredited Vocational Education and Training (VET) curriculum components be a compulsory component for VCAL Intermediate and Senior levels, to the value of one credit, for Industry Specific Skills be maintained.

### Recommendation 5

That an extra numeracy unit not be developed at the Intermediate level because the addition of a VCAL numeracy unit at the Foundation level will mean that there are four VCAL numeracy units which students could undertake over a two year program.

### Recommendation 6

That both the Victorian Curriculum and Assessment Authority and the Victorian Qualifications Authority undertake consultation with employers, Industry Training Boards, representatives from TAFE institutes, employer organisations and the Trades Hall VET Committee to discuss the issues surrounding the level of VET training for senior secondary students.

### Recommendation 7

That the quality assurance process for VCAL units continues beyond 2005.

### Recommendation 8

That VCAL units be reviewed over a five year cycle.

## VCAL and the Equivalent National Tertiary Entrance Rank (ENTER)

If a VCAL enrolled student meets the requirements for eligibility for the VCE then the Victorian Tertiary Admissions Committee (VTAC) will calculate an ENTER if the student has

- a Study Score for any VCE English Unit 3 and 4 sequence (English, English (ESL), English language and Literature), and
- at least three additional study scores, in allowable combinations. VTAC imposes some restrictions on what can be included in the primary four.

Senior VCAL students are included in the current Year 12 cohort and may apply through VTAC in the same way as current VCE students.

## VCAL Conference

A number of professional development programs are being developed by the VCAA VCAL team. A major initiative is the VCAL state-wide conference which will be held on Thursday 12 May 2005, at Moonee Valley Racing Club. The conference

will focus on best practice and resources to assist teachers and VCAL providers in the delivery of VCAL. Expressions of Interest to conduct relevant workshops at this state-wide conference have now closed. Over 40 Expressions of Interest have been received.

Information on the conference, including the registration form has now been distributed to schools/providers. Registrations will close on the 26 April.

## VCAL Quality Assurance Teacher Panels

Applications have now closed for teachers to lodge an Expression of Interest to join a VCAL Quality Assurance panel. The VCAA will shortly notify all teachers who lodged an expression of interest on the outcome of their application.

## Notices

### Victorian Commercial Teachers Association

VCTA has organised the Term 2, 2005 professional development programs on how to unpack the Victorian Essential Learning Standards as well as seminars for VCE Accounting teachers and students. Please access ComNET (the VCTA website) <[www.vcta.asn.au](http://www.vcta.asn.au)> and click on Professional Development to download the appropriate flyers, or contact Meri Rametta, Professional Services Manager, on (03) 9419 9622.

### Victorian Association for Philosophy in Schools 2005 Conference

**Common Ground:  
Building Connections in the Curriculum**  
Melbourne Museum, Carlton. Sunday 1 May 2005  
**Keynote speaker: Associate Professor Phil Cam** (University

of New South Wales) is the author of Thinking Stories 3 and Thinking Together: Philosophical Inquiry in the Classroom. He is in constant demand as a speaker at educational conferences and has many years of experience in providing professional development for teachers. He has conducted training programmes and taught courses on Philosophy in Schools in Australia, England, Latvia, Mexico, New Zealand, Russia, Singapore and the USA, and has edited a series of books for UNESCO on philosophy, education and democracy.

**Workshops:** Focus on practical strategies and resources for integrating philosophy into the P-12 curriculum.

**Cost:** Members \$80, Non-members \$100.

Further information and registration:  
[www.vaps.vic.edu.au](http://www.vaps.vic.edu.au)

Janette Poulton

**Telephone/Fax: (03) 9410 9469**

**EducationOfficer@vaps.vic.edu.au**



# Expression of Interest Review of VCE Studies 2005 VCE Study Consultation Register

**VCE STUDY**

*(please tick the study or studies for which you wish to receive a copy of the draft study design for consultation this year.  
For more details see pages 5 and 6 of this Bulletin)*

<input type="checkbox"/> Accounting	<input type="checkbox"/> Chemistry	<input type="checkbox"/> Dance	<input type="checkbox"/> Design and Technology
<input type="checkbox"/> Drama	<input type="checkbox"/> English	<input type="checkbox"/> English as a Second Language	<input type="checkbox"/> Foundation English (Units 1 and 2)
<input type="checkbox"/> Information Technology (Units 1 and 2)	<input type="checkbox"/> Information Processing and Management		<input type="checkbox"/> Information Systems
<input type="checkbox"/> Systems and Technology	<input type="checkbox"/> Theatre Studies		

**CONTACT DETAILS** (Block letters please)

Title \_\_\_\_\_ Name \_\_\_\_\_

Organisation \_\_\_\_\_

Position \_\_\_\_\_

Postal address \_\_\_\_\_

Suburb \_\_\_\_\_ Postcode \_\_\_\_\_

Telephone number \_\_\_\_\_

Please reply by Fax, email or send completed form by **Friday 6 May** to:

Ms Fiona Trisnadi  
Curriculum Branch  
Victorian Curriculum and Assessment Authority  
41 St Andrews Place, East Melbourne 3002  
Tel (03) 9651 4453 Fax (03) 9651 4324  
Email: [trisnadi.fiona.f@edumail.vic.gov.au](mailto:trisnadi.fiona.f@edumail.vic.gov.au)

**VCAA PRIVACY STATEMENT**

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the *Victorian Curriculum and Assessment Authority Act 2000*. The VCAA is committed to protecting all personal information collected and handling this data in accordance with the *Information Privacy Act 2000*. All of the information we collect from you will be kept secure and confidential.



## Top Designs 2005 Catalogue Order Form

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

**Fifty-eight pages. Every exhibited work illustrated in full colour. Includes introductions to each study and pages selected from folios and design plans.**

The cost of the **Top Designs 2005 Catalogue** is \$18.00 which includes GST, postage and handling.

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

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

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

Mail the order form and cheque to:

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



### Order Form – Top Designs 2005 Catalogue

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

School/Address: \_\_\_\_\_

I would like to purchase  copy/copies of the **Top Designs 2005 Catalogue** at \$18.00 each including postage.

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

Here is my payment for the amount of \$ .....

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

Bank Card  Visa Card  Master Card Card No.

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

Cardholder's signature ..... Expiry date

Telephone .....  
 Business Private Mobile

# March 2004 to March 2005

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1. VCE Examination advice 2004: June examinations and General Achievement Test (GAT)
2. Sample examination questions 2004: VCE VET Equine Industry  
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1. Text list 2006: English/ESL and Literature
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1. VCE VET Multimedia
2. VCE studies accredited 1 January 2006: Summary of changes
3. 2005 Advice for school assessment

# Distribution

24 February 2005 to 23 March 2005

DISTRIBUTION

## Memoranda to schools

- 3/2005 re 2005 VCE Written Examination Centres and Supervisors
- 23/2005 re Online release of Victorian Essential Learning Standards
- 24/2005 re VCE Arts Performance/ LOTE Oral survey
- 25/2005 re Top Class Dance, Drama and Theatre Studies update
- 26/2005 re VASS Training for Single Study Language Schools
- VASS Registration Form
- 27/2005 re VCE LOTE Workshops

## Publications: print

- March 2005 VCAA Bulletin
- Supplement 1 – VCE VET Multimedia
  - Supplement 2 – VCE studies accredited 1 January 2006: Summary of changes
  - Supplement 3 – 2005 Advice for school assessment
- P-10 Supplement Issue 12

- VCE Study Designs 2005: Literature, Physical Education
- VCE VET program booklet: Electrotechnology

## Internet

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- March 2005 Bulletin and Supplements
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- 3, 23, 24, 25, 26, 27
- November 2004 examinations:
- Art, General Achievement Test (GAT), History – Renaissance Italy, Revolutions, Hungarian, Khmer, Latvian, Polish, Serbian, Turkish
- Plain English Speaking Award application
- VCE Achiever Award application
- 2005 VCE Examination timetable
- Japanese Second Language Study Design vocabulary list
- Examination criteria (individual studies)
- VASS Guidelines to data entry of school assessments

## COPY DEADLINES FOR 2005

Issue No. and Month	Date of publication	Copy deadline
No. 25 May	Monday 9 May	Wednesday 20 April
No. 26 June	Tuesday 14 June	Wednesday 24 May
No. 27 July	Monday 11 July	Wednesday 22 June
No. 28 August	Monday 15 August	Wednesday 27 July
No. 29 Exam Issue (Online only)	Monday 12 September	Wednesday 17 August
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*The VCAA encourages schools to nominate students for the monthly VCE Achiever Awards, which are open to VCE students in government, non-government and Catholic schools. To qualify for these monthly awards, students should be involved in activities that demonstrate leadership in their school and local community, such as fundraising, caring for the environment, local council events, participation in the arts, sporting programs or caring for the disadvantaged.*

*Monthly winners will be presented with their awards at Parliament House in December. The overall winner receives a notepad computer from IBM Australia Ltd. Schools are encouraged to nominate their students to participate in these awards. To find out more about the awards, please contact Carole Lander on (03) 9651 4328.*

During Year 9, Sunbury Downs College student Jamie Byron noticed a lack of activities and support for young people in his local area, and decided to do whatever he could to help.

Four years later – and after many hours of organising events, attending government and council meetings, and working directly with young people of all ages – Jamie’s commitment has been recognised by the award of VCE Achiever for March.

Jamie has earned his Award for a wide range of youth, community and fundraising activities. He has helped organise the Sunbury Community Festival (attended by over 25 000 people), ran the Sunbury Youth Forum, been a Here for Life Youth Ambassador and worked on a number of committees for the Hume City Council.

Wanting to find a way to make youth issues heard at the government level, Jamie approached his local Federal MP and was soon appointed as a part-time electoral officer and youth adviser. In this role he does research and meets with members of the public.

‘I’ve been told I act older than I am, but they are sometimes surprised when they realise I am still at school!’ he says.

Jamie is also keen to encourage students at his own school to get involved – or even just to feel better about themselves. He is a ‘big buddy’ to several Year 7 students, helping them to settle in to high school life and creating a ‘supportive environment where they can be safe and enjoy coming to school’.

Jamie also realised there was a need for some more extra-curricular activities for students at his school. As he is involved with Sunbury Community Radio as a presenter and committee member, he was able to organise a lunchtime spot on the station for them.

‘Students get to broadcast to the school and the local area, talk about things they are passionate about or even about what they did on the weekend. It has been a great way for them to have fun, meet new friends and build self-esteem and confidence. Students who have been involved keep telling me how much they love it and can’t wait to get back into it.’

What motivates Jamie is the desire to combat negative perceptions of young people in his local region. ‘Getting involved in fundraising, volunteer work and community activities – and encouraging other young people do the same – has really helped to improve our standing here.’

In the future, Jamie wants to continue helping as many children and young people as possible. He wants to be a primary school teacher before considering moving into federal politics.

He has no hesitation in recommending other VCE students follow his example. ‘Year 12 is a busy year, but I find the extra activities I do actually help my studies, because they give me contacts and a perspective that I can use.’

‘Even if you are doing Year 12, it’s important to focus on something else other than study.’

Michael White, CEO of the VCAA, congratulates Jamie on the way he is making a difference to the lives of the students of Sunbury Downs College.



# VCE Season of Excellence Update

Top Designs was opened by Professor Di Fleming at Melbourne Museum of Friday 4 March. The 133 exhibitors were joined by families, principals and teachers to celebrate the event. The exhibition will run until 10 July.

Top Screen – VCE Media and VCE VET Multimedia – began advance screenings on 22 March. Screenings and education programs begin on 3 May. Top Arts opens at the National Gallery of Victoria on 1 April with extensive education and public programs on offer until 13 June. All details in Season poster sent to all schools in January.

## VCE Drama and Theatre Studies

Drama and Theatre Studies teachers, particularly those from regional schools, should be aware that a number of the performance dates for prescribed works on the Drama and Theatre Studies 2005 playlists coincide with the Top Class performance dates. You may be able to take advantage of this. Please refer to February 2005 VCAA Bulletin liftout or [www.vcaa.vic.edu.au/vce/studies/theatre/05playlists.html](http://www.vcaa.vic.edu.au/vce/studies/theatre/05playlists.html)

Top Class Drama presents three performances at the National Theatre on Saturday 23 April at 11 am and 2 pm and on Saturday 30 April at 11 am. A number of the performers will present a brief talk following their drama solo. Top Class Theatre Studies is at the National Theatre on Saturday 30 April at 2 pm.

To book, use the booking forms published in the February and March 2005 VCAA Bulletins or online at [www.vcaa.vic.edu.au/seasonofexcellence.html](http://www.vcaa.vic.edu.au/seasonofexcellence.html). Limited tickets are available at the door an hour prior to each performance. Tickets cost \$7, with regional concession tickets available for \$5.

A maximum of two teachers accompanying groups are admitted to each concert free. Please include number of teacher tickets required on the booking form.

The performing arts conclude with Top Class Music performance: on 7 May at the National Theatre, and the stunning performances in Top Acts at Hamer Hall, the arts Centre on 27 May.

Enquiries (no bookings): Victorian Curriculum and Assessment Authority, VCE Season of Excellence tel: (03) 9651 4582 toll free 1800 134 197.



Luci Everett, Hazel Wood, colour inkjet print, Billanook College, Mooroolbark



Kathleen Main, Cupcake costume, Mater Christi College, Belgrave

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