

Supplements to this issue

1. VCE 2007 Drama and Theatre Studies performance examinations



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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Margaret Schofield Memorial Scholarship for VCE Music students

Last year the VCAA coordinated a new music scholarship on behalf of the trustees of the Margaret Schofield Memorial Trust. This scholarship is awarded to students from government schools who have demonstrated a commitment to music performance in recent years and who have been offered a tertiary place in a music course. This year two students were chosen by the selection panel which comprises representatives of the VCAA, the Department of Education (DoE) and the trustees.

Stephanie Mueller from Leongatha Secondary College is now studying for a Bachelor of Music degree at the University of Melbourne. Stephanie is a trumpeter who has represented her school in both sport and music over the years.

Anna Orzech has been a student at both the Victorian College of the Arts Secondary School and University High School. Anna also won a scholarship to continue her studies in cello at the Victorian College of the Arts.

Margaret Schofield passed away in 2004 after a long career as pianist, teacher and accompanist. In 1988 she was awarded the Order of Australia Medal for her services to music and the community.

She left several generous music scholarships, including this one for a promising young VCE student from a government school.

A ceremony took place at the VCAA on Friday 2 March where Chair, Professor Peter McPhee and trustees Drs Fiona and Andrew Cochrane presented the awards. The two students demonstrated their musical talents and entertained the audience of school and family representatives, VCAA and DoE staff.

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Left to right: Anna Orzech, Stephanie Mueller, Dr Andrew Cochrane, Prof. Peter McPhee, Dr Fiona Cochrane.

Important administrative dates

Full details of dates appear in Supplement 1 to the March 2007 VCAA Bulletin VCE, VCAL and VET No. 46.

V = VASS critical date

2007	
Monday 16 April	Start of Term 2.
Monday 23 April	School Coursework Audit Notification (SCAN) identifying student coursework required for VCE Unit 3 received in schools.
Monday 30 April	ENROLMENT 2
V	After this date, VASS will not allow schools to: <ul style="list-style-type: none"> enter or withdraw enrolments for VCE Units 3 and 4 sequences enter or withdraw enrolments for Units of Competence/ modules for VCE VET scored Units 3 and 4 sequences enter or withdraw Year 12 IB students for the General Achievement Test (GAT) enter returning Interrupted Studies students. Partnership details must be entered on VASS for VCE Unit 3 and VCE Units 3/4 coursework.
Tuesday 1 May	First-round invoices for full-fee-paying overseas students sent to schools.
Week beginning Monday 14 May	June examination centres available on VASS. Special Examination Arrangements available on VASS.
Friday 25 May	Final day for lodging entry forms for VCAA Plain English Speaking Award.
Monday 28 May	SIEG 1
V	After this date VASS will not allow the entry of: <ul style="list-style-type: none"> Indicative Grades for June examinations.
Tuesday 12 June to Thursday 14 June	June written examination: Tuesday 12 and Wednesday 13. GAT: Thursday 14 June.
Monday 18 June	SIAR 1 scores for VCE Studio Arts School-assessed Task 1.
V	After this date VASS will not allow SIAR 1 results to be entered.
Friday 22 June	Applications for exemption from the GAT due at VCAA.
Monday 25 June	ENROLMENT 3
V	This data should contain 2007 VCE, VET and VCAL enrolment data that is known and available to schools. After this date VASS will not allow schools to withdraw student enrolments from VCE Unit 4.
Friday 29 June	End of Term 2.
Monday 16 July	Start of Term 3. School-assessed Task 1 results from SIAR 1 that are required for review available through VASS.
Friday 20 July	Final day for schools to lodge the following applications for examinations held in October/ November: <ul style="list-style-type: none"> requests for new or combined examination centres and for students to sit at centres other than home schools requests for students to present for examinations outside Victoria timetable clashes earlier starting time approval of hiring fees for sites in the community used by two or more schools.

CEO's column



Term 2 is typically a time when the vast array of events and activities associated with the senior school years are on display. Schools and students get fully involved in their studies and many extracurricular opportunities. I trust that we are all able to realise the potential that our senior courses provide across the range of VCE VET and VCAL programs. The continuing Season of Excellence exhibitions are examples of this in action.

Plain English Speaking Award

Term 2 also means that the VCAA Plain English Speaking Award is not far away. I would particularly like to invite teachers who have not been involved to encourage their students to participate in the regional finals in June.

The Plain English Speaking Award competition is a great opportunity for your students to hear, see and learn from other young people of their own age who are keen to develop their communication skills.

Your interest and encouragement as a teacher is critical to your students' growing ability to express a substantiated viewpoint persuasively and with confidence. See what this Award can offer your students.

VCAL Consumer Challenge

VCAL providers will be aware of the *VCAL Consumer Stuff Challenge* Competition conducted by the Consumer Affairs Victoria. It is a great opportunity for VCAL providers across the state to improve their students' consumer and financial literacy skills.

This month, on 24 April many VCAL students will be taking part in a semifinal workshop at Telstra Dome.

During the day, students identify features within the retail environment of Spencer St; complete a 'consumer passport' based on their learning experiences during the day and take part in consumer related dramatic performances.

The *VCAL Consumer Stuff Challenge* Competition information can be found at www.consumer.vic.gov.au/consumerstuff

VCAL Achievement Award

We celebrate the achievement of 2006 VCAL students, providers and industry partners on 26 April at the Arts Centre. The Minister will be presenting awards to students from all levels of VCAL. It is extremely important that we acknowledge and reward exemplary performance in VCAL and take the opportunity to reflect the deep partnerships that are being created at local level all around the state. The continuing growth in enrolment in VCAL is testament to the value of this pathway for many young Victorians.

General Achievement Test Discussion Paper

Monash University and the Victorian Tertiary Admissions Centre (VTAC) have produced a discussion paper on the possible use of the General Achievement Test (GAT) as additional evidence for considering applicants for tertiary courses as part of the middle band selection processes.

While the VCAA has no direct involvement in this proposal, I would urge school communities to respond with their views by the 27 April deadline. Copies of the proposal can be found on the VTAC website at www.vtac.edu.au

John Firth
Chief Executive Officer
April 2007

VCE Examinations

Auslan examination date

Erratum

Auslan teachers are advised that the 2007 Auslan examination will be held on **Wednesday 31 October** not 24 October.

Classical Greek and Classical Hebrew examinations

Errata

Teachers and students of Classical Greek and Classical Hebrew are asked to note that the examination duration published on page 3 of Supplement 2 to the March 2007 VCAA Bulletin VCE, VCAL and VET No. 46, should read **3 hours**. Students of these studies will have 3 hours writing time plus 5 minutes reading time.

2007 LOTE Oral assessors

Requirements and training schedules

Assessors for the 2007 LOTE oral examinations are required to attend a compulsory full day training meeting as a prerequisite for assessing. Only those who receive notification of their appointment as an assessor prior to the dates below are eligible to attend training meetings.

No restrictions apply to expressing interest in assessing more than one language. No preferences will be assumed in making appointments.

Suitably qualified people are encouraged to lodge an Expression of Interest online at www.ssms.vic.edu.au

For assistance, contact the SSMS Help Desk on (03) 9651 4581 or email vcaa.assessment.administration@edumail.vic.gov.au

Training meetings will take place on the following dates. Assessors will receive notification of the venue for training with their letter of appointment.

Sunday 16 September

Chinese First Language, Indonesian First Language, Japanese First Language, Korean First Language

Sunday 23 September

Albanian, Arabic, Armenian, Bosnian, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Swedish, Tamil, Turkish, Ukrainian, Yiddish

Sunday 30 September

French, Greek, Italian, Korean Second Language, Spanish, Vietnamese

Sunday 7 October

Chinese Second Language, Chinese Second Language Advanced, German, Indonesian Second Language, Japanese Second Language

LOTE Oral examinations

Use of electronic devices

Teachers and students are advised that electronic devices are not permitted in any LOTE oral examination. This regulation applies to an object taken into the examination to support the Discussion (Section 2) as well as the use of Microsoft PowerPoint presentations.

Enquiries about the regulation should be addressed to the VCE Examinations Unit: Jennie Oldfield (03) 9651 4670 or email oldfield.jennie.o@edumail.vic.gov.au or Joanne Reidy (03) 9651 4469 or email reidy.joanne.m@edumail.vic.gov.au

Mathematics examinations: Use of bound references

The *Mathematics VCE Study Design* accredited for the period 2006–2009 allows students to take a bound reference into designated Mathematics examinations. The table below summarises the examinations into which the bound reference may be taken. The information relating to the examinations into which a bound reference may be taken is unchanged from that delivered in 2006.

Study	Examination 1	Examination 2
Further Mathematics	Bound reference as described	Bound reference as described
Mathematical Methods	None	Bound reference as described
Mathematical Methods (CAS)	None	Bound reference as described
Specialist Mathematics	None	Bound reference as described

In VCAA Bulletins No. 32 November 2005 and No. 35 March 2006 the VCAA published advice pertaining to this reference material. The VCAA also published this advice in Memo 83/2006 dated 5 September 2006.

In light of feedback from teachers and school personnel there have been some minor amendments to the conditions relating to the use of the bound reference. This document replaces all the previous documentation relating to a bound reference in Mathematics examinations.

Principles

Four principles have been applied in determining the nature and scope of the materials that constitute the bound reference.

- The use of the bound reference should be managed and invigilated without undue difficulty.
- The physical form and size of the bound reference should mean that it can be practicably and conveniently used within existing examination conditions and without hindrance to other students.
- There should be flexibility for students to develop and use the bound reference that effectively supports their own practices in working mathematically.
- In an examination, the potential for a breach of rules due to the unauthorised possession of loose pages or part pages should be minimised.

The actual specifications regarding the construction of the bound reference have changed slightly. The changed specification is noted with an asterisk*.

Specifications for bound reference

- The bound reference must be in book format of A4 size or smaller when closed.
- It must have a single horizontal or vertical spine.
- Pages must be permanently bound and securely attached to the spine.
- The number of pages is not specified.
- The bound reference may be:
 - a textbook
 - a securely bound lecture pad
 - a permanently bound student-constructed set of notes without foldouts
 - an exercise book with cloth, glue or staple binding.

Students are allowed to

- annotate the material
- design their own written index
- fold pages
- cut page corners
- colour code pages
- insert dividers into their own sets of notes
- firmly attach (e.g. by glue, adhesive tape or staples) additional material to pages in the bound reference*

The following are prohibited:

- pages or parts of pages which can be detached from the bound reference during the examination
- fold-outs, maps or brochure style components
- removable tabs, post it notes or other items designed to be detached
- forms of collation/ binding that are designed to be non-permanent, these include:
 - ring-binder folders
 - plastic A4 slips (permanent or removable) into which pages may be inserted or removed
 - manila and similar folders with clip, clamp, slide and metal prong style binding of loose-leaf material
 - glued lecture pads
 - bound books that have perforations designed so as to allow pages to be detached.

If one or more pages can be or are detached from the rest of the bound reference, for whatever reason, or if the bound reference does not comply with the specifications above, the entire bound reference will be removed by the supervisor for the duration of the examination and the incident will be reported as a breach of rules.

For further information please contact Kris Allen on (03) 9651 4343 or email allen.kris.m@edumail.vic.gov.au

This includes material for the following studies:

Accounting, Dance, Design and Technology, Drama, IT Applications, Software Development, Systems Engineering, Theatre Studies, VET Financial Services, ICA05 VET Information Technology and VET Laboratory Skills.

2007 VCE Performance examinations

Assessor training meetings

Training meetings for assessors of VCE Dance, VCE Music Solo and Group, VCE VET Dance, VCE VET Music, VCE Drama Solo and VCE Theatre Studies Monologue performance examinations will take place on the dates published below. Assessors are reminded that attendance at the training session is a prerequisite for assessing. Assessors will be notified of training meeting venues at the time of appointment. Suitably qualified people are encouraged to lodge an expression of interest at www.ssms.vic.edu.au

VCE VET Dance

Sunday 19 August 10.00 am – 1.30 pm

VCE Dance

Sunday 16 September 9.45 am – 4.00 pm

VCE Music Group performance

Sunday 16 September 1.00–4.30 pm

VCE VET Music

Thursday 30 August 5.00–8.30 pm

VCE Music Solo performance

New Assessors briefing: Monday 30 July 6.00–9.00 pm
All Assessors: Friday 14 September 9.00 am – 3.15 pm
OR Saturday 15 September 10.45 am – 5.00 pm

Interested people wanting further information about being an assessor for these studies should contact Marion White on (03) 96514476 or email white.marion.g@edumail.vic.gov.au

VCE Theatre Studies Monologue

Saturday 15 September 9.00 am – 4.00 pm

VCE Drama Solo

Sunday 16 September
New Assessors briefing: 9.00–10.00 am
All Assessors: 10.00 am – 4.00 pm

Interested people wanting further information about being an assessor for these studies should contact Kris Allen on (03) 9651 4343 or email allen.kris.m@edumail.vic.gov.au

Examination specifications and sample materials

Examination specifications and sample materials for all new and reaccredited VCE studies and VCE VET programs are now available online from the relevant examination study page on the VCAA website www.vcaa.vic.edu.au/vce/exams/examsassessreports.html

Student Records and Results

Importance of students sitting the General Achievement Test (GAT)

It is VCAA policy that all students enrolled in a VCE Unit 3 and 4 sequence, including students whose only Unit 3 and 4 enrolment is one or more VCE VET scored sequences, are required to sit the General Achievement Test (GAT). Although the GAT does not count directly towards satisfactory completion of the VCE or VCAL, it plays a very important part in final assessments of VCE studies. The GAT is used to ensure that students' final results in VCE studies are as fair and accurate as possible.

GAT results are used to check that examinations, School-assessed Tasks (SATs) and School-assessed Coursework (SACs) have been accurately and fairly marked.

If the student is ill, has an accident, or experiences severe personal hardship at the time of an examination, they may apply for a Derived Examination Score (DES). GAT results can contribute to the calculation of the DES.

The GAT is used in these ways because GAT results are a good predictor of achievement in VCE studies. If a student has done well on the GAT, then they are likely to do equally well on their school assessments and examinations.

Adult students

The VCAA recognises that adult students who are in employment may have difficulty attending an examination centre to sit the GAT. The VCAA preferred position is that adult students should make every effort to sit the GAT but there is provision for an exemption to be granted if the student's employment situation makes attendance at the examination centre difficult. In cases where employment demands will prevent an adult student from attending the examination centre an application for exemption should be forwarded to the Student Records and Results Unit. All adult students, whether employed or not, are encouraged to sit the GAT in the interest of quality assurance on their final results.

Telephone enquiries on exemptions from the GAT can be directed to the Student Records and Results Unit on (03) 9651 4402 or 1800 653 045.

Students enrolled in VCAL

Students who have indicated their primary purpose of study as 'VCAL' are not required to sit the GAT, although they are strongly encouraged to do so.

The 'unauthorised absence' from the GAT statement will not appear on the VCAL students' Statement of Results if they choose not to sit the GAT.

Extension Studies – Equivalent National Tertiary Entrance Rank (ENTER) increment

The Extension Studies program is designed for high achieving VCE students.

For a university study to be included in the Extension Studies Program it has to be deemed to be an extension of a VCE study. In most cases this VCE study (comprising Units 3 and 4) is known as the preparatory study and the student has to either:

- have satisfactorily completed this study in a previous year; or
- be enrolled in the preparatory study concurrently with the extension study.

In addition, some university studies have other prerequisite requirements which the student must meet.

Schools wishing to participate in the Extension Studies Program have the responsibility of ascertaining from the university the prerequisite and preparatory study requirements for a student enrolling in an extension study.

It is important that students are made aware that if they withdraw from or fail to satisfactorily complete a prerequisite or preparatory study they will not be eligible for an extension study increment in their ENTER calculation, regardless of their performance in the university study.

VCE and VCAL Administrative Handbook 2007

Evaluation

Purpose

Each year the VCAA produces the VCE and VCAL Administrative Handbook. This publication is designed as the primary resource for school administrators. The 2007 handbook underwent significant structural changes. The changes were initiated to:

- improve accessibility to information for all users
- group the information in a more logical and meaningful way
- ensure headings and sub-headings accurately reflect the subsequent information
- ensure flow of information is more effective
- improve the index
- ensure removal of redundant information
- ensure removal of repeated information
- encompass a more uniform arrangement of the text.

How you can help us

The VCAA is interested in obtaining reliable and **informative** feedback from school personnel with the aim of further improving the VCE and VCAL Administrative Handbook in the 2008 edition. Production of this edition will commence shortly and your opinions about the current structure would be gratefully received. A short evaluation survey is published on page 14.

VCE Review

Review of VCE Physics 2007

The VCAA would like to thank the many teachers who expressed interest in nominating for membership of the VCE Physics Review Panel. When determining the membership of the review panels, the VCAA takes into account the overall representation of teachers, industry, training and university sectors, gender balance as well as rural and regional representation. Panel members are appointed by the VCAA in their capacity as individuals to make expert contributions to the work of the panel for the duration of the review.

In the initial stage, the review panel analyses 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 the VCE Physics Review Panel together with the *VCAA Principles, Guidelines and Procedures for Review of VCE Studies* (Supplement 1 to the March 2003 VCE Bulletin, No. 186) and current membership of the review panel are available from the VCAA website. To access this information please go to www.vcaa.vic.edu.au/vce/studies/physics/physicsindex.html

Enquiries about the review of Physics should be directed to Ms Maria James on (03) 9651 4655 or email james.maria.m@edumail.vic.gov.au

VCE VET

VCE VET Dance

The revised VCE VET Dance program drawn from the recently accredited 21764VIC Certificate II in Dance will be available in 2008. Students who commenced the current VCE VET Dance program in 2007 drawn from 21078VIC

Certificate II in Dance, will be able to complete this qualification in 2008 under the arrangements outlined in the VCE VET Dance program booklet published in September 2000.

The revised *VCE VET Dance* program booklet will be available in hard copy and from the VCAA website during Term 3.

Victorian accredited curriculum documents

All Victorian accredited curriculum documents can now be downloaded for free from the Training Support Network (TSN).

Go to <http://trainingsupport.otte.vic.gov.au/default.cfm> and select Curriculum Documents on the left side of the screen.

At the Curriculum Documents Search Facility, searches can be made on course names, state codes, national codes and keywords.

Temporary staff changes

Curriculum Manager Science

Ann Osman, currently one of the two curriculum managers for Science, has been seconded to the VCAA Examinations Unit from 26 April until 14 July 2007. This has necessitated the following short-term staffing arrangements:

All queries regarding VCE Biology curriculum should be directed to Anne Semple:

Tel: (03) 9651 4512

All queries regarding VCE Psychology curriculum should be directed to Nerida Matthews:

Tel: (03) 9651 4444

Email: matthews.nerida.a@edumail.vic.gov.au

All enquiries regarding P-10 Science should be directed to Maria James:

Tel: (03) 9651 4655

Email: james.maria.m@edumail.vic.gov.au

VCE Biology

Frequently asked questions

1. What do my students need to know about apoptosis?

Apoptosis is included as part of cell reproduction in Unit 4 Area of Study 1 (fourth bullet point) and should be embedded in teaching and learning plans for Unit 4. Apoptosis can be defined as 'genetically programmed cell death'. Many forms of damage can trigger cell death. Healthy cells may also undergo apoptosis if they are no longer required by the organism. Initiation of apoptosis may come either from within or outside the cell that is to die.

Cells undergoing apoptosis exhibit changes very different from those of cells dying from necrosis, reflecting its controlled nature.

During apoptosis, cell components can be collected and reused to construct new cells that replace the aged or damaged cells. In most cells, enzymes cut DNA into unequal pieces. This DNA degradation may have evolved as a defence against viruses that attempt to establish residence within cells. Chemicals released from dying cells then induce surrounding cells to collect and re-use the debris. Apoptosis eliminates damaged cells without releasing dangerous molecules like proteases and glutamate that might harm neighbouring cells.

Huge numbers of cells die by apoptosis during the life of a human. In a year this is probably equal to the body weight of the individual.

Apoptosis is an essential process in the construction of several organs and tissues. A foetal human hand (or foot), that initially looks like a mitten is converted into a hand (or foot) by the death of cells between the developing digits. Human skin cells constantly die, flatten and slough off to maintain the dry, waterproof outer body covering.

Teachers may also choose to use apoptosis as an example of signalling molecules and signal transduction in Unit 3 Area of Study 2. Apoptosis (programmed cell death) can be signalled by the nuclei in normally functioning plant and animal cells when age or state of cell health and condition dictates.

2. Do my students need know and use the term hominin as well as hominid?

When studying hominid evolution (eighth bullet point page 28 study design) students will encounter the term *hominin* and when answering relevant questions on Examination 2 will be expected to be familiar with and use both terms correctly as outlined below. The taxonomic family Hominidae refers to the great apes (chimpanzees, gorillas and orangutans) and includes humans.

Hominin refers to modern and extinct humans and their erect-walking ancestors including, for example, *Australopithecus*, *Kenyanthropus* and *Homo* genera. Under some older taxonomic classifications, hominin is used instead of hominid to refer to humans and humanlike ancestors and to describe the early humans now called Hominins. When the classification system changed to include apes in the human

lineage (Hominidae), the term Hominid came to include apes and humans. The term Hominin is used today, when talking about the human lineage and its ancestors. These changes in taxonomy have arisen from fossil, biochemical and genetic data. For further information: www.amoline.net.au/human_evolution/about.htm

3. Is *Paranthropus* a separate genus of hominids?

Yes, *Paranthropus* is now considered a separate genus of the family Hominidae. It encompasses what used to be robust Australopithecines but now deemed to be different enough to have their own genus. For example, what used to be called *Australopithecus boisei* is now *Paranthropus boisei*.

VCE Chemistry

Units 3 and 4: 2008–2011 Frequently asked questions

1. Do students need to understand how the specified instruments of analysis work? (Unit 3 Area of Study 1)

The focus of the study of instruments is on the principles and applications and the interpretation of data not what is inside the box. Students need to understand when and why a particular instrument or combination of instruments is used, what the data from the instrument looks like and how this data is interpreted, and reliability/limitations of the data. This knowledge and understanding would assist the students to demonstrate the outcome for this area of study.

2. Does NMR include proton and Carbon 13 NMR?

Yes, both are included. Students would be expected to know what position of shift means and how this appears on a spectrum, identify the number of peaks in a spectrum and that in proton NMR peak height can also be used to identify which chemical is present.

Knowledge of spin-spin coupling theory is not required.

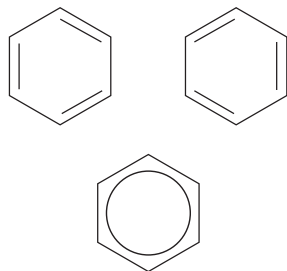
3. What should my students know about the applications of DNA to forensic analysis?

The size of a DNA sample is often so small that meaningful analysis is only possible after further treatment. This process is known as PCR Polymerase Chain Reaction. DNA is 'chopped' into charged fragments by enzyme hydrolysis. The negatively charged fragments move towards the positively charged plate, with the smaller ones migrating faster/further. As the size of the fragments increases so does the migration and separation. The separation is then recorded (e.g. in gels). The samples then can be analysed by comparing the unknown with known or standard.

4. What do students need to know about benzene?

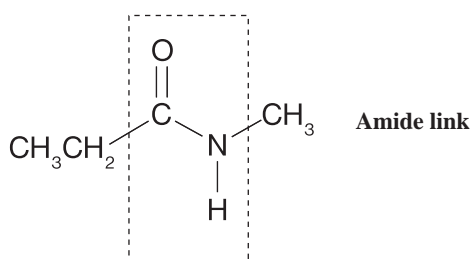
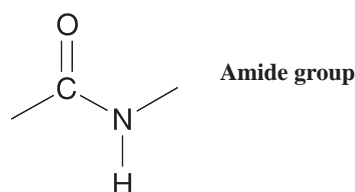
When studying the production of aspirin from salicylic acid students will need to recognise the benzene ring and that it can be drawn showing the three double bonds in different positions

or with a circle with the ring. Students will need to recognise that benzene does not readily undergo addition reactions (like alkenes).



5. What do students need to know about amide groups?

Students will need to recognise that the amide group exists and is found in many biomolecules. Amide linkages are often found in proteins as a result of condensation polymerisation reaction between a carboxylic acid and an amine.



6. What do students need to know about proteins as markers for disease?

Students need to understand that proteins are very large molecules with different functional groups, and contain primary, secondary and tertiary structures. Proteins also have diverse functions within the body and as such their absence or over supply or lack of activity can indicate the presence of disease. The presence and behaviour of particular functional groups within proteins could be used to check for the presence of diseases.

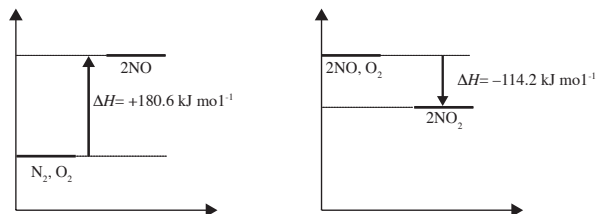
7. Do students need to be able identify and explain the role of functional groups?

Students will be expected to draw and name the functional groups as specified in the study design (pages 21–22) and to identify their presence in molecules. With this knowledge students would then be able to explain why particular molecules undergo addition, substitution, oxidation, esterification, condensation and polymerisation reactions.

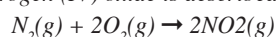
8. In Unit 4 Area of Study 2 do students need to know how to use energy profiles?

Students could be provided with the energy profiles for two of three listed reactions and asked to deduce the energy profile for the third reaction.

For example



The reaction between nitrogen and oxygen gases to form nitrogen (IV) oxide is described by the equation



Use the information provided in the following energy profiles to deduce ΔH for this reaction.

Chemistry Study Design Units 3–4: 2008–2011

Errata

Unit 3 Area of Study 1

Key knowledge bullet point 6, page 21, now reads:

- principles and applications of spectroscopic techniques **and interpretation** of qualitative and quantitative data from atomic absorption spectroscopy (AAS), infrared spectroscopy (IR), mass spectroscopy, nuclear magnetic resonance **spectroscopy** (NMR), and visible and ultraviolet spectroscopy (visible-UV)

Unit 3 Area of Study 2

Key knowledge bullet point 3 should read **esterification** not esterfication.

VCE Dance

Unit 4 Prescribed list of dance works

Erratum

Please note that in VCE Dance Units 3 and 4 Prescribed List 2007 published as Memo 101/2006 17 October 2006 and available on the VCAA website <www.vcaa.vic.gov.au>, under the list of works for Unit 4 Outcome 1, the correct video publication for 'Steps in the Street' by Martha Graham is **Five Dances by Martha Graham** not 3 by Martha Graham.

The performances on *Five Dances by Martha Graham* are by the Martha Graham Dance Company and were filmed in 1991 at the Palais Garnier, Paris. The video is released by Phillips Classics Productions, copyright 1995.

VCE English/ESL

Errata

Text List 2 – 2008–2009

The director of Omagh is **Pete Travis**, not Peter Weir as listed in Supplement 1 to the VCAA Bulletin VCE, VCAL and VET No. 45, page 4.

VCE English/ESL Study Design

Units 1 and 2 2007–2011

Teachers are advised that on pages 15 and 20 for Area of Study 2: Creating and Presenting, the fourth bullet point under Key Knowledge should read:

- strategies for planning and revising **texts** for coherence of form, language, structure, audience and context

Unit 3 2008–2011

The description of Outcome 2 on page 28 should read:

- ... and analyse **in writing** their decisions about form, purpose, language, audience and context.

VCE Health and Human Development

The VCAA wishes to advise schools that the documents *Recommended Dietary Intakes for use in Australia* and *the Dietary Guidelines for Older Australians* have recently been rescinded by the National Health and Medical Research Council (NHMRC). These two documents are referred to in the *VCE Health and Human Development Study Design*.

1. The *Recommended Dietary Intakes for use in Australia* is referred to in the key knowledge of Unit 3 Area of Study 1 Understanding Australia's Health:
 - the measurement of nutritional status of Australians based on measures such as food consumption and nutrient surveys, Recommended Dietary Intakes (RDI), and Body Mass Index (BMI).

In relation to the *Recommended Dietary Intakes for use in Australia* the VCAA recommends that for **2007, schools should continue** to use this document for the purpose of addressing the key knowledge in Unit 3 Area of Study 1. The NHMRC has developed a new replacement document titled *Nutrient Reference Values Incorporating Recommended Dietary Intakes*. The replacement document will not be drawn upon for examination purposes in 2007. The VCAA will develop and provide advice to schools relating to the aspects of the new document that are relevant for study as part of VCE Health and Human Development. This advice will take effect for 2008 and be communicated to schools in the November edition of the VCAA Bulletin VCE, VCAL and VET.

2. The *Dietary Guidelines for Older Australians* are referred to in the key knowledge of Unit 3 Area of Study 2 Promoting Health in Australia:

- the role of governments in promoting healthy eating, through ... Dietary Guidelines across the lifespan.

In relation to the *Dietary Guidelines for Older Australians* the VCAA advises that for Unit 3 Area of Study 2, schools should study the Dietary Guidelines that are currently endorsed by the NHMRC, that is the *Dietary Guidelines for Australian Adults* and the *Dietary Guidelines for Children and Adolescents including the Infant Feeding Guidelines*. Schools are **not** required to study the rescinded *Dietary Guidelines for Older Australians*.

VCE Literature

Assessment Handbook

Unit 4 2006–2011

Teachers are advised that descriptors for Outcome 1 on page 20 of the print version of the *Literature Assessment Handbook*, and pages 21–22 of the online version available at <www.vcaa.vic.edu.au/vce/studies/literature/literaturehb.doc> have been replaced with separate descriptors for the two tasks comprising the outcome.

Literature examination assessment descriptors

The descriptors used for assessing the Literature examination have been included on pages 23–24 at the end of Section 2 of the *Literature Assessment Handbook*, immediately following the Examination Assessment criteria.

The handbook is available on the VCAA website at www.vcaa.vic.edu.au/vce/studies/literature/literaturehb.doc

VCE Mathematics

Further Mathematics Units 3 and 4

Networks and decision mathematics

Adjacency matrices provide a representation of graphs (networks) that specifies the number of edge connections between vertices. The *VCE Mathematics Study Design* (p. 125) states that in an adjacency matrix a loop counts as one edge. An adjacency matrix records the number of edges connecting one vertex to another and a loop is regarded as a single edge that connects a vertex to itself. Thus, when an adjacency matrix is constructed, loops are recorded as one edge. For example, with respect to the graph shown in Figure 1:

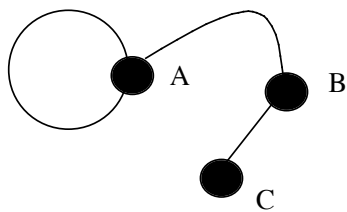


Figure 1

the corresponding adjacency matrix is where:

$$\begin{matrix} & \begin{matrix} A & B & C \end{matrix} \\ \begin{matrix} A \\ B \\ C \end{matrix} & \begin{pmatrix} 1 & 1 & 0 \\ 1 & 0 & 1 \\ 0 & 1 & 0 \end{pmatrix} \end{matrix}$$

- there is a single edge (loop) connecting vertex A to itself, which counts as one edge in the corresponding adjacency matrix
- there is a single edge connecting vertex A to vertex B, which counts as one edge in the corresponding adjacency matrix
- there is no edge connecting vertex A to vertex C, which counts as zero edges in the corresponding adjacency matrix.

The **degree** of a vertex is given by the number of edges that are incident to the vertex. With respect to **incidence**, to preserve the relationship that a graph has an eulerian path if there are exactly two vertices of odd degree and an eulerian circuit if there are no vertices of odd degree (that is all vertices are of even degree), a loop is regarded as having two endpoints. A loop therefore contributes two to the degree of a vertex. For example, with respect to the graph shown in Figure 2:

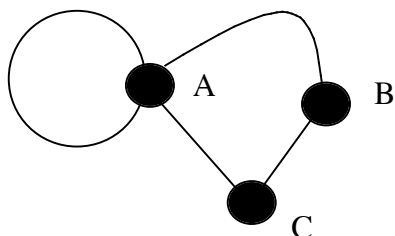


Figure 2

- the edge connecting vertex A to vertex B has an endpoint at vertex A and counts as one with respect to the number of incident edges at this vertex
- the edge connecting vertex A to vertex C has an endpoint at vertex A and counts as one with respect to the number of incident edges at this vertex
- the edge (loop) connecting vertex A to vertex A has two endpoints at A and counts as two with respect to the number of incident edges at this vertex thus the degree of vertex A is four.

It should be noted that a loop is regarded differently in these two contexts, as it is being considered for a distinct purpose in each case – *connectedness* with respect to the graph in Figure 1 and *incidence* with respect to the graph in Figure 2.

Where a graph has an eulerian path or circuit, the addition of any number of loops to a vertex of the graph does not affect the existence of an eulerian path or circuit. Thus, if an eulerian path or circuit exists in a given graph *without* loops, it will also exist in a graph generated from this given graph with any number of added loops. Thus, loops can be ignored for the purpose of determining the existence of an eulerian path or circuit in a graph.

Matrices

Determinants

Students should be familiar with the determinant of a 2×2 matrix A in relation to its inverse matrix A^{-1} and the corresponding condition for the existence of the inverse matrix (having a non-zero determinant) as given in the formula sheet for the examinations:

Module 6: Matrices

determinant of a 2×2 matrix: $A = \begin{pmatrix} a & b \\ c & d \end{pmatrix}$; $\det A = \begin{vmatrix} a & b \\ c & d \end{vmatrix} = ad - bc$

inverse of a 2×2 matrix: $A^{-1} = \frac{1}{\det A} \begin{pmatrix} d & -b \\ -c & a \end{pmatrix}$ where $\det A \neq 0$

While the determinant of a 2×2 matrix can be readily calculated by hand, the determinant of *any* square matrix, including a 2×2 matrix, can be found using technology such as a graphics calculator or CAS.

Checking whether the determinant for the matrix of coefficients, A , of a system of n simultaneous linear equations in n variables (unknowns) expressed in the matrix form $AX = B$ is non-zero or not, enables a decision to be made about if the system has a unique solution or not *before* attempting to apply a solution process.

Students should be familiar with the fact that, for *any* system of n simultaneous linear equations in n variables (unknowns) expressed in the matrix form $AX = B$, a unique solution exists only if the determinant of A is non-zero. That is, if $\det A \neq 0$ then A^{-1} is defined and the matrix inverse method for solving the system of simultaneous linear equations can be applied. For example, to show that the system of simultaneous linear equations:

$$3x + y - z = 2 \quad 2x + 2y - 2z = 0 \quad x + 2y + z = 8$$

has a unique solution, the system can be written as a single matrix equation $AX = B$

$$\begin{pmatrix} 3 & 1 & -1 \\ 2 & 2 & -2 \\ 1 & 2 & 1 \end{pmatrix} \begin{pmatrix} x \\ y \\ z \end{pmatrix} = \begin{pmatrix} 2 \\ 0 \\ 8 \end{pmatrix} \text{ where}$$

$$A = \begin{pmatrix} 3 & 1 & -1 \\ 2 & 2 & -2 \\ 1 & 2 & 1 \end{pmatrix}, \text{ and the determinant of } A \text{ evaluated.}$$

Using a graphics calculator or CAS for the relevant evaluation, $\det A = 12$, which indicates that this system of simultaneous linear equations has a unique solution, since $\det A \neq 0$. The inverse matrix method can now be applied to solve the system of simultaneous linear equations, where $AX = B$ has the solution $X = A^{-1}B$.

Using a graphics calculator or CAS to evaluate the matrix product

$$A^{-1}B \text{ gives } X = \begin{pmatrix} 1 \\ 2 \\ 3 \end{pmatrix} \text{ so}$$

$x = 1$, $y = 2$ and $z = 3$ is the solution to this system of simultaneous linear equations. This solution can be checked by substitution of these values into each of the given linear equations.

Diagrammatic representation of transition matrices

Information from modelling situations where transitions occur between states can be represented using a list of written statements, diagram, table or transition matrix. Students should be familiar with each of these forms of representation and be able to translate between them. A diagrammatic representation of information can be used to move from a written description of a problem situation involving transitions to the corresponding transition matrix, as illustrated in the following example.

Example

Each year a population of migratory birds nest at one of three sites A, B or C on an island. While the birds generally attempt to nest at the same site each year, this does not always happen.

From year to year:

- 85% of birds that nested at Site A the previous year return to Site A
- 5% of birds that nested at Site A the previous year move to Site B
- 10% of birds that nested at Site A the previous year move to Site C
- 80% of birds that nested at Site B the previous year return to Site B
- 15% of birds that nested at Site B the previous year move to Site A
- 5% of birds that nested at Site B the previous year move to Site C
- 90% of birds that nested at Site C the previous year return to Site C
- 5% of birds that nested at Site C the previous year move to Site A
- 5% of birds that nested at Site C the previous year move to Site B

This information can be represented on a diagram as shown in Figure 3:

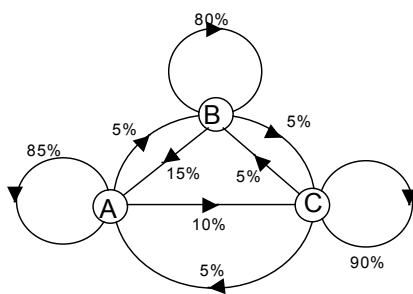


Figure 3

The corresponding transition matrix T can then be filled in from this diagram:

$$T = \begin{matrix} & \begin{matrix} \text{Previous Year} \\ \text{A} & \text{B} & \text{C} \end{matrix} \\ \begin{matrix} \text{A} \\ \text{B} \\ \text{C} \end{matrix} & \begin{pmatrix} 0.85 & 0.15 & 0.05 \\ 0.05 & 0.80 & 0.05 \\ 0.10 & 0.05 & 0.90 \end{pmatrix} \end{matrix} \begin{matrix} \\ \\ \\ \text{Current Year} \end{matrix}$$

VCE Music

Prescribed list of arrangements

Erratum

Teachers should note that in Supplement 2 to the VCAA Bulletin VCE, VCAL and VET No. 44 – ‘2007 VCE Music Group performance Units 3 and 4 Prescribed list of arrangements’, Section A, Ballads, ‘The two of us’ by the Beatles is from *Let it Be*, not *The White Album*.

Solo performance

Prescribed list of notated solo works

Clarification

Teachers should note that in the list of accompanied works prior to the twentieth century for Flute, Handel’s *Sonata in A minor* op.1 no. 4, any 2 movements is published as **Sonata no. 7** in the Peters edition of the Handel flute sonatas. This list is available only from the VCAA website at www.vcaa.vic.gov.au

VCE Theatre Studies

Reminder

Teachers are reminded that a metropolitan season of *Ginger Mick at Gallipoli*, from ‘The Moods of Ginger Mick’ by C J Dennis will be presented by Petty Traffickers at fortyfivedownstairs, 45 Flinders Lane, Melbourne, from 30 April – 13 May 2007. Bookings for this season can be made on (03) 9662 9966.

VCAL update

VCAL Quality Assurance

Memorandum 2/2007 VCAL Quality Assurance was forwarded to all VCAL providers on 24 January, 2007. The memorandum contains important information on the VCAL quality assurance process. The memorandum also lists the following important date:

- **20 April 2007** The Sample Assessment Task Templates must be completed and returned to the VCAL Liaison Teacher in your Department of Education region.

The VCAL Quality Assurance Kit which contains all the details on the process can be found at the VCAA website www.vcaa.vic.edu.au/vcal/index.html

Review of Literacy and Numeracy Skills Units

A Literacy and Numeracy Review panel has been established to review the Literacy Skills Units and the Numeracy Skills Units in 2007. A number of stakeholders are represented including current VCAL Literacy and Numeracy Skills teachers from the government and non-government school sectors as well as Technical and Further Education and the Adult and Community Education sectors.

It is anticipated that the review will be completed in time for implementation in 2008.

VCAL
GENERAL
ADVICE

Notices

Season of Excellence

VCE Media

Screenings and education programs continue in the Top Screen program at the Australian Centre for the Moving Image until 31 March.

All programs being offered in Term 2, including updated content and background on presenters, can be found on the VCE Season of Excellence website. Follow the prompts to Top Screen education programs for details.

The annual panel discussion with the students represented in the program will be held on Friday 4 May following the 6 pm screening.

All bookings to ACMI, telephone (03) 8663 2583 or email screeneducation@acmi.net.au

For all Season events information: www.vcaa.vic.edu.au/seasonofexcellence.html

VCE Performing arts

Top Class Drama and Top Class Theatre Studies take place at the National Theatre on Friday 20 and Saturday 20 April. There is still time to book tickets, telephone (03) 9525 4611. There will also be seats available on the day.

Top Acts opens at 7.30 pm on Friday 8 June at the Arts Centre, Hamer Hall. See outstanding musicians, dancers and actors selected from the ten Top Class concerts in this stunning two-hour concert.

Tickets available at the door or from Ticketmaster, telephone 1300 136 166: \$15 full, \$12 concession, \$10 groups of ten or more, and \$10 The Age VCE subscribers (door sales only).

The Arts Centre Education Program offers a package price of \$20 for a two-hour Drama or Theatre Studies Skills Workshop and a Top Acts ticket.

For workshop program only telephone the Education Hotline on (03) 9281 8582.

For all Season events information: www.vcaa.vic.edu.au/seasonofexcellence.html

VCAA Plain English Speaking Award

Celebrating 30 years of the Plain English Speaking Award in Victoria

The deadline for student entry forms to arrive at the VCAA for the 2007 Plain English Speaking Award is **Friday 25 May**. A copy of the entry form can be found on page 15 of this publication. It is also available on the VCAA website at www.vcaa.vic.edu.au/excellenceawards/plainenglishspeaking/index.html

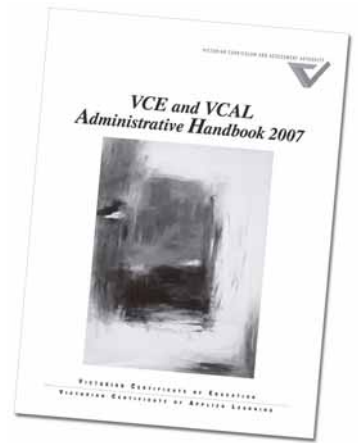
The regional final schedule and all other valuable information are located on that website. Regional finals will take place between Monday 18 June and Thursday 28 June.

The Plain English Speaking Award is open to secondary students who were between 15 and 18 years of age on 1 January of this year.

The Award provides an opportunity for encouraging students to get involved in public speaking as an integral part of the curriculum by supporting learning and assessment in VCE English Effective Oral Communication (Units 1–3), VCAL Literacy (Oral Communication) and VCAL Personal Development Skills. Schools can conduct their own competition and select two students (max.) to go on to the regional finals.

Please do not hesitate to contact the Information Services Unit of the VCAA if you have any queries or if you have trouble downloading information from our website. Contact us on (03) 96514544 or 1800 134 197 or email information.services.vcaa@edumail.vic.gov.au

NOTICES



VCE and VCAL Administrative Handbook 2007 Evaluation

We seek your cooperation in completing the survey below to enable the continual improvement of this resource.

Which of the following categories best describes your position (*Please tick one*)

- School Principal
 School VCE/VCAL/VET Coordinator
 School VASS Coordinator
 School VCE/VCAL/VET teacher
 School Librarian
 TAFE/University staff
 Other (please specify) _____

	<i>(Please circle one)</i>				
	Every day	Once a week	Once a month	Never	
1. I use the VCE and VCAL Administrative Handbook to do my job.	5	4	3	2	1
2. I use the print version.	5	4	3	2	1
3. I use the online version.	5	4	3	2	1
	<i>(Please circle one)</i>				
	Strongly agree	Somewhat agree		Strongly disagree	
4. I prefer the 2007 version of the handbook to previous versions.	5	4	3	2	1
5. The content of the 2007 handbook is easier to find than the 2006 version.	5	4	3	2	1
6. The section headings are more meaningful in the 2007 version.	5	4	3	2	1
7. The information is grouped in a more meaningful manner. For example, <i>PART A Qualifications – Section 1 VCE, Section 2 VCAL.</i>	5	4	3	2	1
8. The 'Other Relevant Information' has been more useful to me.	5	4	3	2	1
9. The re-worked index is more effective in finding the specific information I need.	5	4	3	2	1
10. Please add further comments in this space or list suggestions you have for improvement.					

Thank you for your cooperation.

Please return this by 31 May 2007 to Rebekah Taylor

Student Records and Results Unit, VCAA, 41 St Andrews Place, East Melbourne 3002 OR fax to (03) 9651 4470.





VCAA Plain English Speaking Award – Victoria Entry Form for Regional Finals 2007

VCAA Privacy Statement

We collect and handle your 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.

STUDENT DETAILS (BLOCK LETTERS PLEASE)	ENTRY 1	ENTRY 2
First Name	_____	_____
Family Name	_____	_____
Gender and Year Level	<input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> Yr 10 <input type="checkbox"/> Yr 11 <input type="checkbox"/> Yr 12	<input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> Yr 10 <input type="checkbox"/> Yr 11 <input type="checkbox"/> Yr 12
Date of Birth	(between 15 and 18 yrs on 01/01/07) ____/____/____	(between 15 and 18 yrs on 01/01/07) ____/____/____
Address	_____ _____ _____ Postcode _____	_____ _____ _____ Postcode _____
Phone	Home _____ Mobile _____	Mobile _____
Speech Topic	_____ _____	_____ _____

AUTHORISATION FOR STUDENTS TO PARTICIPATE: (Note: There is a maximum of 2 student entries per school)

Coordinating Teacher (BLOCK LETTERS PLEASE)	Name _____	_____
	Phone _____	Mobile _____
	Email _____	_____
	Signature _____	_____
I have read and agree to the Conditions of Entry for the Award on the VCAA website.	<input type="checkbox"/> Yes _____ Student signature	<input type="checkbox"/> Yes _____ Student signature

SCHOOL DETAILS (BLOCK LETTERS PLEASE)
Name _____
Address _____ _____ _____ Postcode _____
Contacts Phone _____ Fax _____

PREFERRED REGIONAL FINAL VENUE – refer to schedule on website

1st Preference	2nd Preference
----------------	----------------

ENTRY FEE

The fee per school (non-refundable) is \$50.00. Please attach cheque made payable to: **Victorian Curriculum and Assessment Authority**. A tax receipt will be sent. VCAA ABN No. 82 628 957 617. Please note: There is **NO FEE** for **HOST** Schools.

Mail entry form to: Information Services, VCAA, 41 St Andrews Place, East Melbourne 3002

OR Fax to: (03) 9651 4550 (with cheque to follow in the mail)

Telephone enquiries: (03) 9651 4544

ENTRY DEADLINE: FRIDAY 25 MAY 2007

PLEASE GIVE A COPY TO YOUR OFFICE FOR PAYMENT

Distribution

15 February 2007 to 28 March 2007

Memoranda to schools

- 19/2007 re VCE Music Performance – Top Class
VCE Season of Excellence – 2007
- 20/2007 re VCE English and ESL Unit 3 and 4 Text
Survey VCE Literature Units 3 and 4 Text
- 22/2007 re VCE Dance Performance – Top Class
VCE Season of Excellence – 2007
- 23/2007 re Small Group Partnerships Unit 3
Coursework, Unit 3/4 Coursework and
School-assessed Tasks
- 24/2007 re VCE Food and Technology Teacher
Professional Learning at the Melbourne
Museum
- 25/2007 re VCE Design and Technology Teacher
Professional Learning at the Melbourne
Museum
- 26/2007 re SIAR 3 Change of Due Date

Publishing

- March 2007 VCAA Bulletin VCE, VCAL and VET
No. 46
Supplement 1: Important Administrative Dates
Supplement 2: Scored assessment
Supplement 3: VCE studies accredited 1 January
2008: Summary of changes
- VCE Exams Navigator 2007
- VCE study designs: Chinese Second Language/Second
Language Advanced, Philosophy
- VCE VET assessment guides: Financial Services,
Information Technology, Laboratory Skills

Internet

Additions

- March 2007 VCAA Bulletin and supplements
Memoranda to schools
19, 20, 22–26

VCE

- VCE Assessment Reports 2006: Physical Education,
National Politics, Literature, Laboratory Skills,
Portuguese, Portuguese Oral, Hebrew, Hebrew Oral,
Greek Oral, Classical Societies and Cultures, Greek,
French Oral, French, Information Technology,
Specialist Mathematics 2, Mathematical
Methods (CAS) 2, Indonesian Second Language,
Mathematical Methods (CAS) 1, Mathematical
Methods 1, Accounting, Indonesian Second
Language Oral, Financial Services, Polish Oral,
Systems and Technology, Auslan, Auslan Oral
- Chemistry sample assessment tasks
- Examination description and/or criteria: Dance, English/
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- Principals declaration: English/ESL, Chemistry
- Health and Human Development – advice for teachers
- Information Technology – additional resources
- Literature assessment handbook
- VCE Theatre Studies Study Design* erratum and
amendment
- Amendment to 2007 Literature text list
- Study design summary of changes: Philosophy, Chinese
Second Language
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March 2006 to March 2007

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COPY DEADLINES FOR 2007

Issue No. and Month	Date of publication	Copy deadline
No. 48 May	Monday 14 May	Tuesday 24 April
No. 49 June	Tuesday 12 June	Wednesday 23 May
No. 50 July	Monday 16 July	Wednesday 27 June
No. 51 August	Monday 13 August	Wednesday 25 July
No. 52 September	Monday 10 September	Wednesday 22 August
No. 53 October	Monday 8 October	Wednesday 19 September
No. 54 November	Monday 12 November	Wednesday 24 October
No. 55 December	Monday 10 December	Wednesday 21 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. Monthly finalists receive a three-month subscription to the Herald Sun, and in December one overall winner will receive a notepad computer donated by Lenovo Australia and New Zealand Ltd. Students in government, Catholic and independent schools may apply for the award in 2007 by using the application form on the VCAA website (Excellence and Awards > VCE Achiever Award).

Hamilton and Alexandra College VCE student John Wilson admits that his life so far has included a few obstacles, but none big enough to stop him from achieving his goals.

John was diagnosed with a rare blood condition, dyserythropoietic anaemia, at birth, which means that he has to have a blood transfusion every 21 days.

John is determined to advocate on behalf of others with the same or similar conditions. A life member of Thalassaemia Society of Victoria, which represents people affected by haemolytic disorders, John played a major role in a campaign to get a new oral medication included on the Pharmaceutical Benefits Scheme (PBS).

The new medication meant that instead of spending up to 60 hours a week having excess iron removed from their system he and sufferers of other haemolytic disorders would only have to take a few tablets daily.

John was one of three contributors to the government submission to have the medication added to the PBS and appeared in the media campaigning for its inclusion. Following the success of the campaign, a medication which once costs thousands of dollars per month is now accessible to all those who need it.

John's support for people affected by blood disorders has continued. He regularly writes for the Thalassaemia Society newsletter and, as part of National Blood Donor week, he gave a speech to 1000 regular donors and their families to thank them and to explain to them how much of a difference their donations make to the lives of people like him.

John remains dedicated to showing that, with the right treatment and community support, people affected by similar conditions can still lead happy and successful lives. And he leads by example, particularly with his school activities.

This year he has been named School Captain, a role which includes speaking at assemblies, representing the school and leading fundraising efforts for charities and for the school's rebuilding works. He is also involved both on and off-stage with school theatre productions, sings in a male voice choir and has produced a school House magazine.

In December 2006, following months of preparation and training, John was part of a group of students who walked the Kokoda Track, spending five days hiking 66 kilometres.

'It was the cultural experience of a lifetime – not just the hike, which is very challenging, but also living in the traditional villages. I stayed with a family with three kids, who taught me things like boar hunting, climbing coconut trees and tubing down the river.'

Since his return from Kokoda, John, who is also a keen nature photographer, has shared his experience with a flora society in Hamilton and he will also be presenting to the local Rotary Club and other organisations.

With John's extracurricular activities as well as his medical treatment, he has to be organised to cope with the demands of VCE, but is determined that his final year at school should not be limited to studying only.

'It has never even struck me to just be a student. I want to be out doing things – I need to have variety or else I get bored.'

The VCE Achiever Award is not the first award for John – on Australia Day he was awarded the Southern Grampians Shire Young Citizen of the Year for his community efforts.

John is unsure of exactly what he wants to do in the future but is considering a career in business, nursing or outdoor recreation.

And he is not going to let his condition get in his way.

'There's no such thing as the impossible – life is only as hard as you make it.'



VCE Season of Excellence – Top Class Concerts

The two recipients of the Margaret Schofield Memorial scholarships – Anna Orzech and Stephanie Mueller – were among the 64 musicians who performed in Top Class Music on Saturday 3 March.

Each year the VCAA is delighted with the increased number of students and teachers who attend the four music concerts at the Iwaki Auditorium, ABC Studios in Southbank.

Students demonstrated their skills and expertise in playing wind instruments, orchestral strings, classical and contemporary piano and voice – both as soloists and in groups.

On Saturday 17 March 19 young dancers took to the stage at the National Theatre to show what can be achieved in VCE Dance and VET Dance.

At all the Top Class concerts, the comperes are the Chief Assessors for their subjects and they provide the audience with valuable information on the performance examinations.



Stephanie Mueller, Leongatha Secondary College



Anna Orzech, University High School

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