



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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VCE Season of Excellence

Deadline for Season events

Applications for Top Arts, Top Designs and Top Screen are due on 16 October 2008. (VCE VET Multimedia applications are due Monday 17 November.) Applications are considered in October and November and the final selection confirmed in early January.

Application forms can be found at:
www.vcaa.vic.edu.au/seasonofexcellence.html

Top Screen will launch Season 2009 at the Australian Centre for the Moving Image on Tuesday 3 March. Top Class Drama and Theatre Studies will be presented at a new venue, the Melbourne Recital Centre, Southbank Boulevard on Friday 13 and Saturday 14 March; Top Designs will open at Melbourne Museum on Saturday 21 March; Top Arts opens at the Ian Potter Centre: NGV Australia on Wednesday 25 March and Top Acts opens at Hamer Hall on Friday 22 May.

Dates for Top Class Dance, Music performance and Sound will be confirmed shortly.

Contact the VCAA, Season office for any further information on (03) 9651 4582 (Tues/Wed/Fri) or (03) 9651 4347 (Mon–Fri).



Installation views of Top Designs 2008

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 8 September	October/November examination centres available through VASS. Special Examination Arrangements available through VASS.
Friday 19 September	SIEG 2 Indicative Grades for Arts Performance examinations are required. After this date VASS will not allow schools to enter Indicative Grades for Arts Performance examinations. Final day for: <ul style="list-style-type: none"> lodging applications for enrolment in 2009 in Chinese Second Language, Chinese Second Language Advanced, Indonesian Second Language, Japanese Second Language or Korean Second Language students to lodge requests to inspect scripts for examinations in the June examination period.
Monday 6 October	End of Term 3.
Monday 6 October to Sunday 2 November	Start of Term 4.
Monday 13 October	Arts Performance examinations and LOTE examinations: oral component.
V	SIAR 3 Scores for VCE School-assessed Tasks. After this date VASS will not 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	School Status Report identifying School-assessed Tasks from the SIAR 3 required for review.
Wednesday 22 October	VCE Unit 4 School-assessed Coursework audit material due at the VCAA.
Monday 27 October	Review by visitation of School-assessed Tasks begins.
Wednesday 29 October	Auslan examination to be held.
Thursday 30 October	SIEG 3 Indicative grades for November written examinations are required. After this date VASS will not 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	Written examinations held.

CEO's column



It is a time of high activity in the national arena with the revised National Goals of Schooling, National Curriculum and National Assessment all claiming our attention. It is timely to think of the 'international' aspect of all this national work. The transformation in the importance of global perspectives over the past ten years provides a particular lens through which to view national work.

The ubiquity, speed and scope of information and communications technology and the fact that we are preparing students for a global future as producers, consumers and citizens means that an international perspective for curriculum and assessment becomes paramount. This might have implications on a number of levels for national curriculum and assessment.

We are now much more accustomed to the notion of international benchmarking. We regularly participate in international assessment such as the Programme for International Student Achievement (PISA) and Trends in International Maths and Science Study (TIMSS) to get a take on the relative and absolute performance of our education system. Both of these programs provide extremely rich data sets for analysis and interpretation. As the series become established, progress or lack of it is one focus.

Most of the accompanying data is highly useful in promoting thinking about setting curriculum content and achievement standards, range of teaching styles and strategies and generally giving the perspective that only third party and international comparisons can give.

There are no simple messages or straightforward prescriptions available from these data. They provoke discussion, not to say dispute, about the relative importance of such hard to quantify factors as cultural expectations, degrees of specification of curriculum, teacher quality (and how to best influence it) and sundry other socio-economic and cultural elements. How much of Finland's success is replicable and under what conditions is probably the international question du jour at the moment. The fact that many countries and systems are all puzzling about this (including Finland) is a positive outcome of this process.

Similarly in the realm of curriculum, why would we be embarking on National Curriculum when internationalism is clearly a dominant feature we need to be building into curriculum? These are, of course, not incompatible. Indeed, it is surely the case that Australia has a unique take on internationalism which is a national priority.

Paradoxically, perhaps, internationalism is a perspective and influence which needs to be understood and interpreted by each country in ways that are especially pertinent and appropriate to its own culture, society, economy and politics. Internationalising curriculum should not mean the uniform, worldwide adoption of a simple, homogenous product essentially provided for an elite group.

All Australians need access to an international curriculum specifically designed for an Australian constituency facing outwards confidently to the world.

VCAA staff international presentations

VCAA programs continue to attract international interest. This has recently been evident in the number of invitations senior VCAA staff members have received to give key presentations at international conferences. Examples of these this year include the following:

Dr David Leigh-Lancaster, Mathematics Curriculum Manager, gave an invited keynote presentation and paper in May on Computer Algebra Systems (CAS) in the mathematics curriculum at the Mathematics in Education and Industry (MEI) conference in London, UK.

In September, Margaret Mackenzie, VCE Curriculum Manager, will present a paper on graded assessment within a competency-based Vocational Education and Training framework at the 34th Conference of the International Association for Educational Assessment (IAEA) in Cambridge, UK.

Monica Bini, Humanities Curriculum Manager, has been invited to present at the 2008 Philosophy of Interculturality Conference in Graz, Austria in October. Her paper will outline VCAA and Department of Education and Early Childhood Development (DEECD) initiatives in cultural diversity education both within and beyond the classroom, with a particular focus on the intersection between philosophical methodologies and cultural diversity education.

Paula Christophersen, ICT Curriculum Manager, has had a paper accepted for the 2008 Concept Mapping → Connecting Educators conference in Finland in late September. The title of the paper is 'A school curriculum for visualising thinking' and it outlines the rationale behind the development of ICT for visualising thinking dimension in the Victorian Essential Learning Standards (VELS) Interdisciplinary domain of Information and Communications Technology and describes its nature, illustrated through student work samples.

John Firth
Chief Executive Officer
September 2008

VCE Examinations

Setting and assessing VCE examinations

Teachers who are not teaching Units 3 and 4 and have expertise and experience in teaching VCE studies are eligible to be part of VCE examination setting and vetting panels. Examinations in which there are still vacancies for the 2009 panels may be seen on the Sessional Staff Management System (SSMS).

All teachers with expertise and experience in teaching VCE studies are eligible to assess. Applications are still open to assess some studies in 2008. You are encouraged to submit an expression of interest via the VCAA website:

www.ssms.vic.edu.au

Further information can be obtained from the SSMS Help Desk on (03) 9225 2305.

Professional development opportunities with the VCAA

The Victorian Institute of Teaching now recognises assessing VCE studies and participation on VCE examination setting panels as quality professional development that will contribute to the requirements for renewal of teacher registration. Further information can be obtained on the following website:

www.vit.pdi.vic.edu.au

VCE Visual Communication and Design

The 2008 Visual Communication and Design examination question and answer book will be printed on Cyberstar 160 gsm paper. This is the same paper as was used in the 2007 examination.

Examinations October/November 2008

The following examination materials will be published in the first week of Term 4 on the VCAA website and will assist students who are preparing to sit VCE written examinations in October/November 2008.

The materials include the front cover, relevant instructions and multiple-choice answer sheet (where applicable) for each examination.

Teachers should ensure that students are aware of the correct method of completing all multiple-choice answer sheets, script books and answer books, and that they practise these procedures prior to the examination.

Students should note that the number of pages, questions and marks shown for the examination may differ slightly from

the number indicated in the actual examination books given to the students on the day of examination.

All materials relevant to a particular study are provided in a single downloadable Portable Document Format (PDF) file. Any enquiries about these materials should be directed to the VCE Examinations Unit on (03) 9225 2349.

2008 ESL Sample Paper

Section C Part 2

The task as published in the Sample Paper reads as follows:

Write a piece of prose that explains how language and visual features have been used in *Chickens Run Free* to attempt to persuade readers about three of the main points in your summary.

Teachers may choose to substitute the published task with the following wording to eliminate any potential ambiguity:

Write a piece of prose that explains how language and visual features have been used in *Chickens Run Free* to attempt to persuade readers about three of the main points **in the article**.

Student Records and Results

Student address validation

In October, the Student Records and Results Unit will undertake validation of student addresses for all students enrolled in a Units 3 or 4 study in 2008. This process is undertaken in conjunction with Australia Post to maximise the successful delivery of final results to Year 12 students.

Where a school has student addresses that do not conform to Australia Post standards, the VCAA will forward an email listing the student addresses in question along with a reason for the error. Schools should review incorrect addresses and amend as necessary. Where all addresses are correct no notification is sent to the school and no action is required.

Australia Post publishes an addressing standards reference document that provides information on accepted addressing formats. This document is available from the Australia Post website: www.auspost.com.au/correctaddress/adstand.pdf

It is the responsibility of school principals to ensure that student details, including addresses, are routinely checked and updated when required. Before the address validation process is undertaken by the Student Records and Results Unit, principals should ensure that:

- student addresses are current and correct for all students undertaking a Unit 3 or Unit 4 study in 2008
- the Australia Post addressing standards reference document is used if in any doubt about the correct format of an address.

For more information contact the Student Records and Results Unit on (03) 9651 4402.

VCE Review

Consultation

VCE Classical Studies, Texts and Traditions and Business Management

The consultation drafts of the proposed VCE Classical Studies, Texts and Traditions and Business Management study designs were made available on the VCAA website and to all parties on the VCAA Consultation Register during July and August. All feedback has been forwarded to the respective VCE Review Panels for consideration prior to proceeding to the October meeting of the Post-compulsory Curriculum and Assessment Committee and the Board of the VCAA for final approval.

The VCAA would like to thank all respondents who provided feedback.

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

The proposed drafts of VCE study designs for Art, Economics, Health and Human Development, Psychology and Studio Arts have been approved for consultation with teachers and other key stakeholders. All teachers on the VCAA Consultation Register will have received recently a copy of the consultation draft, a summary of changes and a questionnaire.

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

- Art: www.vcaa.vic.edu.au/vce/studies/art/artindex.html
- Economics: www.vcaa.vic.edu.au/vce/studies/economics/economicsindex.html
- Health and Human Development: www.vcaa.vic.edu.au/vce/studies/healthnhuman/healthumindex.html
- Psychology: www.vcaa.vic.edu.au/vce/studies/psychology/psychoindex.html
- Studio Arts: www.vcaa.vic.edu.au/vce/studies/studioarts/studioindex.html

Alternatively, hard and electronic copies of the consultation drafts, summary of changes and questionnaires can be obtained by contacting VCE Curriculum on (03) 9651 4511.

Questionnaires must be returned to Louise Conroy by **Friday 3 October 2008** via hard copy or online:

Mail: Victorian Curriculum and Assessment Authority
VCE Curriculum
41 St Andrews Place
East Melbourne, Victoria 3002
Email: conroy.louise.s@edumail.vic.gov.au
Fax: (03) 9651 4511

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Amendment to VCE Systems Engineering Study Design glossary

The current gear and gear ratio definitions included in the Glossary in the *VCE Systems Engineering Study Design* have been extensively discussed by teachers.

It is necessary to clarify the gear ratio definition in relation to its transformation into a formula in order to avoid any confusion caused by use of the derived formula (driver over driven).

The current definitions in the glossary in the Systems Engineering study design for 'gear' and 'gear ratio' are to be removed and replaced with the following definitions for 'gear', 'simple gear train', 'compound gear', 'compound gear train' and 'gear ratio'.

Changes to the glossary terms are effective from 1 January 2009.

The replacement definitions for the VCE Systems Engineering glossary are as follows:

Gear: a toothed component that meshes with another to transfer motion in mechanical systems.

Simple gear train: two or more gears that mesh, used to increase or decrease speed; and/or to change direction.

Compound gear: a compound gear is made up of two or more gears that are joined together and share the same shaft.

Compound gear train: a compound gear train is a combination of gears and axles or shafts that have at least one axle or shaft with a compound gear.

Gear ratio: The relationship of the number of turns between two gears expressed as a ratio, that is, the number of turns of the driver to one turn of the driven (x: 1) For example, (for a reduction gear box) a driver gear has 40 teeth and the driven gear has 80 teeth; using the formula driven ÷ driver the ratio is expressed as 2:1 or for two turns of the driver gear the driven gear turns once.

VCE VET

The Australian Vocational Student Prize (AVSP)

The AVSP is an important Australian Government initiative that recognises Vocational Education and Training (VET) as a valuable and desirable pathway for students. It is the vocational equivalent of the Australian Student Prize (formerly the Lord Florey Student Prize) for academic achievement and promotes VET as a career pathway as important as other secondary and tertiary education pathways. Each year, the AVSP rewards up to 500 Year 12 students who have demonstrated exceptional skill, commitment and achievement in VET in Schools programs or School Based Apprenticeships or Traineeships.

Winners will receive a cash prize of \$2000 and a certificate.

Further information is available at: www.dest.gov.au/schools/avsp

VCE VET Small Business

The VCE VET Small Business comprises 21530VIC Certificate II in Small Business (Operations/Innovations). The accreditation period for this Victorian curriculum has been extended to 30 June 2009. A revised Certificate II in Small Business is currently being developed by the Curriculum Maintenance Manager (CMM) for Business Industries based at Chisholm TAFE. Further advice will be published when the revised qualification is accredited by the Victorian Registration and Qualifications Authority (VRQA).

VCE VET Automotive

The VCE VET Automotive program comprises 21560VIC Certificate II in Automotive Technology Studies. The accreditation period for this Victorian curriculum does not expire until 30 June 2009. Therefore, there will be no change to the VCE VET Automotive program in 2009.

A revised Certificate II qualification is being developed by the CMM for Automotive based at Kangan Batman TAFE. Further advice will be published when the revised qualification is accredited by the VRQA.

Assessor payment

Payments to sessional staff employed by the VCAA

To complete its work efficiently and successfully meet the tight timelines for delivering student results, the VCAA relies on the assistance and cooperation of a sessional workforce of approximately 5000 people.

The VCAA acknowledges the time and effort contributed by this group and by principals who agree to release their staff to participate in this work. The benefits to schools are the professional development opportunities for teachers and the collegial sharing of ideas which strengthen teaching and learning practices.

Communication to schools

The VCAA keeps all schools informed of all staff employed in sessional roles. Principals and daily organisers in schools are advised of the appointment of staff from their schools, the dates of meetings and the availability of Casual Relief Teacher (CRT) payments to secure the release of those staff employed in sessional roles.

The VCAA also advises teachers undertaking VCAA activities in school hours to ensure that their release has been approved and confirmed with their school. For VCE examinations, assessors are required to attend a full-day training session. Many training sessions are scheduled for the weekends to minimise disruption, but it is necessary to schedule some sessions during school hours.

Release for VCAA activities in school hours

The following activities are funded by the VCAA:

- training meetings for assessors of VCE Examinations, reviewers of School-assessed Tasks, markers of AIM tests
- assessment of LOTE Orals, Arts Performance examinations, Visitation review.

Where release is required from school duties

A CRT payment is made available to the home school (as given by the applicant in their expression of interest on the VCAA's online application website SSMS) to gain the release of the teacher from their school duties and to cover the absence.

Where release is not required from school duties

The payment for attendance at the activity is made available to the teacher.

Where part release is required from school duties

For full-day activities there is provision for a half-day CRT payment to be made to the school and a half-day payment to the teacher.

The VCAA expects that school-based sessional staff keep their school management informed of their involvement in VCAA activities during school hours, and that all arrangements relating to them undertaking that work during school hours is mutually agreed. This includes whether the payment for the activity is made to the school (CRT), to the teacher or shared.

Each person attending a VCAA activity such as training is asked to indicate on the VCAA official attendance sheet whether the training payment should be sent to the school or directed to themselves.

To assist in this process:

- the VCAA will publish the training dates in the VCAA Bulletin VCE, VCAL and VET and also disseminate this information to applicants
- schools should ensure that this information is made available to their staff
- teachers who receive a sessional appointment to work for the VCAA should ensure that their school is aware of this arrangement especially where this may impact on the teachers availability to undertake their normal school duties
- there is mutual agreement between the teacher and the school on whether the payment for the activity is made to the school (CRT), to the teacher or shared.

Enquiries should be directed to Marlwood Ryder, Manager Assessment Services and Resources on (03) 9225 2302 or email: ryder.marlwood.f@edumail.vic.gov.au

VCE Classical Societies and Cultures

Text list for 2009

Greek

Homer, *Iliad* Book 6

Translated by Robert Fagles, Penguin Classics

Aeschylus, *The Persians*

in *Prometheus Bound and Other Plays*

Translated by Philip Vellacott, Penguin Classics

Aristophanes, *The Clouds*

in *Lysistrata, Acharnians, The Clouds*

Translated by Alan Sommerstein, Penguin Classics (2002 translation)

Thucydides, extracts from *The Sicilian Expedition* Book 6, pp. 414–429, Book 7, pp. 503–537 in *The Peloponnesian War*

Translated by R Warner, Penguin Classics

Greek Temple Architecture and Architectural Sculpture

The Parthenon: the building; the ‘Panathenaic’ frieze; and the southern metopes (Centauromachy).

A Handbook of Greek Art by Gisela Richter, Phaidon, London.

Additional illustrations in Greek Art and Archaeology, by John Griffiths Pedley, Laurence King Publishing.

Roman

Virgil, *Aeneid* Book 1

Translated by David West, Penguin Classics

Seneca, *Trojan Women*

in *Four Tragedies and Octavia*.

Translated by E F Watling, Penguin Classics

Suetonius, *Nero*

in *The Twelve Caesars*

Translated by R Graves, Penguin Classics

Tacitus, *The Annals of Imperial Rome*

Translated by Michael Grant, Penguin Classics

Sections: Introduction (pp. 31–34), Demise of Messalina (pp. 245–51) and Nero and Seneca (pp. 336–44).

Post Augustan Emperors

All portraits can be found on the pages listed below in the second edition of Ramage and Ramage, *Roman Art* 1995, Laurence King Publishing, and the reprinting in 1996 Prentice Hall edition.

Caligula wearing a toga (p. 122), Claudius as Jupiter (p. 122), Portrait of Nero (p. 123), Portrait of Vespasian (p. 136), Colossal portrait of Titus or Domitian (p. 149), Bust of Trajan (p. 164) Portrait of Hadrian wearing an oak wreath

(p. 198), Portrait of Antoninus Pius (p. 210), Portrait of Marcus Aurelius (p. 215), Portrait of Lucius Verus, bust (p. 215), Marcus Aurelius on Horseback (p. 219), Bust of Commodus as Hercules (p. 231).

VCE English/English as a Second Language (ESL)

Units 3 and 4

The collection of sample writings for Area of Study 2: Creating and Presenting was updated in August to include samples written in all four Contexts.

ESL teachers are advised that samples of analysis for Area of Study 3: Using language to persuade, can be downloaded from the website: www.vcaa.vic.edu.au/vce/studies/english/index.html

VCE Outdoor and Environmental Studies

The Victorian Curriculum and Assessment Authority (VCAA), in partnership with the Victorian Outdoor Education Association (VOEA), is conducting workshops for teachers focusing on the design of School-assessed Coursework (SACs) in VCE Outdoor and Environmental Studies.

The workshops will address the requirements for SACs as specified in the *VCE Outdoor and Environmental Studies Study Design* and will be facilitated by the State Reviewer.

Workshop dates and locations are shown below. Workshops will begin at 9.00 am and conclude at 1.00 pm.

Date	Venue
Tuesday 11 November	Carlton
Thursday 13 November	Churchill
Wednesday 3 December	Bendigo
Thursday 4 December	Geelong

There is no cost for participants but registration is essential. Information and registration details are available from the following website: www.voea.vic.edu.au

For enquiries concerning the workshops please contact the VOEA on (03) 9349 4311 or email: jodie@voea.vic.edu.au

VCE Performing Arts

Text Lists for 2009 – Publication timeline

VCE Dance: *Units 3 and 4 Prescribed list of dance works* was published in June 2008 VCAA Bulletin VCE, VCAL and VET No. 60, pages 7 and 8.

VCE Drama: *Unit 3 Playlist*. The playlist will be published via Memo to Schools in mid-December 2008 and in the February 2009 VCAA Bulletin VCE, VCAL and VET.

VCE Music Group performance: *Prescribed list of arrangements*. This list will be published via Memo to Schools in mid-December 2008 and in the February 2009 VCAA Bulletin VCE, VCAL and VET. Application forms for Alternative Works for 2009 will be available in December 2008. Completed application forms must be submitted to VCAA on or before Friday 6 March 2009.

VCE Music Solo performance: *Prescribed list of ensemble works* was published in June 2008 VCAA Bulletin VCE, VCAL and VET No. 60, pages 8 and 9.

VCE Music Solo performance: *Prescribed list of notated solo works*. 2009 Lists for Contemporary Double Bass, Contemporary Piano, Drumkit, Electric Bass, and Guitar – Contemporary popular are available at: www.vcaa.vic.edu.au/vce/studies/musicsolo/musicpersoloindex.html

The list for Voice – Contemporary popular will be published in September 2008. All other instruments will use 2008 lists in 2009. Updates for these lists will be published in January 2009

where needed to correct details regarding publications. Application forms for Alternative Works for 2009 will be available in December 2008. Completed application forms must be submitted to VCAA on or before Friday 6 March 2009.

VCE Theatre Studies: *Units 3 and 4 Playlists*. The playlists will be published via Memo to Schools in mid-December 2008 and in the February 2009 VCAA Bulletin VCE, VCAL and VET.

Links to all text lists are available via VCE study pages: www.vcaa.vic.edu.au/vce/studies/index.html

Memoranda to Schools can be viewed at: www.vcaa.vic.edu.au/correspondence/index.html

VCE
STUDY
ADVICE

Text Advisory Panels 2009

VCE: English/ESL, Literature, Dance, Music Group performance

Suitably experienced and qualified teachers are invited to apply for membership of the 2009 Text Advisory Panels in the following VCE studies Units 3 and 4:

English/ESL, Literature, Dance and Music Group performance.

Applications are taken via the SSMS website: www.ssms.vic.edu.au. The closing date for applications is Friday 10 October 2008.

VCAL update

Important VCAL dates

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

25 August – 5 September	Stage 2 VCAL quality assurance meetings
5 November	Induction Workshop for new VCAL providers and new VCAL Co-ordinators
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

VCAL
GENERAL
ADVICE

Notices

Margaret Schofield Memorial Scholarship

The VCAA coordinates the Margaret Schofield Memorial Scholarship on behalf of the trustees.

Scholarship details and applications

The scholarship will be awarded annually under the following conditions:

1. The scholarship will be awarded to a Year 12 student who has completed the Victorian Certificate of Education (VCE) including Music: Solo performance Units 3 and 4 at a government secondary school within the state of Victoria, and is intending to pursue further studies in music performance at an approved tertiary institution in Australia.
2. The student must have lived in Victoria during the year that the scholarship is advertised.
3. The scholarship is open to students of any musical instrument as a solo performer.
4. Each government school is able to submit more than one application if there is more than one potential candidate at the school.
5. The scholarship will carry a prize of \$4000 per year. The amount will be reviewed every three years and increased as necessary according to the rate of inflation at the time.
6. The scholarship is tenable for one year, and will be used to support the recipient's ongoing music education and training. The scholarship will usually be paid directly to the tertiary educational institution at which the student is enrolled.
7. The selection panel will include representatives of the scholarship trustees, the Victorian Curriculum and Assessment Authority (VCAA) and the Department of Education and Early Childhood Development.
8. Applicants must complete the Margaret Schofield Music Scholarship application form published on the VCAA website. Applicants who are short listed will be invited to attend an interview and audition. As part of the selection

process, the trustees may contact the applicant's school and/or nominated instrumental music teacher/s.

9. The recipient will be required to forward an interim report and a final report to the scholarship trustees. The tertiary institution where the student is enrolled will also be required to submit an interim report and a final report. The format of the reports will be advised by the trustees.
10. The trustees may cancel the scholarship if satisfied that the conditions of the scholarship and the purpose of the funds have not been complied with.
11. The conditions governing the award of the scholarship may be altered from time to time as the trustees think appropriate.

Applications for this annual scholarship are invited from government school students of VCE Music: Solo Performance.

The selection panel will consider applicants who can demonstrate a commitment to music in recent years and to a future career in music performance. The students' study score for VCE Music: Solo Performance will be taken into consideration.

Application forms are available from the VCAA website at: www.vcaa.vic.edu.au/excellenceawards/schofield_award.html

Margaret Schofield

Margaret Schofield's life and career are recognised through this scholarship which has been established by her family in recognition of her achievements and commitment to the provision of educational opportunities for all.

The scholarship is open to students who have completed their VCE at a government secondary school and provides assistance in funding ongoing music study at a tertiary institution.

Margaret Schofield was one of Australia's leading pianists. Her distinguished career included performances as a soloist, accompanist and actively teaching the piano for almost 60 years.

She studied music at the University of Melbourne and in London where she gave recitals for the BBC. During the 1950s and 1960s she had regular concert tours in Australia with visiting overseas musicians, such as violinist Jean-Pierre Wallez, cellist Edmund Kurtz and soprano Elisabeth Schwarzkopf.

In 1966 she was appointed Chief Study Teacher at the University of Melbourne Conservatorium. She lectured in accompanying and piano at the Melba Conservatorium, examined for the Australian Music Examinations Board and adjudicated at many eisteddfods and competitions.

In 1988 Margaret Schofield was awarded the OAM for her services to music and to the community. She continued to teach and play until almost 80 years of age.



2008 recipients of the Margaret Schofield Memorial Scholarship with trustees. (L to R) Dr Fiona Cochrane, Berta Brozgul, Alistair Robertson, Dr Andrew Cochrane.

VCAA Plain English Speaking Award

Professional development DVD

Each year the Victorian Curriculum and Assessment Authority coordinates the Plain English Speaking Award in Victoria and approximately 200 students from across the state enter the Award.

The Plain English Speaking Award provides opportunities for students to build self-confidence and extend their skills in researching, speechwriting and public speaking.

To support teachers who would like to enter students in the Award, we have developed a DVD pack based on the 2007 state final of the Award.

Teachers of public speaking will find this a useful resource for use in the classroom, even for students who are not entering the VCAA Plain English Speaking Award.

While this resource is particularly useful in Victorian Certificate of Education English classrooms, it may also support teaching and learning activities in Victorian Certificate of Applied Learning (VCAL) and the Victorian Essential Learning Standards (VELS).

There are two DVDs in the pack. One is a record of the 2007 state final and the other provides professional development for teachers and students. Both DVDs can be shown to students and provide a stimulus for class discussion. The DVD pack includes:

- Tom Ballard, the winner of the 2007 Victorian Award talks about his experiences as a public speaker.

- Tom's winning speech is analysed by an experienced adjudicator.
- A teacher and students at a Preston secondary school work on preparing and delivering an impromptu speech.
- Three Plain English Speaking Award adjudicators discuss their experience of judging the finals and provide valuable advice to teachers and students who wish to enter the Award.

The DVD pack costs \$20.00 (includes GST and postage) and the order form is on the VCAA website at: www.vcaa.vic.edu.au/excellenceawards/plainenglishspeaking/index.html

Please note that the VCAA does not accept school purchase orders and does not send out invoices. Once payment is received a Tax Receipt will be sent with the product.



Visit from Malaysian Examinations Syndicate

Senior officers from the Malaysian Examinations Syndicate attended three days of seminars and discussions with VCAA curriculum and assessment Managers from 9–11 July 2008.



L to R: LOTE Curriculum Project Managers Gabriella Bertolissi and Anne Fisher, with Learning Domains Manager Imre Hollosy and colleagues from Malaysia, Mr Ahmad Yusuf and Mr Adzman Talib.

Distribution

24 July 2008 to 20 August 2008

Memoranda to schools

- 56/2008 re 2008 October/November VCE Written Examination Centres
- 57/2008 re 2008 VCE VET Multimedia – Computer-based Examination Friday 7 November 2008
- 58/2008 re 2008 CCAFL Written Examinations (Collaborative Curriculum and Assessment Framework for Languages)
- 63/2008 re On Demand Professional Development – Metropolitan Centres – August 2008
- 64/2008 re Publication of VCAL results at the end of the school year
- 65/2008 re Special VASS New Users Training
- 66/2008 re VCE Small Group Partnerships Unit 4 Coursework on VASS
- 67/2008 re Students with Three Examinations on One Day

- 68/2008 re Submission of Enrolment 4 Data
- 70/2008 re Performance/LOTE Oral Examination Advice Slips, and Program Sheets for October 2008 Examinations

Publishing

- August 2008 VCAA Bulletin VCE, VCAL and VET No. 62
- August 2008 VCAA Bulletin P–10 Issue 36
- VCE Assessment Handbook: Physics 2009–2012

Internet

- August 2008 VCAA Bulletin VCE, VCAL and VET No. 62
- August 2008 VCAA Bulletin P–10 Issue 36

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COPY DEADLINES FOR 2008

Issue No. and Month	Date of publication	Copy deadline
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).

The desire to make a difference is something most of the VCE Achievers have and Jaan Butler is no exception.

When he was in primary school he was interested in the Bendigo Talking Trams so he volunteered to assist in the tramways workshop. He subsequently developed a taste for helping out.

Now, in his final year of school at Bendigo Senior Secondary College, he manages to juggle his studies with a number of co-curricular activities and responsibilities. He finds time for out of school activities as well.

Jaan is the Vice President of his school which is a significant role in a school of over 1800 students. One of his responsibilities is to represent the students on the College Education Committee. This is where policies on timetabling, lateness and extracurricular programs are discussed. He liaises between students and staff in making decisions on matters such as the school curriculum and the absentee policy.

Speaking out in such forums has become a regular occurrence for Jaan who was also chosen by his school to participate in a Parliamentary Inquiry into Dress Codes and School Uniforms in Victorian Schools.

In 2007 he represented his college at the Victorian Youth Parliament and was elected Chairman of Committees in the Legislative Council. Meeting local politicians Jacinta Allan MLA and Damian Drum MLC to discuss a bill entitled *Provision of Appropriate Respite Facilities in Victoria* was enlightening and demonstrated how enthusiastic MPs are to hear from young people.

Jaan's increasing familiarity with parliamentary affairs and matters has led him to consider the possibility of entering politics himself, but only after he has explored his other passion for history.

As a member of the Bendigo Historical Society Jaan finds time to help them sort and catalogue their collection of 13 000 items. During 2006 and 2007 he seized the opportunity to

record the history of his former school – Flora Hill Secondary College – before it merged with another school. The published history – titled *Life's Work* – is a permanent reminder of the importance of the school to the people who were students there. Writing this memoir revealed many interesting facts to him. Flora Hill opened as a domestic arts school for girls in 1916, making it one of the oldest state

high schools in Victoria. It opened his eyes (and those of his readers) to the social changes in the role of women that have taken place since the school opened, and closed.

During the rowing season Jaan rises early to be on the lake at 6.30 am for practice. And at the end of the day he can be found rehearsing for one of two bands – the City of Bendigo Brass Band and the Bendigo Colleges' Symphonic Band – where he plays French Horn or Tenor Horn.

'Taking part in team or group activities can be very rewarding', says Jaan. 'You make a lot of friends who can show you different things about life.'

And when the activities involve helping others Jaan says 'it can be rewarding to know you are doing something for the community'.

Jaan finds that there always seems to be time to fit in more activities and he also enjoys the diversity they bring to a student's life. 'There are times during the year when you have to pull back because of VCE studies. Then after that you can get involved again.'



Top food by outstanding students

Twenty VCE VET Hospitality students from Units 1 and 2 (Hospitality Operations) and eleven students from Units 3 and 4 (Food and Beverage Stream) from Footscray City College provided catering and service at the Top Designs opening in April this year. The school is well equipped with a new Hospitality Skills Centre fitted out with new industry standard equipment designed for the training of Hospitality students within the college and from the region.

Under the supervision of Sean Flynn, Head Chef at Peter Rowland Catering at Melbourne Museum and guided by staff from Footscray City College, the enthusiastic students spent the whole day in the kitchens at Melbourne Museum skilling up on food and beverage preparation and presentation. The menu included mini vegetable pizzas, bruschetta with bocconcini and cherry tomatoes, lamb and yoghurt garnished Turkish pidas and smoked salmon pikelets.

Congratulations to the VCE VET Hospitality students at Footscray City College for making the opening of Top Designs such a success. A big thank you to Frieda Caban, VET Coordinator and Hospitality teacher; Alison Downes, VCE VET Hospitality teacher; Kerry Liff, Integration Aide; Nicole McCarthy, Front of House Food and Beverage Trainer and Kerri Wierzbiski, In-house Chef for all your hard work leading up to the event and on the day.

Many guests commented on the professionalism of the catering service and complimented the school on the delicious selection of food.



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

The VCAA Bulletin is also available online at: www.vcaa.vic.edu.au
Victorian schools only may photocopy this publication for use by teachers and students.

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

Subscription to the VCAA Bulletin

A subscription form for the VCAA Bulletin is available on the VCAA website:
www.vcaa.vic.edu.au/correspondence/bulletins/bullsubscription.html or contact the VCAA on (03) 9651 4326.
Cost of a one-year subscription is \$42.35 (incl. GST).
VCAA Bulletin is not published in January.

Cover design: Selections from VCE Season of Excellence

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ISSN 1448-2363



Published by

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