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Principal VCE/VCAL/VET Coordinators VCE/VCAL/VET Teachers

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Top Designs, Top Screen and Top Arts update

Eight panels met in November to consider the applications submitted for Top Designs, Top Arts and Top Screen.

Over 1700 applications were received for Top Designs. The breakdown is as follows: the Design and Technology panel considered 315 applications and shortlisted 31; Food and Technology considered 233 applications and shortlisted 55; Systems Engineering considered 33 and shortlisted 17; Visual Communication and Design considered 706 and shortlisted 77. The VCE VET Multimedia panel considered 37 applications and nine were shortlisted.

Works viewed demonstrated the range of skills and creativity students develop in these studies with many reflecting the inventiveness and hard work required to enter these fields professionally.

Panels usually spend one day on deliberations except for the Visual Communication and Design panel that met for two days. The Media panel viewed 240 films submitted for Top Designs and Top Screen over four days. Thirty short films including animation were shortlisted. The film submissions were particularly strong in regards to camera work, editing, and inventive scripting. The Media panel also viewed 97 photography submissions and shortlisted 15, and 59 print layout submissions of which 17 were shortlisted.

Over 1500 applications were received for Top Arts. The panel met over three days and shortlisted 145 students. The panel was heartened by the number of prints and drawings submitted this year.

There were 40 applications for Top Class Sound.

Final selection for all events will take place in December. Students are notified in January.

Bookings for the education programs associated with these events will open on 1 December. Memoranda have been sent to all relevant teachers with full details of programs and booking details.

The search continues for past Top Designs exhibitors to mark the exhibition's ten year anniversary at Melbourne Museum. Teachers aware of any past students working in related fields are asked to contact the Season on: seasonofexcellence@edumail.vic.gov.au



Josh Janssen, *My Spectacular Student Film*, Eumemmering Secondary College, Eumemmering



Sarah Best, *Wishing*, Mirboo North Secondary College, Mirboo North

Important administrative dates

Full details of dates appear in Supplement 1 to the November 2009 VCAA Bulletin VCE, VCAL and VET No. 76.

V = VASS critical date

2009	
	Applications for Themed VCAL in 2010 close.
Friday 4 December	Applications close for 2009 VCAL Achievement Awards.
Monday 14 December	Results available to students.
V	Final results available to schools.
	Results package sent to schools:
	<ul style="list-style-type: none"> • Statements of Results for students studying VCE Units 1 and 2 or VCAL • Certificates for students who have successfully completed their VCE or VCAL • VCE VET and VET/FE Statement of Results listing units of competence/modules completed for students studying VCE Units 1 and 2 only and VCAL.
	Statements of Results for students enrolled in at least one VCE Units 3 and 4 sequence will be sent to students.
Wednesday 16 December	Anomalous grade report will be available through VASS for the October/November examinations.
Friday 18 December	End of Term 4.
	End of 2009 school year.
2010	
Wednesday 27 January	Start of school year for government schools.
Friday 19 February	Final day for:
	<ul style="list-style-type: none"> • students to lodge requests to inspect scripts for examinations held in October/November 2009 • students to lodge without a late fee, applications for Statements of Marks for all examinations held in 2009. • principals to lodge requests for Confirmation of Grades for examinations held in October/November 2009
Monday 22 February	ENROLMENT 1
V	It is imperative that schools enter as much of the following enrolment data as possible
	<ul style="list-style-type: none"> • VCE Units 1–4 • VCAL Certificates and VCAL units • VET Certificates and units of competence/modules • Registration of IB students (Years 11 and 12)
	ENROLMENT 1 data is used for initial planning associated with the June and October/November examinations and to determine the School Coursework Audit . Schools are still able to modify enrolment data after this date.



National Senior Secondary Curriculum

As the year draws to a close it is timely to review where we are with national curriculum and what that may mean for the VCE and VCAL.

We are poised at an interesting point with materials being developed for a very important consultation in phase in 2010. During 2009, the interim National Curriculum Board was replaced by the Australian Curriculum, Assessment and Reporting Authority (ACARA) – a Commonwealth statutory authority which reports to the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). ACARA has a markedly wider remit than its predecessor. It has been directed to develop national curriculum P–12 in Geography, Languages, and the Arts in addition to the first four subject areas of English, Mathematics, History and Science. It has been asked to provide advice on the place of the remaining learning areas in the National Goals – Health and Physical Education, Design and Technology and Information and Communication Technology, Business, Economics and Civics and Citizenship, together with the general capabilities outlined in the Melbourne Declaration.

This is a much more substantial task than the initial phase – one which requires ACARA to develop advice about the whole curriculum and what this might mean for the specific place of the Australian curriculum in each school's program. This expanding remit has meant that for some the public developments in this past twelve months have been a little sparse. This is understandable given the breadth and depth of the national agenda which of course also now incorporates assessment and reporting.

The timeline for development of senior secondary curriculum in the first four areas has been published for some time. ACARA will distribute draft material for consultation in the first half of 2010. The VCAA will organise subject specific forums and events to maximize the ability of Victorian schools to respond and to inform the advice that we prepare for our Minister. Following consultation, ACARA will revise the drafts and propose the senior national curriculum to Ministers in late 2010.

A timeline for implementation has not yet been finalised. It will partly depend on the responses to the consultation drafts. Ministers will decide on an implementation timeline and process next year – VCAA will be providing advice on these matters. There will be ample time for the incorporation of Australian curriculum into our certificates – we will be consulting widely and planning for appropriate implementation support. It is our intention that Australian curriculum will replace Victorian

curriculum in those areas where the content and purposes are similar. In the Science area for example, our intention is that the Australian Physics, Chemistry and Biology would replace the Victorian studies once the national curriculum has been endorsed. This means that the content of VCE studies in these areas will be the Australian curriculum. They will still be part of the VCE. In the first round, however, ACARA is not developing a senior Psychology course. The VCAA will continue to offer Psychology as a VCE study.

There are many imponderables as the national curriculum unfolds. There are many potential opportunities for national collaboration, professional renewal, networking across boundaries just as there are institutional arrangements to be negotiated. We will be transparent and supportive as we embark on this exciting work with draft material being developed for a very important consultation phase in 2010.

VCE/VCAL

We are in the middle of processing this year's VCE and VCAL results. As ever, it is a massive undertaking which involves over 3500 temporary VCAA staff, most of whom are drawn from the profession.

Our Assessment Centre is a hive of activity, operating 24 hours a day, seven days a week during this period. There is an intense air of concentration and focus and a total commitment to ensuring that all students are treated fairly and rewarded appropriately for their work.

We are always looking to expand our pool of markers and are working to improve the use of technology in marking so that geographical constraints can be minimised. VCE markers constantly comment on what great professional development it is. Please consider becoming a marker next year and if you are a school leader, support your staff to do so.

I would like to thank all teachers, principals and school staff for their efforts in delivering our world class VCE and VCAL programs, their administration of the school assessments and participation in curriculum review committees and consultation. The quality of our work reflects the enormous commitment, freely given by teachers throughout the state.

Finally I would like to extend, on behalf of the VCAA Board and staff, my best wishes to you all for the festive season. I trust that the summer break provides an opportunity for you to relax, reflect on 2009, and return refreshed for the challenges and opportunities of the New Year.

John Firth
Chief Executive Officer
December 2009

Student Records and Results

Erratum

VCE and VCAL Administrative Handbook 2010

2.3 Summary schedule of Fees and Charges

Item 1 in this table is incorrect. The correct fees for 2010 are as follows:

- Examinations outside Victoria
- | | |
|------------------------|----------|
| Interstate service fee | \$56.00 |
| Overseas service fee | \$166.00 |

VCE Examinations

Mathematical Methods (CAS) Examination 1 from 2010 (inclusive)

For the period 2006–2009 the *common* Examination 1 for Mathematical Methods and Mathematical Methods (CAS) was based on content from the areas of study for Mathematical Methods in relation to Outcome 1.

From 2010 (inclusive) Mathematical Methods (CAS) Examination 1 will be based on content from the areas of study for **Mathematical Methods (CAS)** in relation to Outcome 1. This includes, for example, the use of matrices for transformations of the plane, Markov chains and the representation of systems of simultaneous linear equations.

The VCAA will, early in 2010, publish on its website a collection of sample Examination 1 questions with respect to content for Mathematical Methods (CAS) supplementary to the content of the former Mathematical Methods study 2006–2009.

International Studies 2010

End-of-year examination – Units 3 and 4

Teachers of International Studies are reminded of the structure of the topic for Section B of the examination in 2010–2011.

The rotation will be:

- 2010 – Australian foreign policy
- 2011 – Power in the Asia–Pacific region.

Examination criteria are available in the *VCE International Studies Assessment Handbook 2006*.

Chinese Second Language and Chinese Second Language Advanced Written Examinations

Character List

Teachers of Chinese Second Language and Chinese Second Language Advanced are advised that from 2010, characters that are not included in the character list which is published in the Chinese Second Language and Chinese Second Language Advanced study design, and that may be unfamiliar to students, will be glossed in English in the final written examination, except where it is necessary to gloss in Pinyin to ensure the integrity of the examination question.

Revised criteria for Section 2, Part C

Teachers and students are advised of a change to the criteria for Section 2, Part C of the written examination: translating from characters into English. The revised criteria will be effective from 2010. The revised criteria and their weightings are as follows.

When judging performance in translating, the assessor will take into account the extent to which the student demonstrates the capacity to:

- Understand the passage and convey the meaning in English (10 marks)*
- Interpret and express grammatical aspects of the passage accurately (5 marks)*

Descriptors for the two criteria will be published in the February 2010 VCAA Bulletin VCE, VCAL and VET No. 78.

Enquiries may be addressed to Jennie Oldfield on (03) 9225 2354 or email: oldfield.jennie.o@edumail.vic.gov.au

VCE Review and Implementation

Revised study designs for implementation in 2010

VCE Art 2010–2014

VCE Business Management 2010–2014

VCE Classical Studies 2010–2014 (formerly Classical Societies and Cultures)

VCE Economics 2010–2013

VCE Health and Human Development 2010–2014

VCE Psychology 2010–2014 (Units 3 and 4 2011–2014)

VCE Studio Arts 2010–2014

VCE Texts and Traditions 2010–2014

Schools are reminded that in 2010 the VCE studies listed above are to be taught using the newly accredited VCE study designs.

Copies of the newly accredited study designs were distributed to schools in Term 1 2009. PDF versions of the study designs are available on the VCAA website at: www.vcaa.vic.edu.au/vce/studies/index.html

Enquiries about distribution of the study designs should be directed to Wendy James in the Curriculum Branch on (03) 9651 4590.

VCE assessment handbooks 2010

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

An assessment handbook for each of the VCE studies listed above is published for the accreditation period of the study and will be available in December from the VCAA website on the individual study webpage at: www.vcaa.vic.edu.au/vce/studies/index.html

Assessment handbooks are no longer printed and distributed to schools.

VCE Teachers should note that a companion document, *Administrative Procedures for Assessment in VCE Studies*, has been produced to support the study specific assessment advice available in the assessment handbooks. The *Administrative Procedures for Assessment in VCE Studies* is located on the VCAA website at: www.vcaa.vic.edu.au/vce/generaladvice/index.html

Analysing 2009 VCE results

VCE
GENERAL
ADVICE

Professional development sessions 2010

In early 2010, the VCAA will be providing professional development for school staff on how to analyse the 2009 VCE results. The goal of these sessions is to empower school staff to conduct their own analysis of students' VCE results. This analysis produces valuable insights to inform discussions around improving student performance.

These sessions will cover both the VCE Data Service and the VCE Examination Results Service.

School staff, such as VCE coordinators and faculty heads, can use the VCE Data Service to analyse the performance information of their VCE students. In particular, staff can identify strengths and weaknesses in the overall performance of groups of students in the school's VCE program.

Teachers can use the VCE Examinations Results Service to analyse the performance of individual VCE classes. This analysis can identify strengths and weaknesses in a class' performance against particular curricula; consider the effectiveness of current teaching practices and inform professional learning discussions with fellow teachers that lead to improved teaching practices.

During the sessions staff will have the opportunity to analyse their own school's VCE results and ask questions about their results. The sessions are designed for new users but are also informative for experienced users.

Each two and a half hour session is provided free of charge (including light refreshments). Full program details including how to register will be made available in the February 2010 VCAA Bulletin VCE, VCAL and VET No. 78.

VCE Mathematics

VCE Specialist Mathematics

Outcome 3 for Units 3 and 4 from 2010 (inclusive)

An approved CAS is the assumed enabling technology for Specialist Mathematics Units 3 and 4 from 2010 (inclusive). Accordingly, the specification for Outcome 3 on pages 214–215 of the 2006–2009 accredited VCE Mathematics study design is to be replaced from 2010 (inclusive) by the following:

Outcome 3

On completion of each unit the student should be able to select and appropriately use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

To achieve this outcome the student will draw on knowledge and related skills outlined all in the areas of study.

Key knowledge

This knowledge includes:

- exact and approximate specification of mathematical information such as numerical data, graphical forms, and general or specific forms of solutions of equations produced by use of a computer algebra system
- domain and range requirements for a computer algebra system's specification of graphs of functions and relations
- the role of parameters in specifying general forms of symbolic expressions, functions and equations
- the relation between numerical, graphical and symbolic forms of information about functions and equations and the corresponding features of those functions or equations
- the similarities and differences between formal mathematical expressions and their computer algebra system representation
- the appropriate selection of a technology application, in particular, computer algebra systems, in a variety of mathematical contexts.

Key skills

These skills include the ability to:

- distinguish between exact and approximate presentations of mathematical results produced by a computer algebra system, and interpret these results to a specified degree of accuracy
- produce results using a computer algebra system which identify examples or counter-examples for propositions
- produce tables of values, symbolic expressions, families

of graphs or collections of other results using a computer algebra system, which support general analysis in problem-solving, investigative or modelling contexts

- use appropriate domain and range specifications to illustrate key features of graphs of functions and relations
- identify the relation between numerical, graphical and symbolic forms of information about functions and equations and the corresponding features of those functions or equations
- specify the similarities and differences between formal mathematical expressions and their computer algebra system representation, in particular, equivalent forms of symbolic expressions
- make appropriate selections for a computer algebra system and other technology applications in a variety of mathematical contexts, and provide a rationale for these selections
- relate the results from a particular application to the nature of a particular mathematical task (investigative, problem solving or modelling) and verify these results
- specify the process used to develop a solution to a problem using a computer algebra system, and communicate the key stages of mathematical reasoning (formulation, solution, interpretation) used in this process.

Outcome 1 and Outcome 2

The specifications for Outcome 1 and Outcome 2 remain unchanged.

VCE Music

2010 VCE Music Solo performance Prescribed list of Ensemble Works

The following works have been selected for study in 2010. The works are the same as those set for study in 2009. This list is for use in Solo performance Units 3 and 4, Outcome 4 in the revised *VCE Music Study Design 2006–2010*.

One work should be selected for each of Units 3 and 4. These works should be used to teach key knowledge and skills relating to the 'Analysis of work selected from the Prescribed list of Ensemble Works' section of Outcome 4. The recordings listed for study must be used. Where a score is available it may be used as a teaching resource but is not mandated for study. The emphasis in teaching and learning for this section of Outcome 4 is outlined in the area of study on pages 81 and 92 of the study design. The focus is on study of the characteristics

and the role of instruments in ensemble works and the use of instruments in combination. Students investigate background and/or contextual issues that could influence interpretation of the work in performance, develop an idea about the intent and purpose of the original work and the expression appropriate to be shown in performance.

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

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

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

Notes:

- While study of notation for the works selected for study is not a requirement of the key knowledge and skills for Units 3 and 4 Outcome 4, sheet music and/or scores for each of the works is available. Additional resources, listed below, should be used as a guide. Other editions and/or anthologies may also be used.
- Some CDs listed will need to be ordered well in advance of the time they are needed. Some of the listed CDs are available through the Australian Music Centre Library. Others must be ordered from the suppliers listed.

Changes from 2009

Details regarding the recording for *Peter Gunn Theme*, Interpretation 1 are different due to changed publication details for this recording.

A description of the excerpt to be studied for *Summertime* is provided as well as the time-points.

Work 1

Title: *Lincolnshire Posy*

Composer: Percy Grainger

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

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

Interpretation in performance 2: Grainger for Wind Orchestra, Volume 4, Royal Northern College of Music Wind Orchestra, conducted by Timothy Reynish, Chandos CHA 9549

Score: Boosey & Hawkes, M051656820

Work 2

Title: *The Heart's Ear*

Composer: Liza Lim

Section of the work to be studied: from 5:00 to the end

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

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

Teachers wishing to order recordings and/or score of this work should contact the Australian Music Centre

www.amcoz.com.au

Work 3

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

Composers: John Lennon and Paul McCartney

Section of the work to be studied: complete work

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

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

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

Work 4

Title: *Dumb Things*

Composer: Paul Kelly

Section of the work to be studied: complete work

Interpretation in performance 1: *Songs from the South*: Paul Kelly's Greatest Hits, Musk, 33009.5

Interpretation in performance 2: *The Women at the Well*, FMR, 335122 or 2006 release as a CD single

Score: Kelly, *Songs from the South*, Wise Publication, MS03356, PVG

Work 5

Title: *Quatour pour la fin du temps* (Quartet for the end of time)

Composer: Olivier Messiaen

Section of the work to be studied: Vocalise, pour l'Ange qui annonce la fin du temps

Interpretation in performance 1: 1956, *Olivier Messiaen – Quatour pour la fin du temps*, 461 744-2 Accord/Universal

Interpretation in performance 2: 1968, Messiaen: *Turangalila-Symphonie* etc., 72435862529, EMI

Score: *Quatour pour la fin du temps*, Durand

Work 6

Title: *Concierto de Aranjuez*

Composer: Joaquin Rodrigo

Section of the work to be studied: first movement

Interpretation in performance 1: Angel Romero with San Antonio Symphony, Mercury Living Presence, Philips

Interpretation in performance 2: Slava Grigoryan with Queensland Symphony Orchestra, ABC Classics, 4768072 (also available in a boxed set)

Score: *Concierto De Aranjuez*, Eulenberg Miniature Score

Work 7

Title: *Peter Gunn Theme*

Composer: Henry Mancini

Section of the work to be studied:

Interpretation in performance 1: from 1:50 to the end of the track, *Henry Mancini A Legendary Performer*, RCA/BMG 07863 51843-2

Interpretation in performance 2: from 0:38–1:48 and 2:37 to the end, *Two for the Road, the Music of Henry Mancini*, GRP Records, 2004

Score: Ultimate Television Showstoppers, IMP

Work 8

Title: *Porgy and Bess*

Composer: George Gershwin

Interpretation in performance 1: Leontine Price, from 1:11 to 4:32 (first and second verse of lullaby beginning at introduction and third verse after complete stop and instrumental interlude including male chorus singing about dice game)

Interpretation in performance 2: Billie Holiday, *The Quintessential Billie Holiday*, Vol.2: 1936, Columbia
Score: *Summertime*, single for voice and piano. Alfred Publishing (AP.VS5985). **Note:** A full orchestral score is not available.

Work 9

Title: *Carmina Burana*

Composer: Carl Orff

Section of the work to be studied: 'O Fortuna' and 'Fortune plango vulnera'

Interpretation in performance 1: Choir and Orchestra of the German Opera Berline conducted by Eugen Joachum, Deutsche Grammophon 447 437 2

Interpretation in performance 2: Berlin Philharmonic conducted by Sir Simon Rattle, EMI 7243 5 57888 2 5

Score: *Carmina Burana*, Edition Schott 2877

Work 10

Title: *City of Angels*

Composer: Cy Coleman

Section of the work to be studied: 'With Every Breath I Take'

Interpretation in performance 1: complete track to be studied,

1990 Original Broadway Cast Recording, Sony

Interpretation in performance 2: from beginning to 3:31 and from 5'02 to end, Rachele Ferrell, *First Instrument*, Blue Note

Score: Cy Coleman's Broadway Showstoppers, Alfred

State Reviewers

Applications are invited for the position of Coursework State Reviewer 2010 for the following scored VCE VET programs:

- Business
- Community Services
- Dance
- Electrotechnology
- Engineering Studies
- Equine Industry
- Financial Services
- Furnishing
- Hospitality
- Information Technology
- Interactive Digital Media
- Laboratory Skills
- Music Industry
- Sport and Recreation.

State Reviewers can be teachers of the program at Units 3 and 4 level.

General responsibilities

The Coursework State Reviewer will be required to:

- participate in professional development activities for teachers and trainers as organised by the VCAA
- provide feedback, advice and support to schools/RTOs as required

- assist in the preparation of published advice for teachers
- conduct auditing and monitoring activities as directed by the VCAA
- assist in the preparation of feedback to schools as a result of the monitoring of coursework
- maintain the security and confidentiality of all assessment information and materials
- undertake other duties as directed by the VCAA.

There is a remuneration attached to these State Reviewer positions.

Closing date: Friday 12 February 2010

To express an interest in the State Reviewer positions, please apply through the SMSS website:

www.ssms.vic.edu.au

For further information, please telephone Lisa Burgess on (03) 9651 4427 or email: burgess.lisa.t@edumail.vic.gov.au

New publication

An Overview of VET in the VCE and VCAL

The VCAA VET Unit has recently published a new booklet titled *An Overview of VET in the VCE and VCAL*. The booklet contains information and advice on delivery options, student enrolments, VCE VET programs, block credit recognition, apprenticeships and traineeships, contribution to the VCE and VCAL.

Copies of the booklet are available for download from the VCAA website at:

www.vcaa.vic.edu.au/vet/index.html

Alternatively, you can contact the VET Unit on (03) 9651 4458 to request a hardcopy.

VCAL

VCAL enrolments 2010

In 2008 the Youth Transitions Division of the Department of Education and Early Childhood Development (DEECD) commissioned the University of Melbourne to undertake a review of community VCAL (CVCAL) programs.

Community VCAL students are enrolled in government schools (home school) and appear on the VCAA Central database as students enrolled at that school. In reality these students have their entire VCAL program delivered by an external provider with little or no connection to their home school. There are two types of community VCAL programs:

- 1. Community VCAL (CVCAL) programs, students are enrolled at a government school (home school) but the program is delivered entirely by another educational provider external to the school site.
- 2. In Satellite VCAL (SVCAL) programs, students are enrolled at a government school (home school) but the program is delivered entirely by the school, external to the school site at a community location.

One of the key findings from the review of CVCAL programs focused on the inability to identify community VCAL students as a separate cohort of students on the VCAA central database. To support the implementation of the above

recommendation the VCAA, with support from the DEECD, is implementing changes to the VASS (Victorian Assessment Software System) to enable community VCAL students to be identified as a separate cohort of students who are enrolled at their home school.

These changes will mean that VCAL providers will not be able to enter VCAL enrolments until late January 2010. Further information will be forwarded to all providers in a Memorandum to Schools early in 2010.

For further information please contact David Gallagher VCAL manager on (03) 9651 4532 or email: gallagher.david.j@edumail.vic.gov.au

2009 VCAL Achievement Awards

The VCAA is pleased to advise that representatives from the following organisations have been appointed to the judging panel for the 2009 VCAL Achievement Awards:

Australian Education Union
Catholic Education Office
Consumer Affairs Victoria
Dept of Education and Early Childhood Development
Dept for Victorian Communities
Group Training Association of Victoria
Local Learning and Employment Network
Victorian Applied Learning Association
Victorian Curriculum and Assessment Authority
Victorian Institute of Teaching

VCAA Christmas card



The VCAA Christmas card provides an opportunity for the organisation to work with schools and young people in developing a new design each year. For many years artwork from the VCE Season of Excellence Top Arts exhibition featured on the card. In recent years the VCAA has approached primary schools in metropolitan and regional Victoria and has been delighted with the ideas produced by younger students.

This year the VCAA invited Sunshine Special Developmental School to provide a choice of artworks for the VCAA Christmas Card. Art teacher Heath Lander has established a reputation for exhibiting the SSDS students' work in public spaces. The image selected for the card was on display at Mario's Café and was one of many works developed as part of the Artists in Schools program, a partnership between the Department of Education and Early Childhood Development and Arts Victoria with support from the Community Support Fund.

Printmaker Clare Whitney worked with the students over the year to develop their fine-motor skills, teaching them to scratch an image, put it in a printing press and create their own etchings. David Samaan's image of a tree, entitled 'Tree Me', is the one chosen by the VCAA this year for its Christmas card.

2010 VCAA CALENDARS

Copies of the 2010 VCAA calendars were mailed to schools in late November.

The calendars provide key VCAA administrative dates and list information about the VCAA's program of exhibitions and awards for the year. The calendars may also be used to enter specific dates related to individual school activities.

Schools will receive one or more calendars at no cost. Further copies may be purchased over the counter from Information Victoria or may be ordered through Information Victoria at a charge of \$2.50 each, plus postage and handling.

Calendars will be supplied folded rather than in flat sheet size, reducing postage costs when ordering by mail.

Calendars are available after 23 November from:

Information Victoria

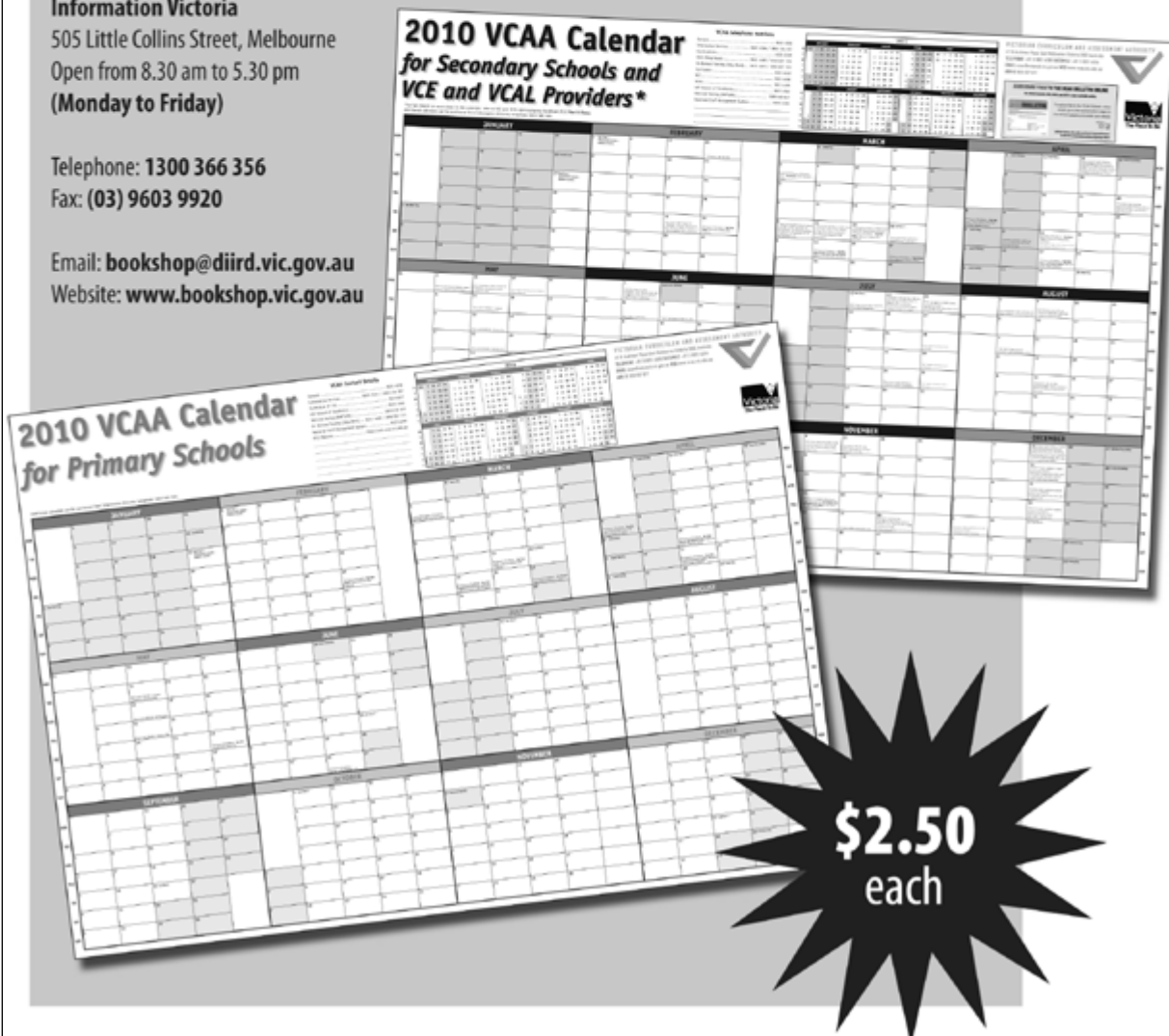
505 Little Collins Street, Melbourne
Open from 8.30 am to 5.30 pm
(Monday to Friday)

Telephone: 1300 366 356

Fax: (03) 9603 9920

Email: bookshop@diird.vic.gov.au

Website: www.bookshop.vic.gov.au



Distribution

22 October 2009 to 18 November 2009

Memoranda to Schools

- 113/2009 re Supplement 1 to the October VCAA Bulletin
- 114/2009 re Margaret Schofield Memorial Scholarship Applications
- 115/2009 re Submission of SIAR 4 – VCE Unit 4 Coursework Scores
- 116/2009 re Invitation to VCE Achiever Award Ceremony
- 117/2009 re Student Consents for the Disclosure of Information to Other Organisations
- 118/2009 re 2009 October/November Examination Centre Messages: Delivery Methods
- 119/2009 re VCE LOTE and Music CD Checks Prior to Examinations
- 120/2009 re Deadline to Top Designs for VCE VET Multimedia VCE Season of Excellence
- 121/2009 re 2009 Examination Feedback Survey
- 122/2009 re Submission of Enrolment 5 and SIAR 5 Data
- 123/2009 re Unit 3 Coursework Audit Feedback
- 124/2009 re VASS New Users Professional Development December 2009
- 125/2009 re Reminder: VCE Achiever Award Ceremony

Publishing

- November 2009 VCAA Bulletin VCE, VCAL and VET No. 76
- VCE and VCAL Administrative Handbook 2010
- VCE study design: Psychology

Internet

- Additions
- November 2009 VCAA Bulletin VCE, VCAL and VET No. 76
- Memoranda to schools 113–125

VCE

- VCE assessment reports June 2009: Environmental Science, Chemistry
- VCE study design: Psychology (Units 1 to 4) replaced the Units 1 and 2 version

December 2008 to November 2009

The detailed contents for this VCAA Bulletin are on the front cover. This index records items in all issues from December 2008 to November 2009. Index items are followed by issue number and page number. Index to supplements appears on the next page.

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Issue No. and Month	Date of publication	Copy deadline
No. 78 February	Monday 1 February	Wednesday 13 January
No. 79 April	Monday 12 April	Wednesday 24 March
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No. 84 October	Monday 11 October	Wednesday 22 September
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Jacinta Scadden – Nathalia Secondary College

Jacinta from Nathalia Secondary College has earned a reputation within her school as a dedicated and passionate student leader.

One of Jacinta's proudest achievements was co-directing and choreographing the Nathalia Secondary College musical production 'Fairy Tale High'. Having initiated the project, Jacinta selected a script that allowed a high number of students to participate and liaised with teachers, students and her co-directors to ensure even the back-stage ran smoothly.

'The production was a good chance for the younger and older students to get to know each other. It was also a great opportunity to build community spirit.' Jacinta was keen to have the local community and parents involved with the production, as it helped cultivate a sense of community pride in a drought affected area.

'It was a lot of hard work but it was all worth it. Just to see all the students perform and have a great time. That's what the production was all about – giving everyone a chance to be in the limelight.'

Jacinta has a keen interest in the performing and visual arts. She has helped organise her school's entry in the Rock Eisteddfod and performed in local amateur theatre productions. She also attended the Australian Youth Talent program, a creative multimedia workshop, in Canberra.

Jacinta participated in Kool Skool, a recording and multimedia competition that develops students' talents in contemporary music performance. Her band Pretty Undead Things won the best pop/rock song category and was invited to play to a live audience in Melbourne.

Using her creative skills in multimedia Jacinta won a National Simpson Prize, which is an Australia-wide competition that commemorates the Anzacs and educates students in Australian wartime history. Her presentation explored the heroic qualities of Australians since 1945, as inspired by John Simpson Kirkpatrick. As part of her prize she experienced an Anzac Day dawn service in Gallipoli. Jacinta still regularly corresponds with many of the ex-servicemen and women she met on her trip.

'I believe that the future of Australia lies in the hands of my generation and it is important to communicate with the older generations, to listen and to learn from their stories.'

As school captain Jacinta represented the college at the Urban Design Forum where she had a chance to discuss the future of Nathalia with the Governor of Victoria. As house captain she also actively participates in many sporting competitions.

In recognition of her leadership and academic qualities Jacinta was awarded the Kwong Lee Dow Scholarship from the University of Melbourne. Jacinta also achieved the Duke of Edinburgh silver award and spoke at the Nathalia ANZAC day ceremonies and the Moira Shire Australia Day Presentations.

As a young leader Jacinta tries to motivate and encourage other students to participate in the community. 'I have a habit of taking every opportunity I can get and I really want others to do the same. I am lucky to have my family for support and to keep me well grounded.'

In the future, Jacinta would like to make her own feature film and pursue her studies in screen and theatre production possibly in New Zealand. 'Thinking about the future definitely helps me stay focused.'



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. Students in government, Catholic and independent schools may apply for the award in 2010 by using the application form on the VCAA website: www.vcaa.vic.edu.au/excellenceawards/vceachiever/achieverapply.html

New publication schedule for the VCAA Bulletin VCE, VCAL and VET in 2010

As of February 2010 the VCAA Bulletin VCE, VCAL and VET will be published eight times a year instead of the previous eleven times. This will allow us to streamline our communication with you. At the same time the VCAA will reduce the environmental impact of its communication in print.

Publication months are February, April, June, July, August, September, October and November.

The VCAA Bulletin online will also be published for these months.

The VCAA Bulletin P-10 will continue to be published in February, April, June, August, October and December.

Any enquiries please contact the VCAA Production Unit on (03) 9651 4621.

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