



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

Regional finals of the 2008 Plain English Speaking Award (PESA) have now taken place around the state. Scheduling them earlier in the year has increased the number of students who entered this public speaking competition. Adjudicators have been very pleased with the standard of speech as well as the enthusiasm of students who participated.

Semifinals and State Final

Teachers are invited to bring students to the semifinals and State Final which will take place in July at the Treasury Theatre in East Melbourne. The dates for the semifinals are 22 and 24 July and the Victorian State Final will be on Friday 25 July. We had a full house last year for the State Final so we encourage you to contact us early if you wish to bring students this year (Information Services – (03) 9651 4372 or email: vcaa@edumail.vic.gov.au).

International Competition

Tom Ballard, Victorian state finalist in 2007 and runner-up in the national PESA, was in London, UK for the International Public Speaking Competition in May. He received an Honourable Mention for his speech. In this competition all native English speakers are placed in the same heat and non-native speakers make up the other three heats, so it is very challenging for a native speaker to actually win the competition.



Pictured: Student speakers at the Geelong regional final of the 2008 Plain English Speaking Award

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	
Tuesday 10 June	
V	SIEG 1
	After this date VASS will not allow the entry of:
	<ul style="list-style-type: none"> Indicative Grades for June examinations.
Wednesday 11 June to Friday 13 June	June written examination: Wednesday 11 and Thursday 12.
Friday 13 June	GAT
Monday 16 June	
V	SIAR 1 scores for VCE Studio Arts School-assessed Task 1.
	After this date VASS will not allow SIAR 1 results to be entered.
	Final day for schools to flag students eligible for a VCAL at mid year by running VCAL Mid year Reporting function on VASS.
Friday 20 June	Applications for exemption from the GAT due at VCAA.
Friday 27 June	End of Term 2.
Monday 14 July	Start of Term 3.
	School-assessed Task 1 results from SIAR 1 that are required for review available through VASS.
Monday 21 July	
V	ENROLMENT 3
	This data should contain 2008 VCE, VCAL and VET 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.
	Review of School-assessed Task by visitation in Studio Arts begins.
Friday 25 July	Final day for schools to lodge the following applications for examinations held in October/November:
	<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	SIAR 2 scores for VCE Unit 3 School-assessed Coursework.
	After this date VASS will not allow schools to enter SIAR 2 results.
Monday 4 August	June examination results and Studio Arts grades available to schools through VASS.
Wednesday 6 August	VCE Unit 3 School-assessed Coursework audit material due at VCAA.
	<ul style="list-style-type: none"> Anomalous grade report will be available through VASS for the June examination.

CEO's column



During the recent Education Week, VCAA Acting General Manager, Curriculum, Imre Hollosy was recognised for 40 years of service to education in Victoria. As part of celebrating this milestone, Imre received his certificate of recognition from the Minister at the Victorian Education Excellence Awards Dinner.

I have worked with Imre for over twenty years, going back to the days when we were working on the design of the original VCE. I appreciate his insights and experience together with his approach of remaining open to innovation and new ideas.

He was kind enough to sit down and reflect on his time working in education.

Where and what was your first job in education?

At the end of my teacher training I advised the Education Department that I was willing to go as far west as Stawell (I thought that it would be exciting to be part of the Stawell Gift weekend). Imagine my surprise when I was given an appointment just down the road from Melbourne at Bacchus Marsh High School. Here I commenced my teaching career. I am yet to succeed in seeing the Stawell Gift first hand.

From there I returned to Melbourne to teach in the western suburbs. Then it was across town to teach quite a different cohort with various consultancy secondments along the way, before joining, the Victorian Curriculum and Assessment Board in the early 1990s. Teaching and working in such diverse contexts provided a rich foundation for my engagement with curriculum possibilities.

What do you think have been the most significant changes in curriculum in Victoria in recent years?

Important initiatives such as early years curriculum are still in the process of being realised. The impact of the Victorian Essential Learning Standards is still working its way through the system, as teachers and the community come to grips with the flexibility and possibilities it offers, and also the challenges it presents to familiar ways of thinking about education and schooling. And of course, senior secondary curriculum now works across multiple platforms, which are both stand alone and integrated – here I'm referring to VCE, VCAL and VCE/VET. All these have been important in responding to the changing nature of community aspirations, with high expectations for all young people from the earliest years through to Year 12 and beyond.

How important has been the VCAA's working relationship with Victorian teachers in developing/ implementing that curriculum?

Essential. I have always valued the ways in which the VCAA works in productive partnership with teachers. While there are formal processes which build this relationship, the personal relations that individual members of the VCAA have with teachers have been a crucial part of the Authority's way of operating; energising curriculum development and implementation across the whole range of curriculum and assessment work.



Above: Minister of Education, Bronwyn Pike and Imre Hollosy on with certificate of appreciation for 40 years service to education in Victoria.

What is one particular achievement (your's or the VCAA's) of which you are proud?

This is a particularly difficult question, with many answers. I'll just mention some of the many ideas that I take satisfaction in. Enthusiastic, combative or exciting VCE Review meetings where, through the process of discussion and debate, a coherent way of describing curriculum content emerges that seems to work for all positions. Another is the ways in which, through working with colleagues within the VCAA and with teachers on panels, examination papers are prepared that are later described by teachers as well reflecting the outcomes and intentions of specific areas of study in the VCE. A third thing that has really engaged me over many years has been participating in curriculum development which is at the interface of what the community believes should be valued or taught, trying to implement that while concurrently putting in place other directions and possibilities for where teaching and learning might go. This is a challenging space that often takes much time to work through.

John Firth
Chief Executive Officer
June 2008

Student Records and Results

Statement of Marks/Inspection of Scripts for the June examinations

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>. Applications for Inspection of June Examination Scripts close on Friday 19 September 2008.

Extension Studies

Conditions for enrolling in an Extension Study

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

Where students have completed the VCE preparatory study and/or any other prerequisite requirement of the extension study, in a previous year, they are required to have an active enrolment and satisfactorily complete at least one Unit 3/4 sequence towards the VCE, in the same year in which they enrol in the extension study.

Students who fail to comply with this requirement will not be considered eligible for inclusion in the Extension Studies Program and will not be entitled to any increment towards the calculation of an ENTER.

Indicative examination grades for June 2008 examination

The School Indicative Examination Grades for the June examinations are required by **Tuesday 10 June 2008**.

Examinations are being held for:

- Accounting – AC03 – Graded Assessment 1
- Biology – BI03 – Graded Assessment 1
- Chemistry – CH03 – Graded Assessment 1
- Environmental Science – EV03 – Graded Assessment 1
- Physics – PH03 – Graded Assessment 1
- Psychology – PY03 – Graded Assessment 1

For further advice on School Indicative Examination Grades, please refer to Section 9.9.1, pages 107 and 108 of the *VCE and VCAL Administrative Handbook 2008*.

This is the **ONLY** opportunity for School Indicative Examination Grades for the June examinations to be submitted.

SIAR 1 – Studio Art School-assessed Task 1 scores

School-assessed Task (SAT) 1 scores for those students undertaking Studio Art Units 3 and 4 in 2008 are due at the VCAA on Monday 16 June.

All students who are enrolled in that study should have a score entered. **Scores are not to be left blank.**

A score of zero should only be entered where the student has submitted work, but the work did not score against the assessment criteria.

If students did not attempt the SAT, have left school or have officially withdrawn the score entered should be an NA.

Where students have been given an extension due to illness, schools should inform the VCAA via email <student.records@edumail.vic.gov.au> or fax (03) 9651 4470.

VCE Examinations

Literature 2008

Teachers should note that the following edition of a prescribed text is no longer available: James, Henry, *Washington Square*, Penguin Classics, 2003 edition. The 2007 edition, which has some slight differences in punctuation and spelling, is available and will be used for the 2008 examination. The 2003 edition and the 2007 edition contain no significant differences in the passages chosen for the 2008 examination. For further information please contact Mrs Simona Wengritzky: telephone (03) 9225 2357 or email: wengritzky.simona.d@edumail.vic.gov.au

Sessional Staff Applications

2009 VCE Examinations Setting and Vetting panels

Applications are now being taken for positions on the 2009 Examinations Setting and Vetting panels.

For details check the Sessional Staff Applications section on page 6.

2008 VCE Examination assessors and School Assessment reviewers

Positions are still available for VCE Examination assessors and School Assessment reviewers.

Please check the Sessional Staff Applications section on page 6.

Online Examination feedback survey

Throughout November 2007, the VCAA conducted an online examination feedback survey, available to all teachers of Units 3 and 4 VCE studies in Victoria.

A summary of the responses to the survey is now available from the Latest News section of the VCAA website.

Construction Induction Card (formerly known as the Red Card)

The *Occupational Health and Safety Act 2004* and the *Occupational Health and Safety Regulations 2007* contain a number of requirements in relation to the construction industry. These requirements are to commence on 1 July 2008.

All people working on a construction site are required to undertake construction induction training and be issued with a construction induction card from Work Safe Victoria. This includes students undertaking VET programs in the construction industry. Students who have an existing red card will not have to undertake additional training, the red card will remain valid for the time the holder works continuously in the construction industry.

Any student wishing to commence the VCE VET Building and Construction or other VET construction programs will be required to complete the new Course in Construction (21883 VIC). This course is 6 hours in duration and is to be delivered and assessed by a Registered Training Organisation.

Advice will be provided in future VCAA Bulletins as to how the VCE VET Building and Construction program will be amended to accommodate this requirement.

Advice regarding students undertaking Work Experience in the construction industry will be forwarded to schools by the Department of Education and Early Childhood Development.

CISCO

The CISCO Networking Academy has revised the CISCO curriculum. The new curriculum is divided into CCNA Discovery or CCNA Exploration.

For the remainder of 2008 the VCE VET program will continue to be delivered through the completion of UTENES106AA and UTENES206AA. For students currently enrolled in the CISCO program there will be no change.

CISCO academies wishing to deliver the revised curriculum will need to contact their CISCO academy area manager regarding the learning unit descriptors and their alignment with UTENES106AA and UTENES206AA.

The revised Electrotechnology Training package will see further changes for the implementation of CISCO in 2009. This advice will be provided in future VCAA Bulletins.

New Publication

Scored Assessment in VCE VET programs – Support Advice for assessors

Contextualising Scoring Criteria for Community Services, Equine Industry, Financial Services, Furnishing, Multimedia, Music and Music Industry (Technical Production)

This new publication is currently on the VCAA VET Scored Assessment webpage <www.vcaa.vic.edu.au/vet/programs/scoredasses.html>. Printed copies will be made available to

teachers of these programs and coordinators at professional development activities.

VCE VET Music

Victoria University's School of Creative Industries is offering specialist professional development for VCE VET music teachers as well as a range of other short course opportunities. The Live Sound Intensive and Studio Recording Intensive are one day hands on sessions, designed to meet the needs of secondary school teachers/trainers who need to update or supplement their audio technology skills. The sessions will be run from the music studio and performance facilities at Victoria University's Sunbury campus.

Live Sound Intensive	Friday 1 August	9:30 am – 3:30 pm
Studio Recording Intensive	Friday 22 August	9:30 am – 3:30 pm

For more details on these and other courses, please go to:

www.vu.edu.au/creativeindustries

Click on the short courses link or email: ci@vu.edu.au

But be quick as places are limited.

For further information please contact:

Adam Hutterer, Victoria University Creative Industries

Program Manager

Email: adam.hutterer@vu.edu.au

Telephone: (03) 9919 3273

2008 VCE VET Coursework Audit

The School Coursework Audit Notification (SCAN) email has been sent to schools in the week beginning Monday 26 May 2008. This will identify if there are VCE VET programs at your school being audited.

The audit is integral to the ongoing monitoring and quality assurance processes of the VCAA. The coursework audit also helps provide feedback to the VCAA on the implementation of School-assessed Coursework. The audit also identifies best practice examples for possible use in professional development activities.

The audit is random and conducted each year.

The audit process is undertaken by an audit panel.

Schools will receive feedback on the outcomes of the audit via a letter to the principal.

The material required for the coursework audit should consist of the three scored tasks set by the teacher/trainer to be selected from the following four task types: Work Performance, Work Project, Product or Portfolio.

Schools should note that student work is not required.

If you are being audited for a VCE VET program please include the Assessment Plan for that program in the material sent for audit.

Where schools are in partnerships with a Registered Training Organisation (RTO), they will need to contact the RTO for provision of the scored coursework tasks.

Please contact Lisa Burgess on (03) 9651 4427 or <burgess.lisa.t@edumail.vic.gov.au> if you need further information.

VCE Review

Review of VCE studies 2008

Consultation

Consultation is an important part of the review and accreditation process for VCE studies. Teachers are invited to participate in the consultation process by joining the VCAA Consultation Register for VCE studies in review in 2008. By registering, teachers will receive the consultation draft of the relevant VCE study design together with a consultation questionnaire. The draft study designs and consultation questionnaires will also be available for downloading from the VCAA website during consultation.

Expression of Interest forms to join the 2008 consultation register for studies in review in 2008 are available on the VCAA website.

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

The proposed consultation period for the above studies is 30 June – 8 August.

Expression of interest available at:

www.vcaa.vic.edu.au/schooladmin/forms/vce/reviewofvcestudies2008grp1.pdf

VCE Art, Health and Human Development, Economics, Psychology, Studio Arts

The proposed consultation period for the above studies is 1 September – 3 October.

Expression of interest available at:

www.vcaa.vic.edu.au/schooladmin/forms/vce/reviewofvcestudies2008grp2.pdf

Note: A hardcopy of the Expression of Interest form is available from the Senior Secondary Curriculum Unit on (03) 9651 4453.

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 is involved during the examination setting process.

2008 VCE Examination assessors (End of Year, LOTE Orals, Arts Performance)

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.

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

Units 3 and 4, prescribed list for 2009

The following works have been selected for study in 2009. All works included on the 2008 prescribed list of dance works are included on this list. An additional solo dance work is included for Unit 3. This list should be considered in conjunction with the requirements set out in the revised VCE Dance Study Design 2007–2011.

In Unit 3, solo dance works created by twentieth and twenty-first century choreographers should be studied. In Unit 4, group works created by twentieth and twenty-first century choreographers should be studied. The teaching and learning program associated with the works selected for study should focus on Outcome 1 key knowledge and skills in Units 3 and 4.

For each dance work the following information is provided – title, choreographer’s name, section/s of the work to be studied and title/s of a video/DVD containing a performance of the work. The works selected for study must be viewed on video or DVD. The videos/DVDs listed are given as examples that present the choreography, movement vocabulary and production aspects of the dance works on the Prescribed List. Schools should also note that other videos/DVDs may also portray the original choreography, movement vocabulary and production aspects of the solo dance works listed on the Prescribed List. Schools may elect to use these videos in their study of the dance works on the Prescribed List.

The end-of-year written examination will require the analysis of works from the Prescribed List. The Prescribed List of dance works is reviewed and published annually. Information about the end-of-year written examination is available at www.vcaa.vic.edu.au/vce/studies/dance/pastexams/dance-sample.pdf

Unit 3: Solo dance works

Work 1

Title: *Cry*
Choreographer: Alvin Ailey
Section of work to be studied: complete work
Publication: ‘Alvin Ailey American Dance Theatre-stack Up/Cry’, DVD, Marcom Projects
Note: Male solo

Work 2

Title: *An American in Paris*
Choreographer: Gene Kelly
Section of the work to be studied: DVD Chapter 6, ‘I got rhythm’ from beginning of musical introduction to end of song
Publication: ‘An American in Paris’, DVD, Warner Video
Note: Male solo

Work 3

Title: *Percussion 4*
Choreographer: Bob Fosse
Section of the work to be studied: male solo following trio, DVD chapter 6
Publication: ‘Fosse: A Celebration of the choreography of Bob Fosse’, DVD, Warner Music Vision
Note: Male solo

Work 4

Title: *Rooster*
Choreographer: Christopher Bruce
Section of the work to be studied: ‘Ruby Tuesday’, from where girl in red costume walks forward until she jumps into the arms of the male dancers
Publication: ‘Rooster’, VHS/DVD, Marcom Projects
Note: Female solo

Work 5

Title: *Snakes, Gods and Deities*
Choreographer: Julia Gray and the Tracks Dance Company
Section of work to be studied: ‘Freedom in Knowledge’
Publication: ‘Snakes, Gods and Deities’, DVD, Tracks Dance Company, www.tracksdance.com.au
Note: Female solo

Work 6

Title: *Wild Swans*
Choreographer: Meryl Tankard
Section of work to be studied: ‘Pink’ solo
Publication: ‘Wild Swans’, Tape Services Online, www.tapeservices.sa.edu.au/
Note: female solo

Work 7

Title: *Petrouchka*
Choreographer: Michel Fokine
Section of work to be studied: Petrouchka’s solo – beginning in Petrouchka’s room and concluding when the ballerina enters
Publication: Return of the Firebird, DVD, Decca

Unit 4: Group dance works

Work 1

Title: *Envelope*
Choreographer: David Parsons
Section of the work to be studied: complete work
Publication: ‘Envelope’, VHS/DVD, Marcom Projects

Work 2

Title: *West Side Story*
Choreographer: Jerome Robbins
Section of the work to be studied: DVD chapter 25 ‘Cool’ from dialogue line ‘Play it cool’ to ‘Pal’
Publication: ‘West Side Story’, DVD, Warner Video

Work 3

Title: *Road to the Stamping Ground*

Choreographer: Jiri Kiljian

Section of the work to be studied: Chapter 8, from 1st trio to the end

Publication: 'Road to the Stamping Ground'

Work 4

Title: *5 Dances by Martha Graham*

Choreographer: Martha Graham

Section of the work to be studied: 'Steps in the Street'

Publication: '5 Dances by Martha Graham', VHS, Phillips

Note: This video is no longer being published. Copies are available through libraries including the AusDance library.

Work 5

Title: *Graeme Murphy's Nutcracker*

Choreographer: Graeme Murphy

Section of work to be studied: 'Snowflake' scene, complete

Publication: 'Nutcracker', Graeme Murphy/Australian ballet, VHS/DVD, ABC

Sources of videos

Publication details are provided for each listed work. The works may also be available from other sources including local video/DVD and retail outlets.

VCE Music

2009 VCE Music Solo performance Prescribed list of Ensemble Works

The following works have been selected for study in Music Solo performance 2009. The list is different from the list used for 2006–2008. This list is for use in Solo performance Units 3 and 4, Outcome 4 in the *VCE Music Study Design 2006–2010*.

The VCE Music Solo performance Prescribed list of ensemble works is reviewed and published annually.

One work should be selected for each of Units 3 and 4. These works should be used to teach key knowledge and skills relating to the 'Analysis of work selected from the Prescribed list of Ensemble Works' section of Outcome 4. The recordings listed for study must be used. The emphasis in teaching and learning for this section of Outcome 4 is outlined in the area of study on pages 81 and 92 of the study design. The focus is on study of the characteristics and the role of instruments in ensemble works and the use of instruments in combination. Students investigate background and/or contextual issues that could influence interpretation of the work in performance, develop an idea about the intent and purpose of the original work as well as issues related to expression and interpretation appropriate to performance of the set interpretations in performance.

For each work the following information is provided – title, composer, section/s of the work to be studied and titles of two interpretations in performance which must be studied.

The end-of-year written examination includes questions requiring analysis of works from the Prescribed List. Information about the end-of-year written examination is available at www.vcaa.vic.edu.au/vce/studies/musicsolo/pastexams/2006musicsolosample.pdf

Notes: While study of notation for the works selected for study is not a requirement of the key knowledge and skills for Units 3 and 4 Outcome 4, sheet music and/or scores for each of the works is available. Additional resources, listed below, should be used as a guide.

Other editions and/or anthologies may also be used.

Some CDs listed will need to be ordered well in advance of the time they are needed.

Some of the listed CDs are available through the Australian Music Centre Library. Others must be ordered from the suppliers listed.

Work 1

Title: 'Lincolnshire posy'

Composer: Percy Grainger

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

Interpretation in performance 1: Frederick Fennell and the Eastman Wind Ensemble, Mercury Living Presence Series, Philips 1991, 32754.

Interpretation in performance 2: Grainger for Wind Orchestra, Volume 4, Royal Northern College of Music Wind Orchestra, conducted by Timothy Reynish, Chandos CHA 9549 (this is a different recording of this work from the one listed in the 2008 list)

Score: Boosey & Hawkes, M051656820

Work 2

Title: 'The heart's ear'

Composer: Liza Lim

Section of the work to be studied: from bar 90 (7:46) to bar 136 (11:44)

Interpretation in performance 1: *The Heart's Ear*, recorded in Zurich 2000, Hat Hut Records

Interpretation in performance 2: *The Heart's Ear*, recorded in Berlin 2003, Elision Ensemble

Teachers wishing to order recordings and/or score of this work should contact the Australian Music Centre www.amcoz.com.au

Work 3

Title: 'Strawberry Fields' from *Magical Mystery Tour*

Composers: John Lennon and Paul McCartney

Section of the work to be studied: complete work

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

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

Score: *Lennon and McCartney, The Beatles Complete Scores*, Hal Leonard Corporation

Work 4

Title: 'Dumb things'
 Composer: Paul Kelly
 Section of the work to be studied: complete work
 Interpretation in performance 1: *Songs from the South*: Paul Kelly's Greatest Hits, Musk, 33009.5
 Interpretation in performance 2: *The Women at the Well*, FMR, 335122 or 2006 release as a CD single
 Score: Kelly, *Songs from the South*, Wise Publication, MS03356, PVG

Work 5

Title: *Quatuor pour la fin du temps* (Quartet for the end of time)
 Composer: Olivier Messiaen
 Section of the work to be studied: *Vocalise, pour l'Ange qui annonce la fin du temps*
 Interpretation in performance 1: 1956, *Olivier Messiaen – Quatuor pour la fin du temps*, 461 744-2, Accord/Universal
 Interpretation in performance 2: 1968, Messiaen: Turangalila-Symphonie etc., 72435862529, EMI
 Score: *Quatuor pour la fin du temps*, Durand

Work 6

Title: *Concierto de Aranjuez*
 Composer: Joaquin Rodrigo
 Section of the work to be studied: 1st movement
 Interpretation in performance 1: Angel Romero with San Antonio Symphony, Mercury Living Presence, Philips, 4756184
 Interpretation in performance 2: Slava and Leonard Grigoryan with Queensland Symphony Orchestra, ABC Classics, 4768072 (also available in a boxed set)
 Score: *Concierto De Aranjuez*, Eulenberg Miniature Score

Work 7

Title: 'Peter Gunn Theme'
 Composer: Henry Mancini
 Section of the work to be studied:
 Interpretation in performance 1: complete work, *Henry Mancini A Legendary Performer*, RCA/BMG
 Interpretation in performance 2, Dave Grusin, from 0:38–1:48 and 2:37 to the end, *Two for the Road, the Music of Henry Mancini*, GRP Records, 2004
 Score: Ultimate Television Showstoppers, IMP

Work 8

Title: *Porgy and Bess*
 Composer: George Gershwin
 Section of the work to be studied: 'Summertime'
 Interpretation in performance 1: Leontyne Price, from 1:11 to 4:32, *Porgy and Bess: High Performance*, RCA
 Interpretation in performance 2: Billie Holiday, *The Quintessential Billie Holiday*, Vol. 2: 1936, Columbia, this recording is also available on a number of compilation CDs.
 Score: *Summertime*, single for voice and piano. Alfred Publishing. (AP.VS5985)

Work 9

Title: *Carmina Burana*
 Composer: Carl Orff
 Section of the work to be studied: 'O Fortuna' and 'Fortune plango vulnera'
 Interpretation in performance 1: Choir and Orchestra of the German Opera Berline conducted by Eugen Joachim, Deutsche Grammophon 447 437 2
 Interpretation in performance 2: Berlin Philharmonic conducted by Sir Simon Rattle, EMI 7243 5 57888 2 5
 Score: *Carmina Burana*, Edition Schott 2877

Work 10

Title: *City of Angels*
 Composer: Cy Coleman
 Section of the work to be studied: 'With every breath I take'
 Interpretation in performance 1: complete track to be studied, *1990 Original Broadway Cast Recording*, Sony
 Interpretation in performance 2: from beginning to 3:31 and from 5'02 to end, Rachele Ferrell, *First Instrument*, Blue Note
 Score: Cy Coleman's Broadway Showstoppers, Alfred

VCE Theatre Studies

2008 Monologue Performance examination

Teachers and students should note that the specified scene for Monologue 6, *It Just Stopped* is from Act 1 sc. iv, not from the beginning of Act 1. When performing this monologue students should omit lines not spoken by 'Bill'.

VCAL update

2007 VCAL Achievement Awards

Federation Square's BMW Edge set the scene for the 2007 Victorian Certificate of Applied Learning (VCAL) Achievement Awards. Sixty-six individual certificates were awarded in 18 categories and 2 Chair's Awards for outstanding achievements across all sectors involved in delivering and supporting the VCAL.

These awards recognise the outstanding achievements of young people who participated in the VCAL in 2007. The contribution of teachers and partner organisations who have contributed to the development and delivery of innovative VCAL programs were also acknowledged. This year the VCAA introduced a new award, the School Based Apprentice/Trainee Award. This is awarded to the student who has made an outstanding achievement in this category.

Introduced in 2002, the VCAL provides a hands-on option for Years 11 and 12 students directed towards students who are more likely to go on to TAFE, an apprenticeship or the workplace.

The VCAL is playing an important role in achieving one of the Victorian Government's key education and training targets: that by 2010, 90% of young Victorians will successfully complete Year 12 or its equivalent.

The 2007 VCAL Achievement Awards acknowledged:

- eleven individual students who received achievement awards in the categories of Work Related Skills, Personal Development Skills, Outstanding Achievement and School Based Apprentice/Trainee.
- four teams of students who received student team achievement awards
- eight partner organisations who received partner achievement awards
- three teachers who received teacher achievement awards
- two teams of teachers who received team teacher achievement awards.

In addition, the 2007 VCAL Chair's Awards were presented. Each year the VCAL Chair's Award recognises the outstanding

achievement made by an individual/organisation in delivering or promoting the VCAL in their particular community or region.

This year's Chair's Award acknowledged the outstanding contribution of the Group Training Association of Victoria and Consumer Affairs Victoria. Both have been very strong supporters of the VCAL and have provided invaluable support to professional development, resource production and distribution and promoting the VCAL to professionals in the industry.

Below is a copy of Lachlan Douglas' speech that he made on behalf of all the VCAL Achievement Award winners. Lachlan is a student at Catholic College Bendigo and is a member of the team who won the Senior Team Achievement Award. The team developed and printed a cookbook that was based on signature dishes from twelve top restaurants in the City of Greater Bendigo. The photo shows Lachlan presenting a copy of the cookbook to the Minister

On behalf of my fellow Dish team members, Sam, David, Ross and Jeremy, I would like to say that I am very honoured that our project was chosen for the VCAL Senior Team Achievement Award. I look back to when I was a student in Year 10 thinking how easy it would be for me to do the VCAL course – no tests, exams or even textbooks for most of the time. And then I look back at what we were involved in last year. To say we worked our butts off would not be understating the obvious.

If it wasn't for my involvement in the VCAL program I probably would have left school, or more appropriately, have been kicked out of school in Year 11. School was not relevant to me at the time. But by being part of the VCAL program I started doing things I enjoyed at my own pace, and I learnt much about myself and my abilities. Who would have ever believed that I could be part of such a talented group of guys to produce The Dish cookbook?

We were fortunate to have been given the opportunity to work with some incredible people within the Bendigo community. What resulted was a community partnership that benefited all involved, and is a partnership that is still strong today. At this point I would like to mention them:

- The City of Greater Bendigo: Rachel Lee, Glenn Harvey.
- Bart'n'Print: Steve Bright and the team.
- Richard Gibbs Photography.



- *The restaurants featured in the cookbook: Balgownie Estate, Bazzani Italiano, The Bridge Restaurant, Gallery Café, Goldmines Restaurant, GPO Restaurant, Hunter House, Let's Get Saucy, The Puddler, Quill's Restaurant, Raffaeles, Whirrakee.*
- *Our teachers John, Carole and Janeice. All three treated us as adults and trusted us to operate as adults in an adult environment. I am sure they had many sleepless nights throughout this project. Even when we seemed to give up, they were still there for us – guiding, supporting and even at times kicking our backsides.*
- *I would like to sincerely thank the Minister for attending, and congratulate all VCAL Achievement Award winners.*
- *The Victorian Curriculum and Assessment Authority for making these awards possible and for making the VCAL program available to students like me.*
- *Catholic College Bendigo for embracing the VCAL program so passionately during my stay at the College.*
Thank you.



Breaking News

The winners of the 2007 VCAL Partnership Achievement Award – VCAL Partnerships have been invited to present at the 9th International Partnership Conference: Interpreting the Present to Influence the Future in Helsinki, Finland. The VCAL program, involving seven partners, is also being considered for a Global Best Awards.

Partners in this innovative program are Department of Primary Industries, Goulburn Broken Catchment Management Authority, Goulburn Murray Landcare Network, Goulburn Valley Water, The Greater Shepparton City Council, Notre Dame College and Parks Victoria.

The project was part of a larger plan, developed by these local government and community agencies, to capitalise on the Goulburn River, and in particular Reedy Swamp, in the heart of the City of Shepparton.

The VCAL students undertook audits and surveys at Reedy Swamp. These were undertaken using GPS technology and were used to assess the infestation of noxious weeds such as arrowhead and willows, the growth of red gum seedlings in the swamp and the giant rush that is used by water birds for breeding. The students were also involved in rubbish clean ups, poisoning willows and the planting of native trees in culturally significant areas of the sand dunes at Reedy Swamp.

The project has also enabled the students to have a better appreciation of the Goulburn Broken River and its environs and how to better care for this precious asset in the community.

Notices

Secondary School Sun Protection Program

Protecting students and staff from skin cancer

The Secondary School Sun Protection Program, developed by The Cancer Council Victoria, aims to provide Victorian secondary schools with the resources to implement an effective sun protection policy. The program was launched in October 2007 and is an ongoing initiative. All schools in Victoria with a secondary sector are invited to register with the program. Fifty-four schools have joined to date and are leading the way in providing a sun-safe school environment.

Australia has the highest rate of skin cancer in the world. Despite it being almost entirely preventable, two in three Australians develop a skin cancer before the age of 70 as a result of ultraviolet (UV) radiation exposure. Adolescence and childhood are critical periods during which sun exposure is likely to contribute to the incidence of skin cancer and eye damage, further emphasising the importance of sun protection in the secondary school setting. Melanoma, the deadliest type of skin cancer, is the most diagnosed cancer in the 12–24 year old age group; yet this population has often had minimal positive role modelling or measures implemented to support sun protection attitudes and behaviours while at secondary school.

The Sun Protection Program was developed to meet the specific needs of secondary schools in Victoria, in

acknowledgement that the SunSmart Schools Program, which is so successful in primary schools and early childhood services, has not experienced the same success in the secondary sector.

Evidence suggests that schools that develop a sun protection policy do implement and promote practices that better protect their students. The Sun Protection Program contains practical and achievable policy guidelines that will assist schools to implement these steps.

The seven strategies outlined in the program also assist schools to address the responsibility they have as educators and role models in ensuring a safe school environment. Under the *Occupational Health and Safety Act (OH&S) 2004*, schools have a duty of care to provide a safe environment that minimises health risks for staff and students, including reducing the known foreseeable harms associated with overexposure to UV radiation. By implementing the Secondary School Sun Protection Program, schools can be proactive in minimising harmful exposure to UV radiation and addressing their responsibilities under the OH&S Act.

The Sun Protection Program and its policy template are available from the SunSmart website, <www.sunsmart.com.au>, click on Schools and Students. Alternatively, contact Susanne Line, the Secondary Schools Program Coordinator at The Cancer Council Victoria, on (03) 9635 5146 or <susanne.line@cancervic.org.au> for more information or advice about the program.

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24 April 2008 to 21 May 2008

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- 36/2008 re VCE Examination New Chief Supervisor Training 2008
- 37/2008 re National Assessment Program – Literacy and Numeracy (NAPLAN) 2008
- 38/2008 re Fax Numbers for Delivery Of Examination Centre Messages, June Examination Period
- 39/2008 re Top Screen – VCE Media
- 40/2008 re Changes to the Physics examination
- 41/2008 re Top Acts Program confirmed – VCE Season of Excellence
- 42/2008 re National Assessment Program – Literacy and Numeracy (NAPLAN) 2008
- 43/2008 re 2008 June Examination Centres and Special Examination Arrangements
- 44/2008 re Review of the VCAL Literacy and Numeracy Skills units
- 45/2008 re General Achievement Test (GAT) – Introduction of an Answer Book
- 46/2008 re Career Information for Year 10 Students
- 47/2008 re Examination Irregularities
- 48/2008 re Submission of School Indicative Examination Grades For June 2008 Examinations

Publishing

- May 2008 VCAA Bulletin VCE, VCAL and VET No. 59
- Where to Now? Guide to the VCE, VCAL and Apprenticeships and Traineeships for 2009*

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Where to Now? Guide to the VCE, VCAL and Apprenticeships and Traineeships for 2009

2007 Assessment Reports: Chinese First Language Drama Performance Dutch Economics Engineering Studies (Certificate II) Engineering Studies (Certificate III) English (ESL) Korean Second Language National Politics Physics Polish Oral Serbian Oral.

2008 June VCE Examination front covers:

- Accounting 1, Biology 1, Chemistry 1, Environmental Science 1, General Achievement Test, Physics 1, Psychology 1
- VCE Chemistry sample examinations
- GAT answer book

June 2007 to May 2008

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3. VCE English/ESL Text list 2008–2009
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1. VCE 2008 Drama and Theatre Studies performance examinations

COPY DEADLINES FOR 2008

Issue No. and Month	Date of publication	Copy deadline
No. 61 July	Monday 14 July	Wednesday 25 June
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).

'Everyone can make the community a better place if we all put in', says Thomas Keane from Wycheproof P-12 College. With his positive approach Thomas has been making an enduring contribution to his community. Indeed, they have shown their appreciation this year by naming him both Wycheproof and Buloke Shire Young Citizen of the Year.

His most rewarding work as President of the Wycheproof Youth Activities Group was to organise a fundraising night for the Shire. This included organising bands, accommodation and security.

'We had 500 people show up, which was a great turnout. Although we raised \$5000 our main aim was to get the community together'. The money raised went to benefit youth programs, such as sporting competitions and movie/games nights for younger kids. 'It helped keep the kids occupied!'

Thomas' involvement in community activities is wide-ranging; from organising events as part of the FreeZA committee to delivering Meals-on-Wheels to the aged and disabled. He has also provided crucial support as audio/visual technician at the Council Family Fun Day and to touring Melbourne Comedy Festival acts.

His dedication to his community comes from his willingness to participate and lead. 'If you just stay at home, you are not involved and connected to the community. You lose a whole part of your life. I feel like I need to do things to give back to the community'.

Thomas is a keen sportsman and has represented his school and community in many sporting events. At school he is the Senior Football Captain and House Sports Captain and often competes in swimming, basketball and athletics competitions. He also captains the Under 16s Wycheproof-Narraport Football Club.

Aussie Rules football is a big part of Thomas' life. Not only does he play it but he is an advocate of the game. This is the reason he took on the challenge of being the Wycheproof Auskick coordinator when he was in Year 10. Auskick is a program that encourages boys and girls to participate in physical

activity through football. He was in charge of recruiting, planning and supervising the weekly meeting. 'It is another thing I do to give back to the community and it is a good way to encourage kids to get active'.

Thomas' leadership and participation at Wycheproof P-12 college goes beyond that of sport. He is also the Vice Captain of the school, a Student Council Representative and a member of the school magazine committee. As a leader in his school Thomas has helped organise fundraising events for the school and community as well as sporting competitions.

As an enthusiastic public speaker Thomas has participated in many speaking and debating competitions. 'The good thing about our school is that all year levels are encouraged to perform publicly and give oral presentations. It is still nerve-wracking having to talk to a crowd on an impromptu topic, it's a huge learning curve but it is good for self development.'

Despite having many commitments to his community and school, Thomas remains conscious of the importance of his final year of VCE. He has developed strategies to stay on top of things. 'I used Year 11 to develop my organisational skills. I now keep my calendar organised and always look ahead at what I need to do'. Lately, Thomas has been considering his options for next year and thinks he would like to study Architecture, Construction or Property Development at RMIT or Melbourne University.



Thirty-seven performers presented work in Top Acts at Hamer Hall.



Above: Performers selected for Top Arts rehearsing at the Victorian College of the Arts in May

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