

Supplement to this issue

1. Important administrative dates



# VCAA Bulletin VCE, VCAL and VET

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

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## VCE Season of Excellence

### New venue for Season 2009

The VCAA is delighted to announce that four Top Class concerts of work by outstanding VCE performing arts students, will be some of the first events to be presented in the new Melbourne Recital Centre due to open in February next year. Top Class Drama and Top Class Theatre Studies will be held on Friday 13 and Saturday 14 March 2009. The Centre has been under construction for some time and is located beside NGV: International and the VCA in Sturt Street. Top Class participants will perform in the 1000 seat venue engineered to maximise acoustics and audience enjoyment. Booking details will be available soon.



### Deadline for applications

A last reminder for applications for Top Arts, Top Designs, Top Screen and Top Class Sound which are due on 16 October. Application forms can be found at: [www.vcaa.vic.edu.au/seasonofexcellence.html](http://www.vcaa.vic.edu.au/seasonofexcellence.html)

There is still time for regional teachers to apply for representation on the Media, Visual Communication and Design and Systems Engineering selection panels for Top Designs, applications close 10 October.

Top Screen will launch Season 2009 on 3 March, Top Designs opens 21 March, Top Arts on 25 March.

Enquiries to the Season office (03) 9651 4582 (Tuesday, Wednesday and Friday) or (03) 9651 4347 (Monday–Thursday).

## 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 6 October	Start of Term 4.
Monday 6 October to Sunday 2 November	Arts Performance examinations and LOTE examinations: oral component.
Monday 13 October	
V	<b>SIAR 3</b>
	<b>Scores for VCE School-assessed Tasks.</b>
	After this date VASS will <b>not</b> allow schools to enter SIAR 3 scores.
	See Appendix 1.1.3 for a list of relevant studies.
Thursday 16 October	LOTE (CCAFL) written examinations.  Final day for lodging application forms for Top Designs, Top Arts and Top Screen (VCE Media only) in the VCE Season of Excellence 2009 (VCE Design and Technology, Food and Technology, Systems Engineering, Media, Art, Studio Arts, Visual Communication and Design).
Monday 20 October	
V	<b>School Status Report</b> identifying School-assessed Tasks from the SIAR 3 required for review.
Wednesday 22 October	<b>VCE Unit 4 School-assessed Coursework audit material</b> due at the VCAA.
Monday 27 October	Review by visitation of School-assessed Tasks begins.
Wednesday 29 October	<b>Auslan examination</b> to be held.
Thursday 30 October	<b>SIEG 3</b>
	<b>Indicative grades for November written examinations are required.</b>
	After this date VASS will <b>not</b> allow schools to enter indicative grades.
Friday 31 October	Final day for lodging applications for the Margaret Schofield Memorial Scholarship.
Friday 31 October to Friday 21 November	<b>Written examinations</b> held.
Friday 7 November	Final day for principals to lodge: <ul style="list-style-type: none"> <li>• <b>requests for Confirmation of Grades</b> for June examination results released to schools</li> <li>• <b>Score Amendments</b> for VCE School-assessed Tasks from SIAR 1.</li> </ul> Earliest date School-assessed Tasks in the Arts and Technology may be returned to students.
Monday 10 November	
V	<b>SIAR 4</b>
	<b>Scores for VCE Unit 4 School-assessed Coursework.</b>
	After this date VASS will <b>not</b> allow schools to enter SIAR 4 scores.
Thursday 13 November	Final date for lodging applications for Top Screen (work from VCE VET Multimedia <b>only</b> ) in the VCE Season of Excellence 2009.

## CEO's column



No doubt you are gearing up for the completion of VCE and VCAL for many of your students. Recent research reports from the Longitudinal Survey of Australian Youth (LSAY), the Organisation for Economic Cooperation and Development (OECD) Education at a Glance and some comments at the Australian Council for Educational Research (ACER) Research Conference all give pause for thought about the range of purposes we are trying to meet in our senior secondary qualifications.

The LSAY report commented on the value of Vocational Education and Training (VET) for young people. It analysed the relationship between participation in post-school VET programs and subsequent employment. The study confirmed again the relatively superior performance in the labour market, both in terms of full-time employment and earnings of those with a VET qualification compared to those with none. This reiterates the value for some 40 000 young Victorians who begin an engagement with VET through their VCE and VCAL programs.

Notwithstanding this success, the OECD report reminds us that Australia is at something of a plateau and not rating that well internationally when it comes to successful completion of secondary schooling. Victoria is clearly above the national average but we have some work to do in taking full advantage of the many and various pathways that are available. It is one thing to have programs developed and accredited, it requires further work to make sure their full potential is being realised. We are currently in discussion with colleagues in the Department to plan some further initiatives to increase the uptake of existing programs as well as continuing to develop new programs to meet emerging needs.

The Chief Executive of the ACER Professor Geoff Masters called for the development of minimum school leaving standards in reading, writing, numeracy, scientific literacy, information and communications technology (ICT) literacy and civics and citizenship knowledge. Each of these areas is, of course, integral to the Victorian Essential Learning Standards and all Victorian students can expect to have access to a high-quality program covering all of them during their P-10 years. We don't at present go to the stage of issuing a final assessment of them independently of individual school reports. This whole

issue will no doubt be central to the discussion around the forthcoming National Declaration on Educational Goals for Young Australians. As the goals are endorsed and action plans developed, the VCAA will be actively participating in the process of reviewing and continuously improving our programs to assist students meet these goals.

### Further international events

Magdalena Les, Senior Statistician, Data Analysis, Management and Reporting Unit (DAMRU) has been working across domains, applying advanced statistical modelling and psychometric analyses of data related to some of our strategic priorities.

In July, Magdalena gave a presentation on multilevel modelling in the context of 'value added' by schools at the international statistical conference (ASC'08) in Melbourne. This is part of our work on developing more sophisticated tools which can contribute to school improvement. She also co-authored a paper on the differential performance of girls and boys on an English test that was presented in August at the Pacific Rim Objective Measurement Symposium (PROMS), Tokyo, Japan.

Notre Dame College, Shepparton and Catholic College Bendigo, winners of the 2007 VCAL Achievement Awards have recently returned from presenting at the 9th International Partnership Conference: Interpreting the Present to Influence the Future in Helsinki, Finland. Congratulations on a terrific achievement. Notre Dame College's VCAL program which involved seven partner organisations received an honourable mention in the Global Awards.

### Performance and LOTE Oral Examinations

As you read this, over 1000 LOTE oral and performance assessors are examining thousands of students at centres throughout the state. This extensive program represents a major commitment to the Arts and Language education and ensures that students can genuinely demonstrate their learning in the most appropriate ways. We wish them all well.

John Firth  
Chief Executive Officer  
October 2008

## VCE Examinations

### LOTE Oral examinations

#### Use of electronic devices

Teachers and students are reminded 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

Tel: (03) 9225 2354

Email: oldfield.jennie.o@edumail.vic.gov.au

Joanne Reidy

Tel: (03) 9225 2353

Email: reidy.joanne.m@edumail.vic.gov.au

### LOTE Written examinations

Teachers and students are advised to consult the *VCE Exams Navigator 2008*, page 3 for regulations concerning the use of dictionaries in LOTE written examinations.

### Examination feedback survey

The VCAA is making an online survey of examination feedback available throughout November to all teachers of Units 3 and 4 VCE studies in Victoria. The survey will give teachers the opportunity to evaluate the end-of-year written VCE examinations. A link to the survey will be provided to schools in a Memorandum to Schools to be circulated in late October. The survey will also be accessible through the homepage of the VCAA website.

All Units 3 and 4 teachers are encouraged to complete this survey, which will take approximately 10–15 minutes. Results will be used to provide feedback to examination setting panels and the VCAA. A summary of the responses will be provided to schools in Term 1 2009.

## Design and Technology

Teachers of Design and Technology should note that, in order for students to complete the design option of the examination, students will be provided with shape templates and grid paper as part of the examination paper. There has been no change to the materials permitted and students are still permitted to take in their own shape template should they so desire.

Teachers and students who wish to check the materials permitted for this examination should refer to the *VCE Exams Navigator 2008*.

## VCE Examination timetables 2009

The 2009 VCE Examination timetables are published as Liftout 2 to this Bulletin. Copies of this timetable will be included in the *VCE Exams Navigator 2009* which will be sent to schools in Term 1 2009 for distribution to all students studying at least one Units 3 and 4 study.

Schools are asked to make students aware of these timetables before they finalise their enrolments in Units 3 and 4 studies.

## Student Records and Results

### VCE and VCAL Administrative Handbook 2009

The *VCE and VCAL Administrative Handbook 2009* is scheduled to arrive in schools in the week beginning **Monday 17 November 2008**. Packages containing the handbooks will be addressed by name to the VCE Coordinator or VCAL Coordinator.

The content will be available in Portable Document Format (PDF) from the VCAA website by late October/early November.

If you have any enquiries regarding the Administrative Handbook please contact the Student Records and Results unit on (03) 9651 4402 or 1800 653 045 (country callers).

## Small Group moderation – partnership audit 2008

As part of the VCAA's ongoing commitment to the monitoring and evaluation of current administrative VCE assessment procedures, the Student Records and Results Unit is conducting an audit of the procedures carried out by schools in the formation and continuing management of Small Group partnerships in 2008. Similar audits were undertaken in 2004 and 2005 which provide the VCAA with an insight in teachers' positive or negative experiences with Small Group partnership administration.

For the 2008 audit, partnership groups will be randomly selected across sectors and from metropolitan and country regions. Principals will be informed in writing whether their school has been selected to participate in the audit. Letters will be mailed to the selected schools in the week beginning **Monday 10 November**.

The audit will be used to analyse whether schools are following best practice procedures when administering their partnerships; to ascertain whether the use of VASS is effective and to assist with planning for future collegial support for schools involved in Small Group partnerships.

An important aspect of the successful implementation of the Small Group partnership process is **the level and consistency of interaction between schools**. Schools may utilise any method of interaction which is appropriate. These include telephone, fax, post, email and face to face meetings. The VCAA expects schools to keep documentation of the following:

- VCAA partnership agreement form signed by the principal of each school involved in the small group partnership
- Single list of cross marked scores from all the students in the partnership (all schools involved)
- Copy of the partner school's VASS printout of the assessments for all School-assessed Coursework tasks. This report is produced using the menu: **RESULTS ADMIN → VCE Reports → School Tasks/Coursework**.
- Dates of meetings between schools

Furthermore, the VCAA expects that the principal is aware of, and has endorsed, the partnership arrangements and accompanying agreement.

For further clarification of the VCAA rules and rationale regarding Small Group partnerships please refer to the *VCE and VCAL Administrative Handbook 2008*, Sections 4.6, 4.6.1, and Section 12.2.1.

If you have any questions regarding the partnership audit, please contact the Student Records and Results Unit on telephone (03) 9651 4402 or 1800 653 045 (country callers).

## VCE Review and Accreditation

VCE and  
VCE VET  
GENERAL  
ADVICE

### Extension of accreditation periods

The following studies have had their accreditation periods extended: **VCE Accounting, History, International Politics (National Politics Units 3 and 4 and International Studies Units 3 and 4), LOTEs (All), Mathematics: Foundation Mathematics, General Mathematics, Further Mathematics, Mathematical Methods (CAS), Specialist Mathematics and Systems Engineering** have been extended by 12 months from 31 December 2010 until 31 December 2011. (See page 11 for advice specifically concerning Mathematics.) These studies are scheduled for review in 2010.

### VCE Review 2009

#### **Agricultural and Horticultural Studies, Information Technology, Geography, Legal Studies, Music and Physical Education**

The accreditation period for VCE Agricultural and Horticultural Studies, VCE Geography, VCE Information Technology, VCE Legal Studies, VCE Music and VCE Physical Education ends on 31 December 2010. Units 1–4 of these VCE studies will undergo a review during 2009.

Expressions of interest are sought from suitably qualified persons to participate in the curriculum review, evaluation and development process for a revised VCE study of Agricultural and Horticultural Studies, Geography, Information Technology, Legal Studies, Music and Physical Education. Review Panels typically consist of eight to ten members from schools, universities, training, industry and business sectors who are appointed according to their expertise and capacity to contribute to the review process.

The membership for the VCE Agricultural and Horticultural Studies, Geography, Information Technology, Legal Studies, Music and Physical Education Review Panels will be prepared from the Expressions of Interest received. All applicants will be advised of the outcome of the nomination and approval process.

Panel meetings are held at the VCAA office in East Melbourne.

Expressions of Interest can be lodged through the VCAA Sessional Staff Management System (SSMS) via <[www.ssms.vic.edu.au](http://www.ssms.vic.edu.au)>. The SSMS website accepts and processes applications for sessional work. For technical support or access enquiries please telephone (03) 9651 4581 or email: [assessment.administration.vcaa@edumail.vic.gov.au](mailto:assessment.administration.vcaa@edumail.vic.gov.au)

Alternatively, if you would like to complete a hardcopy Expression of Interest form, please contact Louise Conroy, Project Officer, VCE Curriculum Unit on (03) 9651 4480 or email: [conroy.louise.s@edumail.vic.gov.au](mailto:conroy.louise.s@edumail.vic.gov.au)

Expressions of Interest are due by **Friday 14 November 2008**.

## VCE Minor reviews

VCE Food and Technology and VCE Religion and Society will undergo minor reviews and a writing team will be appointed by the VCAA.

## Consultation

### VCE Art, Economics, Health and Human Development, Psychology, Studio Arts, Classical Studies, Texts and Traditions and Business Management

The proposed drafts of VCE study designs for Art, Economics, Health and Human Development, Psychology, Studio Arts, Classical Studies, Texts and Traditions and Business Management were made available for consultation with teachers and other key stakeholders between June and October this year.

The consultation period has now ended. We would like to extend our thanks to everyone who responded to the consultation drafts, and to those teachers who attended metropolitan and regional focus groups.

All feedback has been forwarded to the VCE Review Panels for consideration before a final draft of the study design is prepared for approval and endorsement by the VCAA Board.

## VCE 2009 assessment handbooks

Assessment handbooks for VCE Physics were distributed to schools in August. As each VCE study is reaccredited an assessment handbook is published which contains assessment information for School-assessed Coursework and the examinations as well as the relevant administrative requirements for individual VCE studies.

VCE Physics is the only revised study to be implemented in 2009. Assessment handbooks for VCE studies are published once in hard copy for the accreditation period of the study. Assessment handbooks will be available on the VCAA website on the individual study webpage at [www.vcaa.vic.edu.au/vce/studies/index.htm](http://www.vcaa.vic.edu.au/vce/studies/index.htm). Copies are distributed to all providers of VCE studies according to enrolments.

Enquiries about distribution should be directed to Sue Horak in the Curriculum Branch on (03) 9651 4489. Enquiries about assessment details should be directed to Susan Meadows on (03) 9811 6236.

# Use of technology in VCE Mathematics examinations 2009

The VCAA monitors developments in calculator and related technology and publishes details of approved technology for use in Mathematics examinations annually. Only VCAA approved calculators or other technology may be used in these examinations. Calculators that have graphical, symbolic or programmable capabilities (see below for more specific guidelines) may be used in specified Mathematics examinations, provided that the model is approved. Where there are doubts about whether a particular model is approved, schools should ascertain its status by contacting the Examinations Unit of the VCAA, preferably at the beginning of the course.

For further information please contact Ms Kris Allen, Project Manager, Examinations on (03) 9225 2356 or email: [allen.kristin.m@edumail.vic.gov.au](mailto:allen.kristin.m@edumail.vic.gov.au)

## Conditions of use

The conditions under which calculators may be used are:

- the calculator must be silent and of the hand-held type containing its own power source
- students will be entirely responsible for ensuring adequate power supply to their calculators and the proper working order of their calculators
- students must supply their own spare batteries – any battery failure or other fault which limits the usefulness of a calculator during an examination will not be taken into consideration by the assessors
- no student may borrow a calculator from another student after entering the examination room
- no magnetic cards may be used.

## Programmable calculators

Programmable calculators, other than those with features specifically excluded below, may be used in some mathematics examinations. A programmable calculator is one in which the user can store a sequence of operations which the calculator will then execute automatically. Students are permitted to bring programs stored on their calculator into these examinations. A calculator is excluded if it:

- operates with paper tapes
- makes noise or 'talks'
- needs mains electricity.

## Other technology

Computers, mini-computers, pocket-organisers, laptops, palmtops, calculator models that can 'communicate' with other calculators, notebooks and the like are also excluded, except under specified circumstances for which prior approval has been given by the VCAA.

## Use of calculators and CAS in VCE Mathematics examinations 2009

Either one approved graphics calculator or one approved CAS may be used in Further Mathematics Examinations 1 and 2 and in Specialist Mathematics Examination 2.

An approved graphics calculator may be used in Mathematical Methods Examination 2.

An approved CAS may be used in Mathematical Methods (CAS) Examination 2.

A scientific calculator may also be used, if desired, in Examination 1 of Further Mathematics and in Examination 2 of all VCE Units 3 and 4 Mathematics studies.

No calculators or CAS of any kind are permitted in Mathematical Methods Examination 1, Mathematical Methods (CAS) Examination 1 and Specialist Mathematics Examination 1.

### Graphics calculators

In 2009, the following graphics calculators are approved by the VCAA for use in Further Mathematics Examination 1 and Further Mathematics Examination 2, Mathematical Methods Examination 2 and Specialist Mathematics Examination 2 but **not** Mathematical Methods (CAS) Examination 2. The full functions of approved graphics calculators may be used (that is, the memories of these calculators do **not** require clearing prior to entry to the examination).

#### Casio

FX-7300G, FX7400G, FX7400G PLUS, FX7700G, FX-8500G, FX-9700G, CFX-9800G, CFX-9850G, CFX-9850G PLUS, CFX-9850GB PLUS, CFX-9850GB PLUS-WE, CFX-9850GC, FX 9860G AU, CFX-9950G

#### Citizen

SRP-400G

#### Hewlett-Packard

HP 38G, HP39G, HP39G PLUS, HP39GS

#### Sharp

EL-9200, EL-9300, EL-9400, EL-9600, EL-9650, EL-9900

#### Texas Instruments

TI-80, TI-81, TI-82, TI-83, TI-83 PLUS, TI-83 PLUS (*Silver*), TI-84 PLUS, TI-84 PLUS (*Silver*), TI-85, TI-86

## CAS calculators

In 2009, the following CAS calculators are approved by the VCAA for use in Further Mathematics Examination 1 and Further Mathematics Examination 2, Mathematical Methods (CAS) Examination 2 and Specialist Mathematics Examination 2 but **not** Mathematical Methods Examination 2. The full functions of approved CAS calculators may be used (that is, the memories of these calculators do **not** require clearing prior to entry to the examination).

#### Casio

Algebra FX2.0, Algebra FX2.0 PLUS, *ClassPad* 300, *ClassPad* 300 PLUS, *ClassPad* 330

#### Hewlett Packard

HP 40G, HP 40GS, HP 48G, HP 48G II, HP 49G, HP 49G PLUS, HP 50G

#### Texas Instruments

TI-89, TI-89 (*Titanium*), TI-92/TI-92 PLUS/*Voyage* 200, TI-*nspire* CAS

## CAS Software

For approved schools only, students enrolled in Mathematical Methods (CAS) either by itself or in addition to Further Mathematics or Specialist Mathematics, will be permitted to use computer-based CAS software *Derive*, *Maple*, *Mathcad*, *Mathematica*, *TI-Interactive* and *TI-nspire* CAS, and stored files on a floppy disk or CD-ROM for examinations in these studies, where the use of technology is permitted, provided they meet VCAA specifications for the conduct of computer assisted examinations. Schools wishing to use computer-based CAS software should apply in writing to the VCAA for approval.

For further information please contact Mr Joe Pellegrino, Acting Assistant General Manager, Assessment Operations on (03) 9225 2242 or email: [pellegrino.joe.a@edumail.vic.gov.au](mailto:pellegrino.joe.a@edumail.vic.gov.au)

## VCE VET

### Revised VCE VET programs

Extracts from the revised VCE VET programs that are to commence in 2009 have been published on the VCAA website on the page of the current corresponding VCE VET program. Program booklets will be distributed to schools during Term 4 for VCE VET Business, Interactive Digital Media, Applied Fashion Design and Technology, Equine Industry and Hospitality.

### VCE VET Furnishing

The VCE VET Furnishing program comprises 21278VIC Certificate II in Furnishing (Pre-apprenticeship Cabinet Making). The accreditation period for this Victorian curriculum has been extended until 31 December 2009. Therefore, there will be no change to the VCE VET Furnishing program in 2009.

### VET/VCAL/DEECD statewide briefings

The VET/VCAL/DEECD briefings will be conducted in Metropolitan and Regional locations in November and early December. A memorandum will be distributed to schools early in Term 4 with dates and location details.

## VASS professional development

### New Users

Two periods of training in VASS will be held for newly appointed VASS Administrators. The first period will be held from Monday 24 November until Thursday 11 December

at Metropolitan CASES Centres. The second period of training will commence on Thursday 22 January 2009 until Friday 27 February at both metropolitan and regional venues. A Memorandum to Schools will be sent at the beginning of November detailing the dates and venues for the November/December sessions. A further Memorandum to Schools will be sent in late November detailing the dates and venues for the January/February 2009 sessions.

## Sessional Staff Management System

Applications for sessional type roles at the VCAA (e.g. Assessors, reviewers, markers, panels) can be lodged online on the VCAA's dedicated website Sessional Staff Management System (SSMS).

Opportunities to apply are advertised as they arise and publicised in the VCAA Bulletin VCE, VCAL and VET as well as in other educational publications and websites.

To see what jobs are available at any time you can go to the SSMS website <[www.ssms.vic.edu.au](http://www.ssms.vic.edu.au)> and select the link 'Currently available positions' (if a particular job is not listed, it usually means that applications have either not opened at that time or are closed) or check the bulletin boards for updates on the front page of SSMS.

### SSMS schedule

#### 2009 NAPLAN test marking (Years 3, 5, 7 and 9)

Marker applications for the NAPLAN test are open from mid-October 2008 for a period of approximately six weeks.

#### 2009 VCE Examination Assessors

Assessor applications for all 2009 Written (Mid year and End of year), LOTE Orals (October) and Arts Performance (October) examinations will open on SSMS at the end of January 2009.

The Victorian Institute of Teaching now recognises assessing as a professional development activity and practising teachers are strongly encouraged to consider the excellent professional development opportunity afforded by examination assessing.

Applications to assess for studies progressively close throughout the year; for example, end of April (Mid year written and GAT, English), end of June (LOTE Orals, Arts Performance), end of July (End of Year written).

Those interested in assessing Drama and Theatre Studies written examinations should note that for these applications SSMS actually opens in December and closes at the start of March.

## 2009 School Assessment Reviewers

School Assessment Reviewer applications for the 2009 Coursework audit (State Reviewer in all studies) and Visitation Reviewers (those studies with a School-assessed Task) will open on SSMS in mid-February 2009.

## SSMS

Assessment Services and Resources staff maintains SSMS and all enquiries should be directed as follows:

Implementation/Development

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

# VCE Information Technology

## IT Applications

### Software tools and functions

Students studying IT applications (Units 3 and 4) are required to use at least three software tools when solving information problems. Additional tools are required to develop a project management plan and a visual representation.

In Unit 3 Outcome 1, students use database management software to create a relational database. In addition they must use a software tool to create a project management report that includes the management plan and the tracking of progress. Appropriate software types include, for example project management, spreadsheets, word processing.

For Outcome 2, students use web authoring software to create a prototype website. Additional software, such as image editing, can be used to support the development of the prototype.

In Unit 4 Outcome 1, students use spreadsheet software to create a solution and information product. In addition they use web authoring or multimedia authoring software to create on-screen user documentation and a software tool that is capable of visually representing the decisions made and actions taken when problem solving. For further information on Information and Communications Technology for visualising thinking refer to the VELs website at: <http://vels.vcaa.vic.edu.au/essential/interdisciplinary/ict/index.html>

<http://vels.vcaa.vic.edu.au/support/domainsupport/ict/approaches.html>

A list of functions for particular software tools is provided on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) → VCE Studies and Resources → Information Technology → IT applications.

From this list students should aim to select and use functions that effectively and efficiently produce solutions and information products. In their learning students are expected to execute each listed function for a software tool, however, for the assessment tasks, they are only required to demonstrate the majority of functions. Note that the VCAA list is not exhaustive; learning and assessment does not have to be confined to the functions listed.

## Software Development

### Approved programming languages for 2009

Students will use one programming language from the accompanying list, to develop purpose-designed software. In the development of this software, students should be able to:

- develop a graphical user interface (GUI), for use in portable computing devices, such as laptops, personal digital assistants, gaming consoles, mobile phones
- construct and use data structures, for example arrays, strings, sets, lists, tables, records and stacks
- design, construct and use files to store and retrieve data
- design and apply data-validation techniques
- use program control structures: selection, iteration and sequencing.

The purpose-designed software will entail the use of objects, methods and their properties, and event-driven programming.

### List of approved languages

Delphi

VisualBasic (not Visual Basic for Applications)/REALbasic

VisualBasic.NET

Visual C++

Visual C#

Visual FoxPro

Pascal (object-oriented variations only)

Visual J, Visual J#, Java

Perl

PHP

Python

Ruby

Additional languages can be used to embellish a product, for example JavaScript with webpages. However, these would be supplementary to the main language and not to replace it. Specific distributions, projects or variations of languages may be suitable as long as they are able to address the criteria listed above, including, but not limited to, an object-oriented programming capability with graphical user interface features and file handling. Since it is impractical to itemise each of these language variations, the VCAA recommends that teachers first consider a language from the approved list.

Teachers of VCE Software Development should note that the list of approved programming languages is published annually in the VCAA Bulletin VCE, VCAL and VET.

# VCE Mathematics

## 2009–2011

Schools are to implement Mathematical Methods (CAS) Units 1 and 2 in 2009 and Mathematical Methods (CAS) Units 3 and 4 in 2010 as the mainstream function, algebra, calculus and probability study. Thus, 2008 is the last year in which schools are able to enrol students in Mathematical Methods Units 1 and 2; and 2009 is the last year in which schools are able to enrol students in Mathematical Methods Units 3 and 4. Schools will no longer be able to enrol students on VASS in Mathematical Methods Units 1 and 2 (MA081 and MA082) from 2009 or in Mathematical Methods Units 3 and 4 (MA083 and MA084) from 2010.

This follows from the first extension of the accreditation period of VCE Mathematics studies (with the exception of Mathematical Methods Units 1–4) until 31 December 2010, as noted in the November 2007 VCAA Bulletin VCE, VCAL and VET No. 54; and maintains the timeline previously announced by the VCAA in the June 2006 VCAA Bulletin VCE, VCAL and VET No. 38, for transition to CAS enabled mainstream function, algebra, calculus and probability and corresponding advanced mathematics studies for 2010. It also means that implementation of the transition takes place within the context of the current Mathematical Methods (CAS) and Specialist Mathematics studies.

An approved CAS will be the required enabling technology for Specialist Mathematics Units 3 and 4 from 2010 (inclusive), while either an approved graphics calculator or CAS will continue to be the required enabling technology for Further Mathematics Units 3 and 4.

Advice on possible approaches to incorporating CAS in the mathematics curriculum at Years 9 and 10 (VELS Level 6) and related materials have been developed by the VCAA to support teachers, as noted in the March 2007 VCAA Bulletin VCE, VCAL and VET No. 46, and the June 2007 VCAA Bulletin P–10 Issue 29. These can be accessed from the *Mathematics Domain Support* in the VELS section of the VCAA website at: <<http://vels.vcaa.vic.edu.au/support/domainsupport/maths/cas.html>> and used to assist teachers in preparing students for study of Mathematical Methods (CAS) Units 1 and 2.

The further extension by one year of the accreditation period of the VCE Mathematics studies: Foundation

Mathematics, General Mathematics, Mathematical Methods (CAS) and Specialist Mathematics, until 31 December 2011, defers the review of VCE Mathematics so that this process can be informed by, and aligned with, developments in national curriculum. Curriculum benchmarking work carried out by the VCAA in 2008; the Barrington and Brown report (Australian Mathematical Sciences Institute, 2005) and the Masters and Matters report (Australian Council for Educational Research, 2007) show that there is a high level of content commonality in the three types of senior secondary courses corresponding to Further Mathematics, Mathematical Methods/Mathematical Methods (CAS) and Specialist Mathematics around Australia.

## VCE Religion and Society

### Amendment to the study design

Effective from 1 January 2009, the following amendment will apply to Unit 3: The search for meaning. The introduction to the unit will now read:

**This unit focuses on core religious beliefs and the ways in which they create meaning for religious communities and individuals. These beliefs refer to views about ultimate reality held by individuals, groups, organisations and whole societies. Religious beliefs may be communicated and expressed through the following aspects: formal statements of belief, myths and other stories, sacred texts and other religious writings, rituals, symbols, social structures, oral or written codes of behaviour, religious experience and spirituality. Reference may be made to one or more traditions.**

**This tradition/s should be chosen from one or more of the following groups:**

- **Primal religions (for example, Australian Aboriginal religions, religions of the Pacific Islands)**
- **Asian religions (for example, Buddhism, Hinduism, Chinese religions)**
- **Semitic religions (for example, Judaism, Christianity and Islam).**

Any tradition selected should be a system with the eight interrelated aspects outlined on page 7 of the study design.

## VCE Texts and Traditions

### Prescribed text list for 2009

The following are prescribed texts for 2009. Students may choose to study from one of four written traditions:

- The Gospel According to John
- The Books of Ezekiel and Jeremiah
- The Gospel According to Luke
- The Qur'an

It is expected that students have a working knowledge of the set text/s. For examination purposes exegetical questions and themes for essays will be taken from the passages for Special Study.

#### **The Gospel According to John**

Using either the Revised Standard Version (RSV) or New Revised Standard Version (NRSV) translation of the Bible.

**Set Text:** The Gospel According to John

**Passages for Special Study:** John: 1:1–51; 7; 8; 9; 15; 17

#### **The Gospel According to Luke**

Using either the RSV or NRSV translation of the Bible.

**Set Texts:** The Gospel According to Luke

**Passages for Special Study:** Luke: 2, 4:14–30, 7, 9:18–36, 14, 15, 23

#### **The Books of Ezekiel and Jeremiah**

Using the RSV translation of the Bible.

**Set Text:** Jeremiah 1, 2, 3, 4, 5, 6, 7, 26, 29, 30, 31

Ezekiel 2, 3, 4, 5, 12, 17, 18, 33, 34, 35, 36, 37

**Passages for Special Study:**

Jeremiah 2, 3, 4, 26, 31

Ezekiel 12, 17, 18, 35, 37

#### **The Qur'an**

Using either Taqiudin or the English Translation of the meaning of Al-Qur'an by Muhammad Farooq-i-Azam Malik

**Set Texts:** Surah 3: Al-e-Imran (1–80) سورة آل عمران

Surah 28: Al-Ankabut سورة العنكبوت

**Passages for special study**

Surah 12: Surah Yusuf سورة يوسف

Surah 31: Surah Luqman سورة لقمان

Surah 60: Al-Mutahanah سورة الممتحنة

## VCAL update

### Quality assurance panel vacancies for 2009

The VCAA invites interested VCAL teachers to lodge an Expression of Interest to fill the following vacancies in a regional VCAL QA Panel and/or apply for a VCAL Liaison Teacher (VLT) position.

DEECD Region	Vacancy QA Panel Member	Vacancy VLT
Eastern Metropolitan Region	No vacancy	No vacancy
Western Metropolitan Region	No vacancy	No vacancy
Northern Metropolitan Region	Vacancy	No Vacancy
Southern Metropolitan Region	No Vacancy	No Vacancy
Gippsland Region	Vacancy	Vacancy
Hume Region	No Vacancy	No Vacancy
Loddon Mallee Region	Vacancy (2)	No Vacancy
Grampians Region (Ballarat)	Vacancy	Vacancy
Grampian Region (Horsham)	No Vacancy	No vacancy
Barwon South West Region (Geelong)	Vacancy	No Vacancy
Barwon South West (Warrnambool)	Vacancy	No Vacancy

Expression of Interest forms can be submitted online by accessing the VCAA SSMS website <[www.ssms.vic.edu.au](http://www.ssms.vic.edu.au)>. If assistance is required to lodge an application please call the SSMS Help Desk on (03) 9225 2305.

Applications close on the 13 October, 2008. Successful applicants will be notified by the VCAA. For further information please contact David Gallagher, VCAL Manager on (03) 9651 4532 or email: [gallagher.david.j@edumail.vic.gov.au](mailto:gallagher.david.j@edumail.vic.gov.au)

For further information please refer to VCAA Memorandum 73 Selection of VCAL Quality Assurance Panel Members.

VCAL  
GENERAL  
ADVICE

### Themed VCAL 2009

The Themed VCAL program is for students seeking a range of experiences within a particular industry sector to inform choices for future pathways and to develop employability skills. A Themed VCAL will provide a learning program focus that is linked to priority areas in the labour market and/or job opportunities. The program should assist students to choose future pathways such as apprenticeships, Vocational Education and Training qualifications or employment.

The guidelines and application form are available on the VCAA website:

[www.vcaa.vic.edu.au/vcal/providers/themedvcal/index.html](http://www.vcaa.vic.edu.au/vcal/providers/themedvcal/index.html)

Applications to deliver Themed VCAL in 2009 close on Friday, 28 November 2008. For further information please contact Cornelia DeBrincat, VCAL Project Manager on (03) 9651 4383 or by email: [debrincat.cornelia.c@edumail.vic.gov.au](mailto:debrincat.cornelia.c@edumail.vic.gov.au)

## Induction workshop for new providers

The VCAA is holding a VCAL induction workshop on Wednesday, 5 November 2008, at Moonee Valley Racing Club, Moonee Ponds, from 8.30 am to 3.45 pm. The induction workshop will focus on the following aspects of the VCAL:

- Curriculum
- Structure
- Partnerships
- Resources
- Quality Assurance.

The VCAA would like to invite providers who have a new VCAL Coordinator or a new VCAL Teacher starting in 2009 to attend this induction workshop. Places are limited so registrations will be limited to one registration per provider and priority will be given to providers who are delivering VCAL for the first time in 2009. There is no registration cost associated with attending this workshop. However, no CRT will be available.

For further information, please refer to memorandum 82/2008 dated 12 September 2008 or contact the VCAL Unit on (03) 9651 4435 or email: [vcaa.vcal@edumail.vic.gov.au](mailto:vcaa.vcal@edumail.vic.gov.au)

## Important VCAL dates

Below is a summary of important VCAL dates for the rest of the year.

13 October	Applications for vacancies in the 2009 VCAL QA panels close
5 November	Induction Workshop for new VCAL providers and new VCAL Coordinators
17 November	Final day to complete record of all VCE, VCAL and VET enrolments for the current year on VASS (Enrolment 5)
28 November	Themed VCAL applications close
3 December	VCAL Achievement Award applications close

## Congratulations

Notre Dame College, Shepparton have just returned from presenting at the 9th International Partnership Conference: *Interpreting the Present to Influence the Future* in Helsinki, Finland.

The college's VCAL program with seven partners received an **honourable mention** in the Global Awards.

The VCAA wishes to congratulate Notre Dame College and their partner organisations.

## SAFE T1: Innovative OHS resources for VCAL and VELs

Is occupational health and safety (OHS) something you 'do' with your VET, VCAL, SBA or work experience students – as in, 'let's do OHS and get it out of the way' or 'that's something we'll do on the last Friday of term'?

Are you looking for 'ready-to-go' teaching and learning resources for the OHS components of Work Related Skills – resources that are specifically designed for VCAL students?

Are you concerned about how to manage health and safety risks associated with running VCAL or Advance projects?

Do you sometimes have difficulty getting through to VET students about the importance of following safe work procedures?

As part of its overall Young Workers Strategy, WorkSafe Victoria is funding the Victorian Applied Learning Association (VALA) over three years to develop flexible, 'ready-to-go' resources that are clearly mapped to VCAL Curriculum Strands and to VELs at Level 6.

These resources will include a website, video-clips, topics for classroom debates and role plays, quizzes, industry-specific information and case studies of successful student projects.

The project ('SAFE T1') will establish 'learning circles' of teachers, students and others to build participants' OHS knowledge and skills from the early stages of the project.

WorkSafe encourages you to get involved in these learning circles – by contributing ideas, trialling resources and/or providing feedback. Building knowledge in this way will help to ensure the sustainability of the project beyond its three-year duration.

SAFE T1 will:

- encourage students to relate OHS to their own experiences ('this could happen to me or one of my friends')
- challenge students to learn about their rights and responsibilities at work
- empower students to speak up about health and safety
- focus on the industries students are planning to enter – particularly those identified as 'high risk' for young people
- make OHS meaningful, so that it travels with students, wherever they go.

## More information

To find out how SAFE T1 is progressing check out the WorkSafe website <[www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au)> or VALA website at: [www.vala.asn.au](http://www.vala.asn.au)

## About the Prevention Fund

The WorkSafe Prevention Fund was established in July 2007 to encourage and support collaboration between organisations that create sustained improvements in workplace health and safety.

For more information about the Prevention Fund, please visit WorkSafe's website <[www.worksafe.vic.gov.au](http://www.worksafe.vic.gov.au)> or email: [prevention\\_fund@worksafe.vic.gov.au](mailto:prevention_fund@worksafe.vic.gov.au)

## Margaret Schofield Memorial Scholarship

The VCAA coordinates the Margaret Schofield Memorial Scholarship on behalf of the trustees. This scholarship is offered annually to a Year 12 student who has completed the VCE including Music: Solo Performance Units 3 and 4 at a government secondary school in Victoria.'

## Previous winner – Peter Evans

This music scholarship was first awarded in 2006 to Peter Evans who attended Camberwell High School and whose instrument was drum-kit. The scholarship assisted Peter to continue his music studies at Box Hill TAFE.

Since finishing at Box Hill in 2006 Peter relocated to Perth to study for his Bachelor of Music (jazz performance) at the Western Australian Academy of Performing Arts (WAAPA) on drums.

The course gives him access to some of the best jazz educators in Australia as well as many international guests.

In addition to his studies at WAAPA, Peter is performing with the Western Australian Youth Jazz Orchestra (WAYJO) in their composer's ensemble. WAYJO recently finished a series of concerts with 'James Morrison and Friends' which was a great opportunity to perform with one of Australia's most well known exponents of jazz.

Recently Peter performed in Perth with children's entertainer Peter Combe and will be going with him to Singapore in January. He also manages to fit in a variety of gigs with friends and acquaintances on a weekly basis.



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- 72/2008 re Three Examinations On One Day
- 73/2008 re Selection of VCAL quality assurance panel members for 2009
- 74/2008 re Consultation and focus groups for VCE subjects in review – September/October 2008
- 75/2008 re Release and delivery of Parent Reports, National Assessment Program – Literacy and Numeracy (NAPLAN) 2008
- 76/2008 re 2008 October/November Examination Centres and Special Examination Arrangements
- 77/2008 re Deadline for Top Designs and Top Screen – VCE Season of Excellence
- 78/2008 re Deadline for Top Arts – VCE Season of Excellence
- 79/2008 re VCE October/November Examinations New Chief Supervisor Training 2008
- 80/2008 re Submission of School Indicative Examination Grades for October 2008 Arts Performance Examinations
- 81/2008 re Years 3, 5, 7 and 9 National Assessment Program – Literacy and Numeracy (NAPLAN) Test Results 2008

- 82/2008 re Invitation to attend VCAL Induction Workshop on 5 November 2008
- 83/2008 re Deadline for Top Class Sound – VCE Season of Excellence
- 84/2008 re Themed VCAL 2009

## Publishing

- September 2008 VCAA Bulletin VCE, VCAL and VET No. 63
- Return to Study: A guide to VCE and VCAL

## Internet

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- September 2008 VCAA Bulletin VCE, VCAL and VET No. 63
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### VCE

- Review and consultation materials (summaries of changes and questionnaires): VCE Art, VCE Economics, VCE Health and Human Development, VCE Psychology, VCE Studio Arts

# October 2007 to September 2008

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**Bulletin No. 57**

1. VCE 2008 Drama and Theatre Studies performance examinations

**COPY DEADLINES FOR 2008**

<b>Issue No. and Month</b>	<b>Date of publication</b>	<b>Copy deadline</b>
<b>No. 65 November</b>	<b>Monday 10 November</b>	<b>Wednesday 22 October</b>
<b>No. 66 December</b>	<b>Monday 8 December</b>	<b>Wednesday 19 November</b>

*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).*

Promoting principles such as environmental responsibility, democracy, leadership and community service is at the centre of Anna Stewart's co-curricular activities.

Her school, Ballarat Grammar, is one of many around the world who are involved with the Round Square Organisation. The Round Square philosophy aims to support the development of students through academic, physical, cultural and spiritual experiences. The philosophy itself is based on the notions of Internationalism, Democracy, Environment, Adventure, Leadership and Service – together they form the acronym IDEALS.

Anna has been successful in incorporating these ideals into her work for the community and within her school. She has used them to raise awareness of important issues, such as promoting relief programs for victims of natural disasters in Burma and China, as well as promoting Co2 reduction schemes for World Environment Day.

She has represented her school at an International Round Square Conference in Scotland and has been a group leader at an Australasian Junior Round Square Conference. Her active participation within the organisation has given her a unique perspective and understanding of the world. 'My involvement with Round Square has really helped open my eyes to different cultures and people. It has also provided me with a global perspective on things – of the world beyond Ballarat.'

One area that Anna is highly committed to is raising money and awareness for East Timor. She has played a key role in organising a large fundraising event called 'Desks for Dilli' which raised money for Ballarat Grammar's sister-school in East Timor. She also initiated and managed a raffle ticket stall to promote awareness and raise money for the cause.

A highlight of the 'Desks for Dili' fundraiser was a concert featuring the renowned Dili Allstars, a Melbourne-based funk/ska band made up of Timorese and Australian musicians. One of the founding members is Anna's uncle – Paul Stewart.

Other East Timor benefit campaigns Anna has been involved in include selling benefit CDs called 'Hau Abut – I am woman' to raise money for a Women's Health Clinic in Dili. She participated in a 10 km 'Trek for Timor' earlier this year, which aimed to raise money for the community of Ainaro in East Timor. Anna, with her family, forfeited their Christmas presents last year and asked that money be donated to the Alola Foundation instead. This effort raised \$500 and went to assist women and children in East Timor.

Even though Anna is keen to support causes for East Timor, many of her other extracurricular activities focus on the local Ballart community. She has volunteered at the local primary school to help with after-school care and students' homework. Anna also spent lunchtimes volunteering at a special school participating in activities with children who have disabilities.

As a qualified swimming instructor, Anna has taught pre-school and primary school children to swim. 'I have enjoyed sports for as long as I can remember, particularly swimming. That's why I got into coaching. Seeing kids develop and improve their skills gives me great satisfaction. It also improves my people skills.'

In the summer holidays she has also volunteered as a Surf Life Saver. 'I find it rewarding to be able to use my passion for swimming to help others.'

At school Anna is a leader and highly regarded member of her school and is often looked upon as a mentor for younger students. She is highly involved with organising and participating in the school's House sporting competitions and also plays in the school's senior girls' soccer premierships side.

Next year Anna is planning to take a gap year and travel to Europe. She is particularly keen on re-visiting all the places she saw on her trip to Europe as part of her International Round Square Conference trip. After that she is looking to study international relations and commerce.



### **Previous winner Anna Orzech**

Anna won a Margaret Schofield Music Scholarship in 2007 and, since then has been studying cello at the Victorian College of the Arts. She will finish her degree at the end of next year and plans to continue studying either at the VCA or at another institution.

2008 has been an exciting year for Anna having recently spent a week in Singapore with her string quartet at the Singapore Youth Orchestra Friendship Festival of Chamber Music. She is spending October performing chamber music programs with the Australian Youth Orchestra and also played in the AYO's orchestral season earlier this year.

Receiving the scholarship was an important event for Anna who was able to purchase a new cello bow and this has made a huge difference to her performance. Anna says, 'I'm extremely grateful to the Schofield family for this'.

### **How to apply this year**

Applications for this annual scholarship are invited from government school students of VCE Music: Solo Performance. Application forms are available from the VCAA website at: [www.vcaa.vic.edu.au/excellenceawards/schofield\\_award.html](http://www.vcaa.vic.edu.au/excellenceawards/schofield_award.html)

Please complete them online, print off, sign and mail to the VCAA as directed on the site. The deadline is 31 October 2008. Please direct enquiries to Information Services on (03) 9651 4544 or 1800 134 197.



Anna Orzech with trustees Fiona and Andrew Cochrane

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The VCAA Bulletin is also available online at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)  
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