



VCAA Bulletin VCE, VCAL and VET

Regulations and information about curriculum and assessment for the VCE, VCAL and VET

Principal VCE/VCAL/VET Coordinators VCE/VCAL/VET Teachers

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VCAA Plain English Speaking Award

The Victorian Curriculum and Assessment Authority invites teachers and students to come and hear some of Victoria's best public speakers test their speaking skills against each other on Friday 28 July at the Victorian Final of the annual Plain English Speaking Award (PESA).

Cranbourne Secondary College English teacher Nathan Heddle is one of the PESA adjudicators. In his opinion, encouraging plain speaking is increasingly important in an era where language is being decimated by scourges such as 'SMS double speak'.

'The PESA focuses on the students' ability to express themselves in a prepared and impromptu speech, giving them a vehicle to express their opinions and interests, while also giving adjudicators like myself the chance to be avid listeners,' Mr Heddle said.

'As an adjudicator, I have had the pleasure of learning about such topics as philanthropy in the arts, the changes to the Melbourne University curriculum and obesity.'

The PESA Victorian Final will be held at the Treasury Theatre located behind the Old Treasury Building on Spring Street at 10 am on Friday 28 July.

One student hoping to compete at this event is Blackburn High School Year 12 student Morris Orchard, who won his regional final at Koonung Secondary College with a speech on the introduction of an Australian Bill of Rights.

'I am very conscious of the fact that clear expression

is something that becomes more and more valuable as you progress through life, your career and other facets of life,' Morris said.

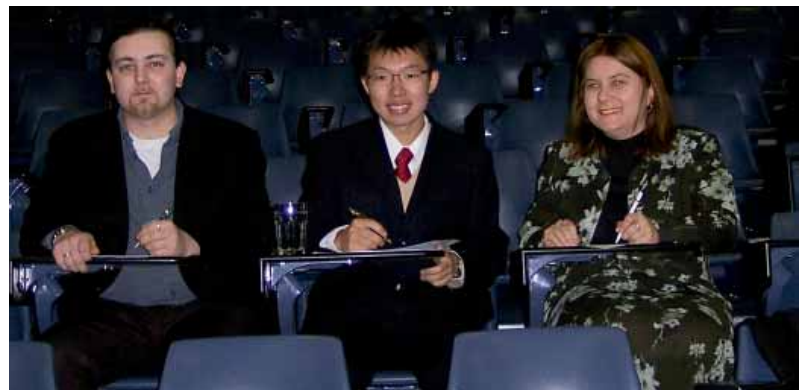
'A good speech is one which encourages the audience to think about the topic so it is important that the speaker believes strongly in what they are saying.'

Mr Heddle said he has been impressed by students' ability to carefully and clearly articulate their ideas and arguments under pressure.

'Students may not realise that the adjudicators are silently congratulating all students for their pluck, nerves of steel and unfailing ability to get up in front of their peers and have their say,' Mr Heddle said.

'I could not be more pleased to be involved in such a rewarding and well-run competition and the VCAA should take pleasure from the knowledge that the avenue they are providing for students across Victoria is creating the next generation of excellent orators.'

'That is the truth in plain English.'



Adjudicators: Adam Straub, Andrew Fei and Daniela Ouzcky

Important administrative dates

Full details of dates appear in the *VCE and VCAL Administrative Handbook 2006*.

2006	
Monday 10 July	<p>Enrolment 3 data due at the VCAA. This data should contain 2006 VCE, VET and VCAL enrolment data that is known and available to schools.</p> <p>After this date VASS will not allow schools to withdraw student enrolments from VCE Unit 4.</p> <p>Review of School-assessed Task by visitation in Studio Arts begins.</p>
Friday 21 July	<p>Final day for schools to lodge the following applications for examinations held in October/November:</p> <ul style="list-style-type: none"> – requests for new or combined examination centres and for students to sit at centres other than home schools – requests for students to present for examinations outside Victoria – Special Examination Arrangements for October/November examinations – timetable clashes – earlier starting time – approval of hiring fees for sites in the community used by two or more schools.
Monday 24 July	<p>SIAR 2 scores for VCE Unit 3 School-assessed Coursework due at the VCAA.</p> <p>After this date VASS will not allow schools to enter SIAR 2 results.</p>
Wednesday 26 July	<p>VCE Unit 3 School-assessed Coursework audit material due at VCAA.</p>
Monday 31 July	<p>June examination results and Studio Arts grades available to schools.</p>
Monday 7 August	<p>Arts Performance and LOTE oral component examination advice slips available to schools.</p>
Friday 18 August	<p>Enrolment 4 data due at the VCAA. This data should contain all 2006 VCE, VET and VCAL enrolment data that is known and available to schools.</p> <p>After this date VASS will not allow schools to:</p> <ul style="list-style-type: none"> – amend VCE VET assessment plan data – enter or withdraw enrolments for units of competence/modules for scored VCE Unit 3 and 4 sequences. <p>Partnership details must be entered on VASS for Unit 4 coursework.</p>
Monday 4 September	<p>October/November examination centres available on VASS.</p> <p>Special Examination Arrangements available on VASS.</p>
Monday 11 September	<p>Indicative Grades for Arts Performance examinations due at VCAA.</p>
Friday 15 September	<p>End Term 3</p> <p>Final day for lodging applications for enrolment in 2007 in Chinese Second Language, Chinese Second Language Advanced, Indonesian Second Language, Japanese Second Language or Korean Second Language.</p>
Monday 2 October	<p>Start Term 4</p>
Monday 2 October to Sunday 29 October	<p>Arts Performance examinations and LOTE examinations: oral component.</p>
Friday 6 October	<p>Enrolment 5 data due at VCAA. This data should be a complete record of all VCE, VCE VET, VET FE and VCAL enrolments of the current year.</p> <p>After this date VASS will not allow schools to enrol or withdraw students in:</p> <ul style="list-style-type: none"> – VCE Units 1 and 2 – VCE VET and VET FE units of competence/modules – VCAL units.



Vocational Education and Training

I would like begin this column by thanking the many principals, Vocational Education and Training (VET) coordinators and teachers who gave their support recently to four regional and two metropolitan focus group discussions of VET in Schools.

The group sessions were conducted by an independent contractor to seek advice for the VCAA on how VET in Schools might be more effectively supported. Valuable and insightful feedback was received and the importance of the VET pathway was reinforced by the participants.

The information is expected to help in the development of more effective VET in Schools publications, more targeted professional development activities and to facilitate greater collaboration between schools and the Technical and Further Education (TAFE) sector.

Incidentally, nominations close on 14 August for the Australian Vocational Student Prize. Make sure your school nominates a VET in Schools student and/or a School Based New Apprentice.

The guide to completing the nomination form and the nomination form are available for downloading at www.dest.gov.au/careerdevelopment

Victorian Certificate of Applied Learning

The growing popularity of the Victorian Certificate of Applied Learning (VCAL) reflects the flexibility it gives students to design a study program that suits their interests and learning needs. Schools wishing to deliver VCAL for the first time in 2007 are now invited to lodge an Expression of Interest with the VCAA.

Registered Training Organisations interested in delivering the VCAL should first contact the VCAL Project Manager, David Gallagher on (03) 9651 4532 or email gallagher.david.j@edumail.vic.gov.au

You should also contact David for a copy of the VCAL 2007 Guidelines and an Expression of Interest form. The completed form should be returned to David at the VCAA by 21 July 2006.

VCE assessor appointments

The VCAA is gearing up for the October/November examinations. These include written examinations, Languages Other Than English (LOTE) Orals and Arts Performance examinations.

To accomplish this nearly 3000 assessor appointments will need to be made. Applications have been taken online since the end of January by the VCAA Sessional Staff Management System (SSMS) website (www.ssms.vic.edu.au) and they are also processed by VCAA staff using that website.

For the Written examinations held in November, successful applicants are informed in mid September in most studies, although some are appointed earlier than this to allow time to pre-read texts or attend plays. In the LOTE Orals and Arts Performance held in October, successful applicants are informed in late July and early August so that they can attend training sessions.

The VCAA strongly encourages teachers of VCE studies at the Units 3 and 4 level to consider applying for assessing positions as it offers excellent professional development and collegial opportunities.

Importance of language learning

I have recently had the good fortune to undertake a Leadership Program. One of the many benefits of this Program was the international background of the participants. The 48 participants came from 23 countries. I was frequently taken with the realisation that for the majority of the group, the challenging and high level material we were working on was occurring in their second or even third language.

We sometimes take comfort in the observation that the language of business is English. That this course and many similar conferences and discussions are conducted in English seems to confirm this. Yet, in talking to my classmates and anyone who does business overseas, it is obvious that those who speak only English are at a substantial disadvantage in undertaking business and other forms of cultural exchange. Doing business of any sort in China, Europe or South America, to take examples of increasing global importance, is substantially enhanced by the capacity to speak the local language and understand the local culture.

We in education have a particular responsibility to be working with our communities to understand this basic proposition. Building community support for structured, sequential language development throughout schooling is a critical task if we are to improve the quality of our language teaching and our students' language learning.

John Firth
Chief Executive Officer
July 2006

VCE Implementation

VCE Physics focus groups

A series of focus groups will be held in metropolitan and regional locations between Tuesday 18 – Thursday 27 July 2006 to seek feedback from teachers on implementation issues and to identify specific areas of need for further support, particularly with reference to the ‘Detailed Studies’. An expression of interest form and details of the locations for the focus groups were published in the June 2006 VCAA Bulletin VCE, VCAL and VET No. 38, page 4. Alternatively, please contact Ms Fiona Trisnadi, Senior Secondary Curriculum Unit on (03) 9651 4453 to express interest in attending a focus group. Casual Relief Teacher funding will be available to all participants.

VCE implementation support program

VCE English/English as a Second Language

Professional development briefings and workshops to support the implementation in 2007 of Units 1 and 2 of the reaccredited *VCE English/English as a Second Language Study Design* are to be conducted by the Victorian Association for the Teaching of English (VATE) in partnership with the VCAA. Afternoon tea at 4.00 pm will be followed by a briefing on both English and English as a Second Language from 4.30 pm until 6.30 pm at the following locations and dates.

(Please note the Mildura session will begin with afternoon tea at 1.30 pm and run from 2.00 pm until 4.00 pm.)

VCE English/ESL

Thursday 3 August Frankston	Thursday 17 August Orbost
Monday 7 August Bendigo	Monday 21 August Thornbury
Tuesday 8 August Seymour	Tuesday 22 August Mount Waverley
Wednesday 9 August Ballarat	Tuesday 22 August Caroline Springs
Thursday 10 August Dandenong	Wednesday 23 August Geelong
Tuesday 15 August Horsham	Thursday 24 August Warrnambool
Tuesday 15 August Mill Park	Tuesday 29 August Essendon
Wednesday 16 August Traralgon	Wednesday 30 August Wangaratta
Thursday 17 August Mildura (2.00–4.00 pm)	Thursday 31 August Canterbury

Professional development workshops to support the implementation in 2008 of Units 3 and 4 of the reaccredited *VCE English/English as a Second Language Study Design* will be conducted in Term 3 2007.

The cost of this program is \$15.00 (incl. GST). Registration forms are available from VATE at www.vate.org.au.

VCE Review

Consultation for VCE Philosophy

The draft *VCE Philosophy Study Design* has been approved for consultation with teachers and other key stakeholders. All teachers on the VCAA Consultation Register will have received a copy of the draft study design, a summary of the changes and a questionnaire.

Teachers who have not joined the VCAA Consultation Register can access the proposed study design and consultation questionnaire online at www.vcaa.vic.edu.au/vce/studies/philosophy/philosophyindex.html

The questionnaire can be returned to Merry Young by Monday 14 August 2006 via:

Fax: (03) 9651 4324 or

Mail: Victorian Curriculum and Assessment Authority

Senior Secondary Curriculum Unit

41 St Andrews Place

East Melbourne Vic 3002

Online: www.vcaa.vic.edu.au/vce/studies/philosophy/philosophyindex.html

Examinations

2006 Chinese Second Language and Chinese Second Language Advanced examinations: full form characters and increased font size

Students and teachers of Chinese Second Language (SL) and Chinese Second Language Advanced (SLA) are advised of the following changes applying to the examinations from and including 2006.

1. The examinations for both Chinese SL and Chinese SLA will be presented in both simplified characters and full form characters. Sections of the examination where this will apply include the reading texts in Section 2 and all questions and tasks in Section 1, Part B; Section 2, Part B and Section 3. There will not be separate examination papers for simplified and full form characters. The Chinese First Language examination can be used as a source of guidance on the format of the presentation of the two sets of characters.
2. The font size for all Chinese characters will be increased to 14 point.

The impact of the above changes will be reviewed by the VCAA annually.

As has been the case in previous years, students undertaking either Chinese SL or Chinese SLA may choose to respond in either simplified or full form characters. However, having chosen one of these scripts they will be required to use it consistently throughout the examination.

VCE VET Electrotechnology sample examination

Erratum

Schools are advised that on the cover page of the VCE VET Electrotechnology sample examination the writing time should read '1 hour 30 minutes'. This is consistent with other published advice about the duration of this examination. An amended sample examination cover has been provided on the VCAA website.

Classical Societies and Cultures

The 2006 Classical Societies and Cultures Text List specifies the Penguin Classics version of Aristophanes' play *Lysistrata* for study. However, the translations by Alan Sommerstein of this play in the 1973 Penguin edition and the 2002 revised Penguin edition vary to some extent. Therefore, the 2006 examination will provide a version from each edition of the extract selected for discussion in Section A.

VCE Mathematics credit arrangements

Changes from 2007

Details of a proposal to change the credit arrangements for VCE Mathematics studies were published in the March 2006 VCAA Bulletin VCE, VCAL and VET No. 35, page 8 together with an invitation for schools to provide feedback on the proposal. Following consultation with schools and other stakeholders the VCAA Board decided on 24 May to endorse the proposal to lift the restrictions on the amount and level of credit that students may count towards satisfactory completion of the VCE. The Victorian Qualifications Authority (VQA) endorsed the recommendation from the VCAA to lift the restrictions on credit towards the VCE.

The present restrictions on the amount and level of credit are published on page 12 of the *VCE Mathematics Study Design* (accredited 2006–2009). Currently students may only obtain credit towards satisfactory completion of the VCE for up to eight units of Mathematics; four at Units 1 and 2 level, and four at Units 3 and 4 level. There are also restrictions on obtaining credit for both Further Mathematics Units 3 and 4 and Specialist Mathematics Units 3 and 4 and their concurrent enrolment.

As a result of the Board's decision, from 2007 there will be **no restriction** on the number of Mathematics units that can be counted as credit towards the award of the VCE, **other than** those related to Mathematical Methods and Mathematical Methods (CAS).

From 2007 students may obtain credit for **either** Mathematical Methods Unit 1 **or** Mathematical Methods (CAS) Unit 1, but **not** for both of these units. Similarly, students may obtain credit for **either** Mathematical Methods Unit 2

or Mathematical Methods (CAS) Unit 2, but **not** for both of these units.

Students may obtain credit for **either** Mathematical Methods Units 3 and 4 **or** Mathematical Methods (CAS) Units 3 and 4, but **not** for both of these sequences.

The Board's decision to lift these restrictions brings the Mathematics study into alignment with other VCE studies with multiple units at Units 1–4 level; for example, Languages Other Than English, History and Music which have no restrictions on the amount or level of credit that students may count towards satisfactory completion of the VCE.

Therefore a student could, from 2007, obtain credit for a maximum of twelve mathematics units towards the VCE. Mathematical Methods Units 1–4 and Mathematical Methods (CAS) Units 1–4 continue to be deemed equivalent studies.

This change does not affect the advice published in the *VCE Mathematics Study Design* with respect to the relationship between the studies in terms of study structure and assumed knowledge and skills.

The VCAA has advised the Victorian Tertiary Admissions Centre (VTAC) of the change in credit arrangements for 2007. VTAC will advise schools of any decision to vary the current advice with respect to the restrictions on Mathematics units for the purposes of the calculation of the Equivalent National Tertiary Entrance Rank (ENTER) for university entrance purposes.

Student Records and Results

Reporting anomalous examination grade marking

Schools are reminded that they can run the Anomalous Grades report through the Victorian Assessment Software System (VASS) using the following menus:

RESULTS ADMIN → VCE Reports → Anomalous Grades

These reports may be accessed after:

- 2 August 2006 for the June examinations
- 13 December 2006 for the October/November examinations.

A detailed explanation of the Anomalous Grades marking process is available from the VASS Help menu.

For further information contact the Student Records and Results Unit on (03) 9651 4630.

VCE Statement of Marks

A Statement of Marks/Inspection of Examination Scripts application form for the June examination period is available for download from VASS and the VCAA website <www.vcaa.vic.edu.au>. The closing date for Inspection of Examination Scripts applications for the June examinations is Friday 13 October 2006.

Sessional Staff Management System

Call for applications

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

2006 VCE Examinations

November written examination assessors (except English, ESL, Literature, English Language).

Practising teachers are strongly encouraged to consider the excellent professional development opportunity afforded by examination assessing (expected close 31 July).

2006 School Assessment

Positions are still available for reviewing (for the visitation studies). Reviewing involves active participation at a training session conducted by the State Reviewer and visiting schools to re-mark student work (expected close 14 August).

Please note that the following 2006 positions are closed and processing complete:

VCAL Quality Assurance Panels

VET State Reviewers

AIM Year 9 English and Year 9 Mathematics

AIM Years 3, 5 and 7 English and Year 7 Mathematics

2006 VCE Examination Setting and Vetting panels

Mid-year examinations and GAT assessors

LOTE Orals and Arts Performance assessors

School Assessment Coursework Audit

Coming events

Applications will be accepted for 2007 VCE Examination Setting and Vetting panels starting 31 July.

Other opportunities will be advertised as they arise and publicised in the VCAA Bulletin VCE, VCAL and VET.

To see what jobs are available go to <www.ssms.vic.edu.au> and select the link 'click here to see jobs and studies currently accepting applications'.

If a particular job is not listed, it means that applications have closed.

The VCAA Sessional Staff Management System (SSMS) website accepts and processes applications for sessional work (e.g. assessors, reviewers, markers, panels). The use of this website has replaced most paper-based versions of Expressions of Interest that were usually published in this bulletin.

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

System and user requirements

SSMS is designed to work only with Microsoft Windows operating system and needs Internet Explorer 5.5 or above. The website can be accessed from any PC location with Internet capabilities.

Applicants must have a functional email address. Although much of the communication about sessional staff roles is available using screens or downloads within SSMS, email provides important communication links and notifications.

Applicants are responsible for maintaining the accuracy of their confidential personal details and contacts such as addresses, home school, phone numbers and email, all of which can be changed within SSMS.

SSMS

SSMS is maintained by the Assessment Services and Resources Unit.

Helpdesk: Technical/access issues and enquiries

(03) 9651 4581

Email: assessment.administration.vcaa@edumail.vic.gov.au

For details of logging into SSMS see May 2006 VCAA Bulletin VCE, VCAL and VET No. 37, page 9.

Text advisory panels – call for applications

Applications for VCAA text advisory panels are now being taken through the VCAA's Sessional Staff Management System (SSMS).

Participation on VCAA text advisory panels provides the opportunity for professional interaction with colleagues and the opportunity to develop familiarity with a broad range of current publications.

Applications for membership of text advisory panels are invited for the following studies:

VCE Study	Year of study	Meetings held	Closing date for applications	Contact
Classical Societies and Cultures	2007	August – September 2006	1 August 2006	Patricia Hincks (03) 9651 4439
Dance	2007	August – September 2006	1 August 2006	Helen Champion (03) 9651 4668
Drama	2007	October – November 2006	10 September 2006	Helen Champion (03) 9651 4668
Literature	2009	February – October 2007	10 September 2006	Susan Leslie (03) 9651 4580
Music Group Performance	2007	September 2006	10 September 2006	Helen Champion (03) 9651 4668
Music Solo Performance (prescribed list of ensemble works)	2007	September 2006	10 September 2006	Helen Champion (03) 9651 4668
Philosophy	2008	March – April 2007	10 September 2006	Monica Bini (03) 9651 4575
Texts and Traditions	2007	August – September 2006	1 August 2006	Monica Bini (03) 9651 4575
Theatre Studies	2007	October 2006	10 September 2006	Helen Champion (03) 9651 4668

Those wishing to lodge an application should go to the SSMS website www.ssms.vic.edu.au

For enquiries concerning SSMS contact the Helpdesk on (03) 9651 4366 or assessment.administration.vcaa@edumail.vic.gov.au

VCE VET

VCE VET Information Technology

As advised in previous editions of this Bulletin, the VCE VET Information Technology program is being revised as a consequence of the revisions to the national Information Technology Training Package. It is anticipated that the revised program booklet will be distributed to schools in early Term 4.

Students currently enrolled in ICA30199 Certificate III in Information Technology (Software Applications), ICA30299 Certificate III in Information Technology (General), or ICA30399 Certificate III in Information Technology (Network Administration) will be able to complete these qualifications in 2007 under the arrangements described in the Supplementary Advice to the *VCE VET Information Technology* program booklet published in 2003. All scored assessment arrangements will continue as described in the *Information Technology Assessment Guide* published in June 2002.

Students enrolling in VCE VET Information Technology for the first time in 2007 will be undertaking the revised VCE VET program drawn from the ICA05 Information Technology Training Package.

Students who are enrolled in the Certificate II in Information Technology in 2006 (current VCE VET program) and who wish to enrol in 2007 in the Certificate III qualification will have to be enrolled in the revised VCE VET program in 2007.

Note: There are significant changes in the length and structure of the revised Certificate III in Information Technology. Schools are advised to visit the Innovation and Business Skills Australia website <www.ibsa.org.au> to become familiar with the revised qualification requirements.

For further queries, please contact the VCE VET Unit:
Daryl Sutton, Project Manager (03) 9651 4587.

VCE VET Engineering Studies (Certificate II and III)

A professional development activity will be conducted for teachers of VCE VET Engineering Studies in early August. The purpose is to consider resource material for Units 1 to 4, share delivery strategies, further develop the scored assessment process and assist in preparing for the end-of-year examination. More information will be communicated to schools via a memorandum.

VCE VET programs with scored assessment in 2007

The following is a summary of the qualifications with scored assessment in 2007.

Program	Graded assessment	Title	Assessment	Exam time period	Weighting % of Study Score
Business Administration BSB20101	1	Units 3 and 4 coursework	School assessed		66%
	2	Written examination	November	1½ hrs	34%
Community Services CHC20202	1	Units 3 and 4 coursework	School assessed		66%
	2	Written examination	November	1½ hrs	34%
Dance 21078VIC	1	Units 3 and 4 coursework	School assessed		50%
	2	Performance examination	October	2 performances x 2–7 minutes	50%
Electrotechnology 21583VIC	1	Units 3 and 4 coursework	School assessed		66%
	2	Written examination	November	1½ hrs	34%
Engineering Certificate II 21566VIC OR Certificate III 21565VIC	1	Units 3 and 4 coursework	School assessed		66%
	2	Written examination	November	1½ hrs	34%
	1	Units 3 and 4 coursework	School assessed		66%
	2	Written examination	November	1½ hrs	34%
Equine Industry 21327VIC	1	Units 3 and 4 coursework	School assessed		66%
	2	Written examination	November	1½ hrs	34%
Financial Services FNS30104	1	Units 3 and 4 coursework	School assessed		66%
	2	Written examination	November	1½ hrs	34%
Furnishing 21278VIC	1	Units 3 and 4 coursework	School assessed		66%
	2	Written examination	November	1½ hrs	34%
Hospitality (Operations) THH21802 Food and Beverage OR Commercial Cookery	1	Units 3 and 4 coursework	School assessed		66%
	2	Written examination	November	1½ hrs	34%
Information Technology General ICA30299 OR Network Administration ICA30399 OR Software Applications ICA30199	1	Units 3 and 4 coursework	School assessed		66%
	2	Written examination	November	1½ hrs	34%
Laboratory Skills PML30104	1	Units 3 and 4 coursework	School assessed		66%
	2	Written examination	November	1½ hrs	34%
Multimedia CUF30601	1	Units 3 and 4 coursework	School assessed		66%
	2	Computer based examination	November	2 hrs	34%
Music CUS30101	1	Units 3 and 4 coursework	School assessed		66%
	2	Performance examination	October	Various*	34%
Music (Technical production) CUS30201	1	Units 3 and 4 coursework	School assessed		66%
	2	Written examination	November	1½ hrs	34%
Sport and Recreation SRC 20204 Community Recreation SRC 20203 Outdoor Recreation	1	Units 3 and 4 coursework	School assessed		66%
	2	Written examination	November	1½ hrs	34%
	1	Units 3 and 4 coursework	School assessed		66%
	2	Written examination	November	1½ hrs	34%

*Solo – maximum 25 minutes; two or three performers – maximum 30 minutes; four or five performers – maximum 35 minutes; six or more – maximum 45 minutes.

VCE Season of Excellence

VCE AND
VCE VET
GENERAL
ADVICE

As the 2006 Season of Excellence exhibitions and performances draw to a close, reminders of the season's events will no doubt linger.

An example of how teachers may remember the season could be through their attendance at one of the teacher professional learning forums conducted at the Melbourne Museum. The sessions, developed in conjunction with the VCAA, covered such questions as: How can my students achieve excellent standards in the VCE Design and Technology School-assessed Task? What freely available Information and Communications Technology (ICT) can students use to support the development of their folio work for the School-assessed Task in VCE Food and Technology?

Professional learning forums were conducted for teachers of Design and Technology, Food and Technology, Media and Visual Communication and Design. Teachers had the opportunity to view the Top Designs exhibition, prior to presentations by State Reviewers of the School-assessed Task. At the Design and Technology forum, two 2005 Year 12 students explained how they went about developing their folio and product and how they believe teachers can best assist students throughout this process. Diana Arden, now studying Industrial Design at RMIT and recipient of the Premier's Award for Design and Technology, highlighted the importance of adhering to project planning to ensure timelines are met as a top priority.

Kay Stubbs, Food and Technology Coordinator at East Doncaster Secondary College, said of the Food and Technology forum:

'The professional development activity was extremely informative and enabled me to further enhance my VCE students' understanding of the SAT requirements for the new Food and Technology study. My Food and Technology students have also been inspired to explore concept mapping using sites with free downloads suggested in the session.'

'Students can use a digital camera to take pictures of food processing in practical classes and turn them into a video style presentation. Sound files can also be added so students can explain food preparation and processing methods. Students will enjoy creating their own show-and-tell version of a practical session using ICT.'

A session was also conducted for future technology teachers currently studying at La Trobe and Ballarat universities. Lorraine Tran, VCAA Technology Curriculum Manager, who addressed the pre-service teachers said 'It is important to familiarise pre-service teachers with requirements of the VCE studies. They are often overwhelmed by the excellent standard of student folios and products in the Top Designs exhibition. Student folios on display clearly document the whole design and product development process, from the design brief to evaluation of the finished product. I encourage pre-service teachers to think about how students develop skills and knowledge in the earlier years of their schooling, and how teachers can best support this learning. In particular, the Design, Creativity and Technology domain in the Victorian Essential Learning Standards will provide excellent preparation for VCE technology studies represented in Top Designs'.

Material from the 2006 Top Designs exhibition will shortly be posted on the Melbourne Museum's *Designed to Inspire* website <www.museum.vic.gov.au/design/exhibition/top.asp> to assist students to develop their School-assessed Task. Links to the site are available from individual VCE study pages on the VCAA website.



Food and Technology:
Danielle Potter,
Niddrie Secondary
College, Niddrie



Design and Technology:
Courtney Rycken, St Francis
Xavier College, Beaconsfield



Design and Technology:
Byron Minnis, The
University High School,
Parkville

Information Technology

In the reaccredited *VCE Information Technology Study Design* (2007–2010) Units 3 and 4 IT Applications replaces the current Units 3 and 4 Information Processing and Management, and Units 3 and 4 Software Development replaces the current Units 3 and 4 Information Systems.

Students who have satisfactorily completed Units 3 and 4 of Information Processing and Management may not receive credit for the reaccredited Units 3 and 4 IT Applications from 2007.

Students who have satisfactorily completed Units 3 and 4 of Information Systems may not receive credit for Units 3 and 4 of Software Development from 2007.

the 2006 examination. The second revised edition, published in 2006, will be used to set the 2007 examination.

Teachers should be aware that the second revised edition, published in 2006, includes some very significant changes and revisions and should not be used as the basis for study in 2006.

Physics

An updated list of resources for Units 1–4 (currently listed on pages 65–68 of the *VCE Physics Study Design* accredited 2005–2008) will be published on the VCAA website during Term 3. The resource list will cover the entire course, particularly the newer areas of Physics introduced in the ‘Detail Studies’.

Literature

Examination: List B text

Joanna Murray-Smith, Honour

As advised in the April 2006 VCAA Bulletin VCE, VCAL and VET, No. 36 on page 11 the revised edition of Joanna Murray-Smith’s *Honour* published in 1997 has been used to set

Systems Engineering

The *VCE Systems Engineering Study Design*, accredited 2007–2010 will replace the current study of Systems and Technology in 2007.

Students who have satisfactorily completed Units 1 to 4 of Systems and Technology may not obtain credit for Units 1 to 4 Systems Engineering from 2007.

Notices

Where to Now?

All VCE providers have been sent bulk copies of the latest edition of the booklet *Where to Now? Guide to VCE, VCAL and Apprenticeships and Traineeships*. Distribution figures are based on Year 10 enrolment and VCE coordinators and careers counsellors are encouraged to use these booklets as a resource for careers counselling with Year 10 students and their parents.

Evaluation

In previous years the VCAA has conducted formal surveys of the *Where to Now?* publication. This year teachers were invited to give their opinions and suggestions in a more informal way (see back cover of this bulletin for further information).

Year 9 flyer

The VCAA has also sent every school in Victoria copies of a flyer which is also titled *Where to Now?* This provides broad details about VCE, VCE VET, VCAL and School Based New Apprenticeships. Schools may photocopy the flyer for use at their discretion. The flyer will be a useful document for careers counselling with Year 9 students.

Additional books

For additional copies of the book *Where to Now?* schools should call the Information Services Unit at the VCAA on (03) 9651 4544 or 1800 134 197. Please note that the booklet is targeted at Year 10 students and distribution numbers of the publication are based on Year 10 enrolments.

Margaret Schofield Music Scholarship

The Margaret Schofield Music Scholarship commenced in 2005. This scholarship is awarded annually to a government school VCE student who has demonstrated a commitment to music in recent years and expressed commitment to a career in music performance. Applications will be considered by a panel which includes representatives from the VCAA, the Department of Education and Training and music specialists. The scholarship will contribute towards the costs of tertiary education in music performance for the successful applicant.

The VCAA is coordinating applications for this scholarship on behalf of the trustees. An application form will be published in the September 2006 VCAA Bulletin VCE, VCAL and VET. The deadline for applications will be the end of October.

Teachers of VCE Music Solo performance in government schools are encouraged to consider students who would be eligible for the Margaret Schofield Music Scholarship.

VCAA Plain English Speaking Award

The VCAA invites teachers and students to key events in the 2006 VCAA Plain English Speaking Award. Please contact the VCAA on (03) 9651 4544, 1800 137 194 or <vcaa@edumail.vic.gov.au> to accept this invitation or to make further enquiries.

The **State Final** of the Plain English Speaking Award will take place on **Friday 28 July** and this will be a very exciting event for young audiences.

Some of the best student public speakers will present their six-minute prepared speeches on a variety of topics. These are followed by three-minute impromptu speeches which are a real test of their skills.

Date: Friday 28 July

Time: 10.00 am – 12.30 pm (approx. finish time)

Venue: Treasury Theatre, Lower Plaza, 1 Macarthur Street, East Melbourne (in the government precinct)

Department of Education, Science and Training (DEST)

Australian Student Vocational Prize 2006

The Australian Student Vocational Prize encourages and recognises outstanding senior secondary students undertaking VET programs and School Based New Apprenticeships.

Prizes of \$2000 are awarded to winners.

Schools are invited to nominate one VET student and/or one School Based New Apprentice. Applications close 14 August 2006.

Further information and nomination forms can be downloaded from www.dest.gov.au/careerdevelopment

VCAL update

VCAL Work Related Skills review – consultation

During 2006 the Victorian Curriculum and Assessment Authority (VCAA) is undertaking a review of the VCAL Work Related Skills (WRS) units to ensure that the content of the VCAL units remains relevant and meets the needs of the student cohort. A WRS Unit Writing Team consisting of teachers, industry representatives, trainers and other key stakeholders was established in early 2006. The WRS Unit Writing team, after consultation with key interest groups, has proposed a number of changes to the *Curriculum Planning Guide: Industry Specific Skills Strand and Work Related Skills Strand*.

Sections 1, 2 and 3 of the *Curriculum Planning Guide: Industry Specific Skills Strand and Work Related Skills Strand* have been either updated and/or restructured. Section 4, which includes the details on the WRS units, learning outcomes and elements (formerly known as assessment criteria) has also been modified.

The VCAA is interested in receiving input on the proposed changes from teachers who are delivering VCAL WRS units, and any other interested stakeholders. This input will be taken into consideration and presented to the WRS Unit Writing Team before final endorsement by the VCAA and accreditation by the Victorian Qualifications Authority.

If you would like to provide input to the WRS review please visit the VCAL website at <www.vcaa.vic.edu.au/vcal/review/workrelatedskills/index.html>. A template for submissions and instructions on how to use it will be available on the website from Monday 10 July 2006.

All comments must be submitted by Friday 18 August 2006.

If you have any questions or difficulties in accessing or completing the submission template please contact Laura Mahoney on (03) 9651 4541 or email mahoney.laura.l@edumail.vic.gov.au

If you would like to discuss any aspects of the WRS review please contact Cornelia DeBrincat on (03) 9651 4383 or <debrincat.cornelia.c@edumail.vic.gov.au> or David Gallagher on (03) 9651 4532 or gallagher.david.j@edumail.vic.gov.au

Expression of Interest for new VCAL providers in 2007

VCAA Memorandum Number 54/2006 provided information for schools/providers that wish to deliver the VCAL for the first time in 2007. A summary of the memorandum is included below.

Prospective new schools, from the government, Catholic and independent sectors that wish to deliver VCAL for the first time in 2007 are now invited to lodge an Expression of Interest with the VCAA.

Registered Training Organisations interested in delivering the VCAL should first contact David Gallagher, details below, to discuss additional requirements that may apply to these organisations.

A copy of the *VCAL 2007 Guidelines* and an Expression of Interest form can be obtained by contacting David Gallagher, VCAL Project Manager on (03) 9651 4532 or email gallagher.david.j@edumail.vic.gov.au

The completed form should be returned by 21 July 2006 to Mr David Gallagher at the Victorian Curriculum and Assessment Authority.

VCAL
GENERAL
ADVICE

June 2005 to June 2006

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3. Supplementary advice for scored assessment of Coursework in VCE VET Financial Services

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1. VCE Examination advice: 2006 June examinations and General Achievement Test (GAT) (online only)

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- 49/2006 re Submission of SIAR 1 for Studio Arts School-assessed Task 1
- 50/2006 re Career information for Years 9 and 10 students
- 52/2006 re VASS Release Version 7_96
- 53/2006 re Visitation Dates Entry and Focus Codes – SIAR 1
- 54/2006 re New VCAL providers in 2007

Publications: print

- June 2006 VCAA Bulletin VCE, VCAL and VET
- Where To Now? Guide to the VCE, VCAL and Apprenticeships and Traineeships for 2007
- Where To Now? flyer – Information for Year 9 students and their parents
- English as a Second Language (ESL) Companion to the Victorian Essential Learning Standards
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Assessment Reports: Armenian (oral), Albanian, Drama, Environmental Science, Food and Technology, Korean First Language, Religion and Society, Ukrainian, VET Furnishing, VET Hospitality Commercial Cookery, VET Hospitality Food and Beverage, VET Laboratory Skills

English/ESL and Literature Revised Text list 2006

Studio Arts – School Assessed Task 2

Biology – Suitable Resources 2006–2009

VCE Physics Study Design amendments

VCE Psychology Study Design amendments

VET Desktop Publishing and Printing

AIM

AIM Years 3 and 5 Teacher Instructions

AIM Year 7 Teacher Instructions

COPY DEADLINES FOR 2006

Issue No. and Month	Date of publication	Copy deadline
No. 40 August	Monday 14 August	Wednesday 26 July
No. 41 September	Monday 11 September	Wednesday 23 August
No. 42 October	Monday 2 October	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.

For June VCE Achiever Matthew Yeates, helping other people can sometimes mean, in his words, 'getting out of my comfort zone'.

That is why in the last summer holidays, when other students were spending time relaxing, Matthew was working on a building site in a remote area of Thailand.

As part of a work party organised by Teen Missions Australia, a Christian aid organisation, Matthew helped construct a multi-purpose building for a community of Akha Hill Tribe people. The building will be used as meals and play area for 400 young children, most of who are orphans or have been living in extreme poverty.

During the construction of the building, Matthew and the other team members played and shared meals with the children and also visited local villages to observe first-hand the struggles the community faced on a daily basis.

'It was really amazing to experience a way of life so different from the consumerist society that we're used to,' Matthew relates. 'The Akha people have almost nothing, but they were so joyous and made us so welcome.'

The trip was the culmination of weeks of work for Matthew, who had raised funds both for the project and to enable him to join the work party. It was not the first time he had raised money for a worthy cause having previously coordinated fundraising to build a well for a village in India, raising \$1300 through car-washes, chocolate drives and donations.

Despite the pressures of VCE study, this year Matthew is continuing his work to raise both money and awareness for a number of overseas projects. As College Captain of Donvale Christian College, Matthew works with other members of the Student Representative Council to decide which causes the school will support. This year he will be raising money for projects run through Transformation, Empowerment, Advocacy, Relief (an Australian aid organisation) and for a hospital in Africa that helps women who have suffered injuries as a result of childbirth.

Matthew also supports individual local causes such as raising money for the family of a fellow student whose mother was diagnosed with cancer.

Matthew's school leadership roles are not limited to fundraising – he is always busy with activities such as organising the junior secondary social, arranging and speaking at assemblies and being a Peer Support Leader to help Year 7 students settle in to secondary school.



Matthew also supports children and young people at his local church, St Alfred's in Blackburn North. He organises activities as a member of the leadership team for the youth group and has previously led a group for boys in Years 2 to 6.

Sport is another passion for Matthew, who hopes to study physiotherapy or sports science when he leaves school. He is captain of the college hockey team and plays basketball and mixed netball in local competitions.

To meet the demands of his school and community activities, Matthew structured his VCE so he was able to complete two Year 12 subjects in Year 11, and therefore focus on fewer subjects in Year 12. He also uses his time wisely. 'I get as much work done as I can in school and use my spare periods for studying. There is still time for my other activities when I get home'.

Whatever the future holds for Matthew, he knows he will continue to serve others and his community. 'It's what my faith drives me to do.'

WHERE TO NOW

Evaluation

In previous years the VCAA has conducted formal surveys of the *Where To Now?* publication. This year teachers are invited to give their opinions and suggestions in a more informal manner by sending a letter, email or fax with feedback, ideas and suggestions. Feedback may address the following questions.

- ❖ How would you evaluate the amount of information in this publication – too much, too little or just right?
- ❖ If you were producing this book, what would you do differently and what would you keep the same?
- ❖ What suggestions can you make to the VCAA to assist them in conveying this information to students and their parents?
- ❖ Do you find the student profiles to be useful? Do they serve a worthwhile purpose in the publication? Do you have suggestions or comments about them?
- ❖ Do you use the VCE/VCAL planners (pages 12 and 13 of 2007 edition) with your students?
- ❖ What other feedback can you give the VCAA on this book?



Thank you for participating in this evaluation process. Please note the following for sending responses.

Please mark responses (fax, letter or email) as: *Where To Now?* feedback

Post: Information Services, VCAA
41 St Andrews Place
East Melbourne, Vic 3002

Fax: (03) 9651 4550

Email: vcaa@edumail.vic.gov.au

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The VCAA Bulletin is also available online at: www.vcaa.vic.edu.au

Victorian schools only may photocopy this publication for use by teachers and students.

The VCAA does not endorse the products or services of any external organisation's notices published in the VCAA Bulletin.

Subscription to the VCAA Bulletin

A subscription form for the VCAA Bulletin is available on the VCAA website:

www.vcaa.vic.edu.au/correspondence/bulletins/bullsubscription.html or contact the VCAA on (03) 9651 4326.

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