



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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People's Choice Awards for VCE Season of Excellence

The People's Choice prizes were awarded for both the Top Designs and Top Arts exhibitions in June. Thousands of students and members of the public voted for their favourite works during both exhibitions.

The three winners for the Eckersley's People's Choice held in conjunction with Top Designs at Melbourne Museum were awarded to Leah Milich, Catholic College Wodonga who won first prize for 'Kaige' – an alternative fashion magazine she completed for Media; second prize went to Shari De Kretser, Ave Maria College for her Olivia Brickett promotional merchandise completed for Visual Communication and Designs and third prize was awarded to Jessica Lisle, Ballarat Grammar for 'The Weird' – illustrations and book promotion, also completed for Visual Communication and Design.

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Jessica Lisle



Leah Milich accepts first prize from Eckersley's Daniela Scaramuzzino.



Shari De Kretser

Important administrative dates

Full details of dates appear in Supplement 1 to the October 2007 VCAA Bulletin VCE, VCAL and VET No. 53.

V = VASS critical date

2008	
Monday 14 July	<p>Start of Term 3.</p> <p>School-assessed Task 1 results from SIAR 1 that are required for review available through VASS.</p>
Monday 21 July	<p>V</p> <p>ENROLMENT 3</p> <p>This data should contain 2008 VCE, VCAL and VET 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 25 July	<p>Final day for schools to lodge the following applications for examinations held in October/November:</p> <ul style="list-style-type: none"> • approval of hiring fees for sites in the community used by two or more schools • earlier starting time • requests for new or combined examination centres and for students to sit at centres other than home schools • requests for students to sit examinations outside Victoria • timetable clashes.
Monday 28 July	<p>SIAR 2 scores for VCE Unit 3 School-assessed Coursework.</p> <p>After this date VASS will not allow schools to enter SIAR 2 results.</p>
Monday 4 August	<p>June examination results and Studio Arts grades available to schools through VASS.</p>
Wednesday 6 August	<p>VCE Unit 3 School-assessed Coursework audit material due at VCAA.</p> <ul style="list-style-type: none"> • Anomalous grade report will be available through VASS for the June examination.
Monday 11 August	<p>Arts Performance Examination and LOTE oral component examination advice slips available to schools.</p>
Friday 15 August	<p>V</p> <p>Enrolment 4</p> <p>This data should contain 2008 VCE, VCAL and VET 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"> • modify Assessment Plans or RTO details for scored VCE VET programs <p>Partnership details must be entered on VASS for VCE Unit 4 coursework.</p>
Monday 8 September	<p>October/November examination centres available through VASS.</p> <p>Special Examination Arrangements available through VASS.</p>

CEO's column



I trust that after the long second term this year, you and your students were able to have a refreshing break prior to the 'business end' of Term 3. I would like to share some information about this year's General Achievement Test (GAT), more particularly on how we have marked it and what that might foreshadow.

This year 77 517 students sat for the GAT and for the first time it was assessed online. GAT Answer Books were completed by students using pen, then scanned into an online marking system and presented to assessors electronically. Assessors had the choice of assessing either from two marking centres or from home, resulting in an increase in the number of non-metropolitan assessors involved in the project. Initial feedback from assessors on the online marking has been positive and a detailed survey is currently being completed to gain an overall picture of the value of the online marking process together with any expected issues we may have to deal with.

Clearly there is great potential for online marking for the VCE in making the marking process more accessible to teachers and other qualified people throughout the state. It also provides an opportunity to monitor marking rates and levels throughout the process giving us potential quality assurance benefits. There are of course logistical and resource issues to be considered before we could move to large-scale online marking of VCE scripts but this year's GAT marking will give us a lot of invaluable data and comments which will be crucial in determining where we go from here.

We are in the midst of revisions of a number of VCE studies at the moment. We regularly report progress through the VCAA Bulletin and invite feedback through the appropriate pages on our website. Our review groups are now much more aware of the broader picture both nationally and internationally within which we are developing senior secondary curriculum. As we are preparing young people for a global workforce as well as global perspectives as citizens we need to understand the expectations and aspirations that apply internationally at this level. It is crucial for our students that the VCE continues to operate as an internationally recognised credential which students can use to gain access to their next level of study, training or employment. We include some information on our website about students successfully using VCE results to gain entry into European and North American universities (including Cambridge and Oxford) but it is difficult for this to be fully comprehensive. We are seeking to add to this information so that schools, students and their families can be assured of the recognition that the VCE can provide. The range of high quality options available in the VCE is without comparison – it is important to all of us that the value of the VCE for those who earn it is maintained and communicated effectively. We would welcome any examples from schools that we may not be aware of which could add to this information.

A handwritten signature in black ink that reads "John Firth". The signature is written in a cursive, flowing style.

John Firth
Chief Executive Officer
July 2008

VCE Examinations

VCE Examinations periods 2009

The following dates for VCE examination periods in 2009 have been approved. Specific examination timetables will be released when they are available.

June Examinations: Tuesday 9 June – Thursday 11 June (GAT)

October Performance/LOTE Oral Examinations: Monday 5 October – Sunday 1 November

CCAFL Written Examination: Thursday 15 October

November Examinations: Friday 30 October – Friday 20 November

Student Records and Results

Small Group Partnerships 2008

Important Notice

There are some schools that have entered Small Group partnership details on VASS without ensuring that the partnership **approval button** has been **'checked'**.

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

We advise VASS Coordinators to check the approval status of all **registered partnerships**. If the partnerships are valid and require the VCAA's approval, please have the school principal (of each school in the partnership) endorse the 2008 Small group partnership agreement form and fax it in to the Student Records and Results Unit on (03) 9651 4470.

Small Group partnership agreement forms must be completed for each study where a partnership has been formed and must be retained by each school. The partnership agreement form may be copied from the December 2007 VCAA Bulletin VCE, VCAL and VET No. 55, or downloaded from the VCAA website.

Alternatively, if a partnership has been incorrectly entered on VASS, please send a fax requesting the partnership be dissolved and removed from the VCAA database. The fax must be on school letterhead and needs to state all partnership details, including individual school names, the name of the study and the words **'please withdraw from existing partnership'** this must be **endorsed** with the signature of all school principals in the partnership group. The VCAA will amend the database accordingly.

Once the Principal has endorsed either the partnership agreement or the withdrawal notice, please fax to **Student Records and Results Unit** by fax to **(03) 9651 4470, no later than Monday 1 September 2008**.

Any partnerships still requiring approval after this date cannot be considered as valid by the VCAA for the Statistical Moderation Process and as such will not be eligible for the allocated funding and will be removed from the database.

Any enquiries regarding Partnerships should be directed to the **Student Records and Results Unit** by phone to (03) 9651 4402, fax to (03) 9651 4470 or email: student.records@edumail.vic.gov.au

Anomalous Grades Report

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 from 6 August 2008 for the June examinations and 17 December 2008 for the October/November examinations. A detailed explanation of the Anomalous Grades marking process is available from the VASS Help menu.

Errata

VCE and VCAL Administrative Handbook 2008

Appendix 5: Forms for enrolment and withdrawal

The 'Application for Late VCE and VCAL Enrolment Amendments 2008' form on page 198 states 'After Monday 23 June 2008, VASS will not allow schools to: make amendments to VCE Unit 4.'

The sentence should read:

'After **Monday 21 July 2008**, VASS will not allow schools to: make amendments to VCE Unit 4.'

VCE VET

VCE VET program revision

Redevelopment work has commenced on a number of VCE VET programs. These programs will be available for new students commencing in 2009. Program booklets will be published early in Term 4.

Current VCE VET program	Revised VCE VET program information
Business Administration	The revised program will be drawn from BSB07 Business Services Training Package. It will be available for new students in 2009. Continuing students will complete their program under current arrangements. Credit arrangements will be similar to the current program.
Clothing Products	The revised program will be drawn from LMT07 Textiles, Clothing and Footwear Training Package. It will be available for new students in 2009. Continuing students will complete their program under current arrangements. Credit arrangements will be similar to the current program.
Equine Industry	The revised program is due to be accredited by the Victorian Registration and Qualifications Authority (VRQA) shortly. Program redevelopment will commence as soon as this occurs. The revised program will be available for new students in 2009. Continuing students will complete their program under current arrangements.
Hospitality Operations	The revised program will be drawn from SIT07 Tourism, Hospitality and Events Training Package. It will be available for new students in 2009. Continuing students will complete their program under current arrangements. Credit arrangements will be similar to the current program.

Current VCE VET program	Revised VCE VET program information
Multimedia	The revised program will be drawn from CUF07 Screen and Media Training Package. It will be available for new students in 2009. Continuing students will complete their program under current arrangements. Credit arrangements will be similar to the current program.
Retail Operations	The revised program will be drawn from SIR07 Retail Services Training Package. It will be available for new students in 2009. Continuing students will complete their program under current arrangements. Credit arrangements will be similar to the current program.

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VCE VET Sport and Recreation

The Victorian Handball Federation is offering teachers a professional development program for new coaches – Handball Manager. This would be appropriate for either teachers of VCE VET Community Recreation or students undertaking the VCE VET program.

In the program the participants have the opportunity to become skilled coaches in handball in partnership with the Australian Sport Commission. The students will develop the skills to organise a sports session in handball as an Olympic sport with a game sense approach, learn coaching and refereeing skills.

For more details please contact
Andres Olascoaga
Manager of Handball Development
Victorian Handball Federation
Email: ndentertainment@optusnet.com.au
Phone: 0412 160 607

VCE Review

Consultation for VCE Business Management, Classical Societies and Cultures, Texts and Traditions

The proposed drafts of VCE study designs for Business Management, Classical Societies and Cultures, and Texts and Traditions have been approved for consultation with teachers and other key stakeholders. All teachers on the VCAA Consultation Register will have received recently a copy of the consultation draft, a summary of changes and a questionnaire.

Teachers who have not joined the VCAA Consultation Register can access the consultation draft and questionnaire online via the relevant VCE study pages on the VCAA website:

- Business Management: www.vcaa.vic.edu.au/vce/studies/busmngmnt/businessindex.html
- Classical Societies and Cultures: www.vcaa.vic.edu.au/vce/studies/classical/classicalindex.html
- Texts and Traditions: www.vcaa.vic.edu.au/vce/studies/txttraditn/textsindex.html

Alternatively, hard copies of the consultation drafts, summary of changes and questionnaires can be obtained by contacting the Senior Secondary Curriculum Unit on (03) 9651 4429.

Questionnaires must be returned to Julie Coleman by **Friday 8 August 2008** via hard copy or online from the web addresses above.

Hard copy:

Fax: (03) 9651 4324

Mail: Victorian Curriculum and Assessment Authority

Senior Secondary Curriculum Unit

41 St Andrews Place

EAST MELBOURNE VIC 3002

Email: coleman.julie.j@edumail.vic.gov.au

VCE English/ESL

Units 3 and 4

English teachers are advised that a collection of sample pieces of writing for Area of Study 2 – Contexts will be published on the English study page early in Term 3, together with other support materials. For further information regarding these sample pieces, please contact Marion White on (03) 9651 4580.

Sessional Staff Applications

Sessional Staff applications are taken on the Sessional Staff Management System (SSMS) website which can be found at: www.ssms.vic.edu.au

Opportunities are advertised as they arise and publicised in the VCAA Bulletin VCE, VCAL and VET.

To see what jobs are available go to the SSMS website and check out the bulletin board and/or select the link 'Currently available positions'. If a particular job is not listed, it means that applications have closed.

Applications are currently being taken for:

2009 VCE Examinations Setting and Vetting panels

All teachers with appropriate experience and qualifications are invited to apply for the 2009 VCE Examination Setting and Vetting Panels. All VCE Examinations are written by setting and vetting panels and past panel members have found the work both interesting and professionally rewarding.

Typically, panels consist of a Chairperson and two or more panel members. The panel develops the examination paper in accordance with the current VCE study design.

Vetting roles usually consist of a Study Specialist vetter and an Examination Sitter vetter. Each examination is also vetted by an ESL expert appointed by the VCAA. Other positions may be necessary depending on the type of examination. A number of VCAA staff are involved during the examination setting process.

2008 VCE Examination assessors (End of Year)

Practising teachers are strongly encouraged to apply for examination assessing. The work is both interesting and professionally rewarding (positions open for applications can be checked on the SSMS website as can the closing dates for the applications). Note that assessor training dates are published in the Bulletin and also sent by email to all applicants.

Please note that applications for LOTE Orals and Arts Performance have closed, as have applications for the written examinations in English, ESL, Literature, English Language, Drama and Theatre Studies.

2008 School Assessment reviewers (Visitation)

Positions available in School Assessment include 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.

Sessional Staff Management System (SSMS)

SSMS is the electronic system that panel members and assessors use to apply for setting, vetting and assessing positions at the VCAA. SSMS is maintained by Assessment Services and Resources staff at the VCAA and all enquiries should be directed as follows:

Mr Marlwood Ryder

Telephone: (03) 9225 2302

Email: ryder.marlwood.f@edumail.vic.gov.au

SSMS Helpdesk: Technical/access issues

Telephone: (03) 9225 2305

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

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VCAL update

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New VCAL providers in 2009

The Victorian Certificate of Applied Learning (VCAL) is a qualification designed to expand pathways for Years 11 and 12 students to apprenticeships, traineeships, employment, further education and training.

VCAL is a key part of the Victorian Government's aim to improve school retention and to increase the proportion of young people who successfully complete post-compulsory education.

In 2007, 418 education and training providers (schools, Technical and Further Education (TAFE) institutes and adult and community education (ACE) organisations) delivered the VCAL to over 14 000 students.

Prospective new providers, who are already delivering the VCE, and wish to deliver VCAL for the first time in 2009, are invited to lodge an Expression of Interest with the VCAA. An Expression of Interest form and VCAL 2009 Guidelines for New Providers are available from Mr David Gallagher, VCAL Manager at the VCAA.

Schools, Registered Training Organisations and ACE organisations that have not previously delivered the VCE, and are now interested in delivering the VCAL in 2009 should also contact David Gallagher to discuss additional registration requirements that may apply to these organisations.

A copy of the VCAL 2009 Guidelines and an Expression of Interest form can be obtained by contacting David Gallagher, VCAL Manager on (03) 9651 4532 or email gallagher.david.j@edumail.vic.gov.au

The completed form should be returned to David Gallagher by 15 August 2008.

Distribution

22 May 2008 to 25 June 2008

Memoranda to schools

- 49/2008 re Post Year 12 Destination Data Publication – On Track
- 50/2008 re Individual Assessment Timetables for Students in Chinese
- 51/2008 re 2008 June Examination Centre Messages: Delivery Methods
- 52/2008 re Submission of SIAR 1 for STUDIO ARTS School-assessed Task 1
- 53/2008 re VCE Achiever Awards 2008
- 54/2008 re Visitation Dates Entry – SIAR 1 and SIAR 3

Publishing

- June 2008 VCAA Bulletin VCE, VCAL and VET No. 60
- June 2008 VCAA Bulletin P–10 Issue 35
- VCE VET Building and Construction program booklet
- Scored Assessment in VCE VET Programs: Support Advice for Teachers: Contextualising Scoring Criteria

Internet

Additions

- June 2008 VCAA Bulletin VCE, VCAL and VET No. 60
- June 2008 VCAA Bulletin P–10 Issue 35
- Memoranda to schools 49–54

VCE

2007 Assessment Reports: Armenian Oral, Bosnian, Croatian Oral, Equine Industry, Geography, Hindi, Hospitality (Food and Beverage), Industry and Enterprise, International Studies, Italian, Japanese Second Language, Khmer Oral, Korean First Language, Mathematical Methods 2, Music Group Performance, Music Solo Performance, Persian, Philosophy, Psychology, Religion and Society, Spanish, Systems Engineering, Tamil, Turkish Oral, Visual Communication and Design, Yiddish

July 2007 to June 2008

The detailed contents for this VCAA Bulletin are on the front cover. This index records items in all issues from July 2007 to June 2008. Index items are followed by issue number and page number. Index to supplements appears on the next page.

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VCE Examination advice: October/November written examinations
(online only as separate study specific PDFs)

Bulletin No. 56

- 2008 Administrative advice for school assessment
- 2008 VCE Music: Group performance: Units 3 and 4
Prescribed list of arrangements
- VCE English/ESL Text list 2008–2009
VCE Literature Text list 2009

Bulletin No. 57

- VCE 2008 Drama and Theatre Studies performance examinations

COPY DEADLINES FOR 2008

Issue No. and Month	Date of publication	Copy deadline
No. 62 August	Monday 11 August	Wednesday 23 July
No. 63 September	Monday 8 September	Wednesday 20 August
No. 64 October	Monday 6 October	Wednesday 17 September
No. 65 November	Monday 10 November	Wednesday 22 October
No. 66 December	Monday 8 December	Wednesday 19 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 2008 by using the application form on the VCAA website (Excellence and Awards > VCE Achiever Award).

Being an advocate for the deaf community has been an important part of Sophie Li's life from a young age. Sophie, from Melbourne Girls' Grammar, was born profoundly deaf and as a child became one of the first children in the world to receive a cochlear bilateral-implant (two bionic ears).

Since then Sophie has endeavoured to develop her language skills, which she believes is her greatest personal achievement. 'I am able to go to a regular school. I can hear and speak fluently. I am also learning Chinese, which is my father's native language. This has inspired other hearing-impaired people to improve their language skills, which motivates me to keep going.'

One project Sophie is passionate about is the Vocal Empowerment Research program conducted by Melbourne University. This program aims to improve hearing-impaired people's ability to communicate through the use of sound, vocal and performance training. 'I am actively involved in this program as a volunteer and group leader. We get together as a group, do vocal exercises and encourage each other. This program helps deaf people gain confidence and encourages them to come out of their shell.'

Sophie also raises awareness through public speaking and fundraising events for the Bionic Ear Institute and Deaf Children Australia. At one Bionic Ear fundraising event, which raised over US\$100 000, she spoke and played piano for the audience.

Recently Sophie has been helping to organise a Deaf Formal for the end of the year. 'This is a good way for hearing-impaired youths to meet; it can be a difficult age to meet people. By creating a social environment, it helps to create community identity as well.'

Sophie is highly passionate about dancing. Despite the challenges of being born profoundly deaf she has pursued her dreams of being a dancer. She was recently awarded a Premier's Award for VCE Dance and also performed in the VCAA's Season of Excellence Top Acts at Hamer Hall. At the community level she teaches Intermediate and Advance Jazz and Tap dancing to 9 to 12 year olds. 'I love contemporary dance. When I was nine years old my mother took me to a jazz and tap concert and it was dazzling. I realised then that that was what I wanted to do.' Through dancing Sophie hopes that she

is able to inspire other people to pursue their dreams regardless of the obstacles they may face. 'I do hope to make a positive impact; it may be little or it may be massive but it is about making a difference and I hope to pass this on to others.'

At school, Sophie takes a leading role in the school council which involves fundraising for various organisations and charities. For instance, she was involved in a successful week-long campaign to encourage blood donations to the Red Cross. Sophie is a mentor to junior students, provides support to international boarders and other hearing-impaired students. Sophie's tenacity also saw her rewarded for her efforts as House Music Conductor; again this was another challenge which Sophie took on despite her hearing impairment.

Although Sophie would like to study Commerce and then pursue her other interests overseas, her immediate plan after VCE is to go to China. Sophie will spend a year in Tianjin, which is near Beijing, to enhance her Chinese skills and also teach English part-time. She is looking forward to immersing herself in the culture and language and being self-sufficient. 'My aim is to be fluent in Chinese and I will be supporting myself through teaching English. I am really looking forward to it. People in China are very curious about Australia and I want to help them understand us.'



The Goldman Sachs JBWere People's Choice awards for Top Arts were given to: first prize Leo Purmono, Macleod College for *Synthesis of self*; second prize Andrew Fanning, Kew High School for his *Self-portrait* and third prize Stephanie Stathopoulos, Alphington Grammar School for *Pappou*, a portrait of her grandfather.



Stephanie Stathopoulos



Andrew Fanning



Leo Purmono

VCAA Bulletin (VCAA Bulletin VCE, VCAL and VET; VCAA Bulletin P-10) is an official publication of the Victorian Curriculum and Assessment Authority. Principals are advised to ensure that it is circulated among teaching staff. One copy should be filed for reference.

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Cost of a one-year subscription is \$42.35 (incl. GST).
VCAA Bulletin is not published in January.

Cover design: Selections from VCE Season of Excellence

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ISSN 1448-2363



Published by

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