

No. 88 June 2011

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

ISSN 1448-2363

CONTENTS

DATES

[Important administrative dates](#) 2

CEO'S COLUMN

[John Firth](#) 3

VCE

GENERAL ADVICE

[Australian Curriculum](#) 4

[VCE Review and Implementation](#) 4

[Examinations](#) 5

[Student Records and Results](#) 5

STUDY ADVICE

[Health and Human Development](#) 8

[Mathematical Methods](#) 8

[Music](#) 8

[Philosophy](#) 8

[Studio Arts](#) 9

VCE VET

GENERAL ADVICE

[Hospitality](#) 9

[Revised and new programs](#) 9

NOTICES

[History Teachers' Association of Victoria](#) 10

[Plain English Speaking Award](#) 10

[Safety first when it comes to soccer](#) 11

[Performing Arts](#) 11

DISTRIBUTION

[Notices and publications](#) 12

INDEX

[February 2010 to April 2011](#) 13

VCE ACHIEVERS

[Kimberley Pellosis](#) 15

[Mikaela Christie](#) 16

2010 VCAL Achievement Awards

What do becoming a qualified Auskick coach, mapping the spread of a noxious weed and designing a four wheel human powered vehicle have in common? They're all examples of the outstanding accomplishments acknowledged at the 2010 VCAL Achievement Awards, an annual event organised by the Victorian Curriculum and Assessment Authority (VCAA).

Held last month at BMW Edge, this year's awards celebrated the achievements of 45 individuals across 20 categories.

Education Minister Martin Dixon, who presented many of the awards, reflected on the high calibre of this year's recipients. 'The students, teachers and partner organisations we acknowledge today represent VCAL excellence across Victoria,' he said. 'Their commitment to the goals of the VCAL and their exceptional achievements are an inspiration to us all.'

Twenty four students received awards for individual and team-based achievement. Having performed exceptionally well in their VET training and work placements, most had also been involved in highly successful school and community based projects. These ranged from helping coordinate a wheelchair football tournament to designing and constructing new entrance signage for a rural Victorian town.

Jessica Brown, winner of the 2010 Foundation Outstanding Achievement Award, spoke on behalf of the student winners at the ceremony. 'My VCAL journey has taught me so much about life,' she said. 'I learned how to lead, how to be part of a team and the importance of reliability, good communication, trust and a good work ethic. These life skills don't just come from a classroom but from 'doing' and putting into practice what we learn. VCAL has given me a chance to get my life back on track and to skill myself up for the future.' A link to Jessica's full speech is now available on the VCAA website: www.vcaa.vic.edu.au/excellenceawards/vcalachievement/index.html

Also among this year's award recipients were 16 teachers and four community partner organisations. Some of the inspiring VCAL programs acknowledged in these categories included a virtual business scheme, an initiative based on the construction of a woodfire pizza oven and a project in which students assisted with organising the surfing World Championship Tour at Bells Beach.

This year's Chair's Award went to the Victorian Applied Learning Association (VALA) for its contribution to the VCAL as the state's peak organisation for applied learning practitioners.



2010 VCAL Achievement Awards winners

Important administrative dates

Full details of dates appear in Supplement 1 to the November 2010 VCAA Bulletin VCE, VCAL and VET No. 85.

V = VASS critical date

2011

Tuesday 14 June to Thursday 16 June	<p>June written examinations: Tuesday 14 and Wednesday 15.</p> <hr/> <p>GAT: Thursday 16 June.</p> <hr/>
Friday 17 June	<p>VCE Unit 3 School-assessed coursework audit material due at VCAA</p> <hr/>
Wednesday 22 June	<p>SIAR 1 scores for VCE Studio Arts School-assessed Task 1.</p> <hr/>
V	<p>After this date VASS will not allow SIAR 1 results to be entered.</p> <hr/>
Friday 24 June	<p>Applications for exemption from the GAT due at VCAA.</p> <hr/>
Friday 1 July	<p>End of Term 2.</p> <hr/> <p>Final day for schools to flag students eligible for a VCAL Certificate at mid year by running VCAL Mid year Reporting function on VASS.</p> <hr/>
Monday 18 July	<p>Start of Term 3.</p> <hr/> <p>SIAR 1 School-assessed Tasks that are required for review available through VASS.</p> <hr/>
Monday 25 July	<p>ENROLMENT 3</p> <hr/>
V	<p>This data should contain 2011 VCE, VCAL and VET enrolment data that is known and available to schools.</p> <hr/> <p>After this date VASS will not allow schools to withdraw student enrolments from VCE Unit 4.</p> <hr/> <p>Review of School-assessed Task by visitation in Studio Arts begins.</p> <hr/>
Friday 29 July	<p>Final day for schools to lodge the following applications for examinations held in October/November:</p> <hr/> <ul style="list-style-type: none"> • approval of hiring fees for sites in the community used by two or more schools • earlier starting time • requests for new or combined examination centres and for students to sit at centres other than home schools • requests for students to sit examinations outside Victoria • timetable clashes. <hr/>
Monday 1 August	<p>SIAR 2 scores for VCE Unit 3 School-assessed Coursework.</p> <hr/> <p>After this date VASS will not allow schools to enter SIAR 2 results.</p> <hr/>
Thursday 4 August	<p>Anomalous grade report will be available through VASS for the June examination.</p> <hr/>
Monday 8 August	<p>June examination results and Studio Arts SAT 1 grades available to schools through VASS.</p> <hr/> <p>Arts Performance Examination and LOTE oral component examination advice slips available to schools.</p> <hr/>
Friday 19 August	<p>ENROLMENT 4</p> <hr/>
V	<p>This data should contain 2011 VCE, VCAL and VET enrolment data that is known and available to schools.</p> <hr/> <p>After this date VASS will not allow schools to:</p> <hr/> <ul style="list-style-type: none"> • modify Assessment Plans or RTO details for scored VCE VET programs. <hr/> <p>Partnership details must be entered on VASS for VCE Unit 4 coursework.</p> <hr/>



Premier's VCE Awards and VCAL Awards

Over the past two weeks it has been my privilege to attend two of the most important events on our annual calendar – the awards for VCE and VCAL performance. Both events celebrate individual achievement. Both recognise that individual achievements emerge from collective effort and commitment. The major reason we are committed to organising these big, public events is to acknowledge all of those involved in this achievement. The students are recognised in the presence of both representatives from their schools and communities, and the parents and wider families who variously contribute to their achievements. We are acknowledging outstanding individual effort and recognising it publicly. At the same time the various speakers and presenters are challenging the award winners to regard this as a first, prodigious step into the future – a future they have shown the capacity to play a substantial role in creating.

The inspirational words of Jessica Brown, referred to in the cover story, at the VCAL awards were a powerful reminder of the strong and growing value of the VCAL Pathway and that we must provide wide and diverse opportunities for excellence to be nurtured and expressed. Increasingly, young people are embarking on paths that may take many twists and turns. It is imperative that we continually weigh up the balance between setting clear directions and standards with structures that are flexible enough to respond to a wide variety of needs.

The VCAA is acutely aware that both VCE and VCAL programs must deliver on challenge and standards, intrinsic value, enhancing opportunities for development, and giving a sense of direction and hope for future possibilities. I am proud of the range of learning opportunities available to young Victorians on display at both of the award ceremonies. It is heartening to see excellence rewarded in so many different settings – we must be sure to continue to live up to the responsibility of providing such quality offerings to all young Victorians.

As we move into preparing for implementation of the Foundation to Year 10 Australian curriculum in 2013, the VCAA will be leading its implementation in ways which reflect our commitment to the strengths and diversity of our programs. We will continue to work with schools and sector authorities to strengthen our pathways and transition programs from Year 10 and beyond. Schools are best placed to plan with individual students and their families the most effective and worthwhile programs – those that are most likely to lead to successful transition to post-school life. Recognition of the central role of schools will be a key principle in determining how we work with our schools on successful implementation of the Australian curriculum.

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

John Firth
Chief Executive Officer
June 2011

Australian Curriculum

Transition to the Australian Curriculum

Professional development program

The VCAA, in partnership with the Department of Education and Early Childhood Development (DEECD), the Catholic Education Commission Victoria (CECV) and Independent Schools Victoria, has been conducting a professional development program to support schools in planning for transition to the Australian Curriculum.

Places are still available for the following sessions:

	Region	Location	Venue
Friday 10 June	Gippsland	Warragul	West Gippsland Arts Centre
Thursday 16 June	Loddon Mallee	Swan Hill	Swan Hill Resort
Friday 17 June	Northern Metropolitan	Plenty	Plenty Ranges Arts and Convention Centre
Wednesday 22 June	Gippsland	Lakes Entrance	Bellevue on the Lakes
Thursday 23 June	Gippsland	Traralgon	Latrobe Convention Centre
Friday 24 June	Gippsland	Inverloch	RACV Centre

For government and independent schools, please register directly with the VCAA:

www.vcaa.vic.edu.au/natcurric/registrations.html

Catholic schools have already registered through the CECV.

Languages

In early 2011, the VCAA consulted with Languages educators, subject association representatives and other education stakeholders as part of the development of Victoria's response to the draft Shape Paper for primary and secondary Australian Languages curriculum. The VCAA thanks all participants who contributed to the consultation.

The Victorian consultation response to the draft paper, *Shape of the Australian Curriculum: Languages*, prepared by the VCAA, on behalf of and in partnership with DEECD, CECV and Independent Schools Victoria is available from the VCAA website.

To download a copy of the consultation response or for further information on the Australian Curriculum, please visit: www.vcaa.vic.edu.au/natcurric/

VCE Review and Implementation

Review of VCE studies 2011

Electronic Consultation Register now open

Consultation is an important part of the review and accreditation process for VCE studies. The consultation process is now conducted electronically. Teachers and stakeholders are invited to participate in the consultation process by joining the VCAA Consultation Register: VCE studies in review 2011.

Teachers and stakeholders registered for consultation will receive email notification once the consultation draft of the relevant VCE study design is available online and will be invited to respond to the consultation draft via an online questionnaire. Teachers and stakeholders will be given the option of allowing the VCAA to use their registration details to receive email notification of the implementation briefings for the revised study in 2012.

The online register is now open.

Consultation drafts of study designs for **VCE Systems Engineering** and **Visual Communication and Design** will be available for consideration by teachers and stakeholders from 20 July until 19 August 2011.

Please register your interest in the relevant study consultation draft using the following online registration form:

www.vcaa.vic.edu.au/vce/vceconsult/vcereviewregister.html

During the consultation period, the draft study designs and consultation questionnaires will be available on the VCAA website from the relevant study page:

www.vcaa.vic.edu.au/vce/studies/index.html

Note: Hard copies of the consultation draft and questionnaire will be sent to teachers and stakeholders only on request.

*VCAA Privacy Statement

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the *Education and Training Reform Act 2006*. The VCAA is committed to protecting all information collected and handling this data in accordance with the Victorian *Information Privacy Act 2000*. A third party collects this information on behalf of the VCAA. The third party is contractually bound to comply with relevant provisions of the Information Privacy Act. The complete VCAA Privacy Statement can be accessed via the URL below.

www.vcaa.vic.edu.au/footer/privacy.html

Examinations

2012 VCE Examinations Setting and Vetting panels

Applications are now open for positions on the 2012 VCE examination setting panels. These panels are responsible for the development of the 2012 VCE examination papers. Typically panels consist of a Chairperson and two or more members who write the examination according to VCAA specifications and based on the relevant study design (or equivalent). A number of vetting positions are also available as described at: www.vcaa.vic.edu.au/vce/exams/exampanel.html

Teachers with excellent knowledge and understanding of the requirements of the study and extensive teaching experience who are not involved in teaching students in Units 3 and 4 in 2012 may be interested in considering these roles. Recent teaching and/or assessment experience together with experience in the development of external assessment will be highly regarded.

More information about being on a VCE examination setting panel including the conditions of appointment can be obtained by contacting the Examinations Unit on (03) 9225 2349.

All applications need to be lodged electronically at: www.ssms.vic.edu.au

Applications for mid-year and end-of-year examinations close on Monday 1 August 2011.

VCE Latin 2012–2013 Prescribed Texts

Teachers of Latin should note that the prescribed texts for Section 2 of the 2012 and 2013 end-of-year examinations are:

2012: Virgil, *Aeneid* 12, 631–952 (321 lines)

2013: Virgil, *Aeneid* 2, 1–56, 195–249, 268–317, 506–631, 768–804 (320 lines).

The following sentence replaces the existing instruction on page 16 of the *VCE Latin Study Design*.

Students need to have an understanding of the set lines in the context of the prescribed book and in relation to the issues and themes of the whole poem.

Enquiries should be directed to Simona Wengritzky, Project Manager, VCE Examinations on (03) 9225 2357 or email: wengritzky.simona.d@edumail.vic.gov.au

2012 VCE Examination periods

June Written Examinations

Tuesday 12 June – Thursday 14 June (GAT)

Performance and LOTE Oral Examinations

Monday 8 October – Sunday 4 November

CCAFL Written Examinations

Tuesday 16 October

Auslan Examination

Wednesday 31 October

November Written Examinations

Thursday 1 November – Thursday 22 November

Student Records and Results

VCE and VCAL Administrative Handbook 2011

Errata

Page 62

Section 5.9 – FULL-FEE-PAYING OVERSEAS STUDENTS

There is a reference to a VASS Class code in this section. This is not correct. The sentence should read:

The **Visa** Class code for 'Full Fee paying Overseas Students' begins with an 'S' or a 'P' and the second numerical digit following this is a '4'.

Page 162

The date for the LOTE (CCAFL) written examination should be

Monday 24 October (NOT Tuesday 25 October).

Page 169

Appendix 1, 1.1.4 – SIAR 4 Unit 4 School-assessed Coursework

LOTE: Albanian (LO41) should be listed for SIAR 4 scores due Monday 14 November 2011.

Change of dates

Page 161

Friday 17 June VCE Unit 3 School-assessed Coursework audit material due at VCAA (NOT Thursday 4 August).

Page 162

Friday 16 September VCE unit 4 School-assessed Coursework audit material due at VCAA (NOT Thursday 20 October).

English as a Second Language (ESL) audit

The VCAA will conduct an ESL audit during second semester in 2011. An electronic survey on the application of the ESL procedures, as outlined in the *VCE and VCAL Administrative Handbook 2011*, was sent to all secondary schools in the week beginning 6 June 2011. There is an expectation that the response will reflect current school practice. The member of staff who has responsibility for administering the process should complete the survey.

Following this process, randomly selected schools will be identified and subsequently required to participate in the ESL audit. These schools will be notified in writing in the week beginning 20 June 2011. The purpose of the audit to:

- ensure that schools are sighting correct supportive documentation for students who wish to apply for ESL
- confirm whether schools are applying the ESL criteria as set out in the *VCE and VCAL Administrative Handbook 2011*.

Selected schools will be required to send copies of all their students' 2011 ESL applications to the VCAA electronically as PDF files. Once applications have been received, an analysis will be conducted. A report will identify whether the processes and assessment in each school comply with the documented procedures. Advice and support will be provided to schools to assist them to modify their current practice in relation to ESL if the audit identifies inconsistencies in the application of the current criteria.

Full Fee Paying Overseas Students (FFPOS)

Where the Visa class code of an overseas student begins with an 'S' or a 'P' and the second numerical digit following this is a '4' then the student is full-fee-paying.

Schools should ensure that all FFPOS students are correctly flagged.

The first round of invoices has been sent to schools and the VCAA is currently receipting payments from schools. There are two more rounds of invoices.

Invoice sent to Schools	Payment due at VCAA
Second round: Week commencing 1 August	Friday 9 September
Third and final round : Week commencing 12 September	Friday 14 October

Note: The fourth round of invoices, referred to on page 62 of the *VCE and VCAL Administrative Handbook 2011* will not be sent.

The VCAA will be contacting schools for outstanding fees from 15 October till 14 November.

Any students with outstanding FFPOS fees in 2011 and 2010 will have their results withheld from them, their school and VTAC.

Students with outstanding fees from 2010 will receive an invoice for the due amount separately from their 2011 invoice.

For a more detailed description of the FFPOS requirements please refer to the *VCE and VCAL Administrative Handbook 2011*, Section 5.9.1.

VCAL certification at mid year

Students who have completed the requirements for a VCAL by Friday 1 July have the opportunity to receive a Certificate and Statement of Results in late July.

Actions required:

Schools should follow the procedure below to identify eligible students for VCAL certification at mid year:

1. Enter available unit results including available VET units of competence on VASS no later than Friday 1 July:
 - VCE unit results are entered from Results Admin/VCE Results Entry/Unit
 - VCAL unit results are entered from Results Admin/VCAL Results Entry/Unit
 - VET Units of Competence/Modules are entered from Results Admin/VET in Schools Results Entry/Unit of Competence.
2. Run the VASS 'Mid Year Reporting' function (Results Admin/VCAL Reports/Mid Year Reporting) and check that all students that you expect to satisfy at mid year have a status of 'Pending'. Only those students listed as 'Pending' will receive a Certificate and a Statement of Results in July. If there are students not on the list whom you expect to satisfy at mid year then check their entered results and amend where necessary. The VASS 'Mid Year Reporting' function may be run as many times as necessary.
3. Once the report accurately lists the students the principal believes are eligible for certification, the report should be printed, endorsed and filed at the school. The VCAA may require submission of this document at a later time.

Important note: The VASS 'Mid Year Reporting' function is not available after 1 July.

Schools only need to run the report if they are expecting students to satisfy at mid year. Please disregard if students are not completing until the end of year.

Schools will receive all VCAL Certificates and Statement of Results by registered post in the first week of Term 3. These may be distributed to students at any time.

Enquiries about VCAL Certification at mid year should be directed to the Student Records and Results Unit on (03) 9651 4408 or email: student.records@edumail.vic.gov.au

Small Group Partnerships

Level and consistency of interaction between schools

An important aspect of the successful implementation of the Small Group Partnership process is for schools to establish their partnerships early in the year and for the teachers to maintain regular communication. Schools may utilise any method of communication which is appropriate. These include telephone, fax, post, email and face-to-face meetings.

The VCAA expects that schools will keep documentation of:

- dates of communication between schools, particularly face-to-face meetings.
- the VCAA partnership agreement form signed by the principal of each school involved in the small group partnership
- a single list of cross marked scores from all the students in the partnership (all schools involved)

- a 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.

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 2011*, Sections 4.5, 4.5.1, and Section 12.2.1 or on the VCAA website at: www.vcaa.vic.edu.au/vce/exams/statisticalmoderation/partnerships.html#H2N400077

If you have any questions regarding Small Group Partnerships, please contact the Student Records and Results Unit on (03) 9651 4434.

Statement of Marks and Inspection of Scripts for the June examinations

A Statement of Marks / Inspection of Scripts application form for the June examination period is available for download from VASS and from the VCAA website: www.vcaa.vic.edu.au

Applications for Inspection of June Examination Scripts close on Friday 23 September.

Health and Human Development

Change to study design (2010–2013)

As previously notified in the June 2010 VCAA Bulletin VCE, VCAL and VET No. 80, teachers are advised of the following change to the *VCE Health and Human Development Study Design* (2010–2013):

On page 24 in Unit 3, Area of Study 2: Promoting Health in Australia, the word 'values' should be deleted and replaced with the word 'mission' in the following points of key knowledge and key skills.

Key knowledge

- the role of VicHealth in promoting health including its **mission**, priorities and how it reflects the social model of health

Key skills

- describe the role, **mission** and priorities of VicHealth and the potential health outcomes of a VicHealth funded project for promoting health

The VCAA requires these changes to be incorporated into the teaching program for VCE Health and Human Development from 2011.

Enquires about the *VCE Health and Human Development Study Design* can be directed to Nerida Matthews, Curriculum Manager, Health and Physical Education on (03) 9651 4444.

Mathematical Methods (CAS)

Frequently asked questions

A set of frequently asked questions and responses has been developed to assist teachers in implementation of Mathematical Methods (CAS) Units 1–4. These can be accessed from the VCAA website at: www.vcaa.vic.edu.au/vce/studies/mathematics/cas/mmcasfaqs2011.pdf

Teachers and students should also be familiar with the study advice published as Supplement 2 to the April 2011 VCAA Bulletin VCE, VET and VCAL No. 87: www.vcaa.vic.edu.au/correspondence/bulletins/2011/April/2011AprilSup2.pdf

Music

Music Performance and Music Investigation

All schools should check VASS enrolment data for MC05 Music Investigation and MC04 Music Performance. In both studies, students may complete their end-of-year performance examination as a soloist **or** as a member of a group. Enrolment codes are used to schedule the appropriate examination. Students performing as a member of a group should be enrolled using the code 'GR'. Students performing as a soloist should be enrolled using the appropriate instrument code. For further information consult VCAA Notice to Schools 50/2011 sent 6 April 2011.

Please note that further amendments have been made to the *Prescribed list of notated solo works* for Trumpet. The initial list published for 2011 included some works from the 2010 list and some works from the 2009 list. The 2011 list now includes only the works that were on the 2010 list. For 2011 only, works from the 2009 list that were published on the initial 2011 list will be accepted. For further information contact Helen Champion, Curriculum Manager, Performing Arts on 0400 829 315, (03) 9651 4668 or email: champion.helen.h@edumail.vic.gov.au

Philosophy

Prescribed texts for 2012

The following texts are prescribed for the *VCE Philosophy Study Design* and are referred to in the study design as set texts.

The editions listed below will be used by the examination setting panel in setting the 2012 Philosophy examination. Teachers need to ensure that students are familiar with these editions.

The prescribed texts can be sourced from major booksellers, including online and academic booksellers, or directly from the publisher. Note that Armstrong's *The Nature of Mind and Other Essays* is out of print. Copies of David Armstrong's essay 'The Nature of Mind' can be obtained from the VCAA and have been reproduced for educational purposes with the permission of the publishers. The postscript to Armstrong's 'The Nature of Mind' is available at: www.vcaa.vic.edu.au/vce/studies/philosophy/DMArmstrong.pdf

Unit 3

Aristotle 2009, *The Nicomachean Ethics*, trans. Ross, D, ed. Brow, L, Oxford World's Classics, Oxford University Press, Book I, chapters 1–5 and 7–9 and Book II, ISBN: 978-0-19-921361-0

Plato, 2008, *Gorgias*, trans. Waterfield, R, Oxford World's Classics, Oxford University Press 480e–509c, ISBN: 978-0-19-954032-7

Nietzsche, F 2007, *On the Genealogy of Morality*, trans. Diethelme C, ed. Ansell-Pearson K, Cambridge University Press, ISBN 978-0-521-69163-5

Paginations for revised student edition 2007:

Essay 1, Section 10–11: starts page 20, line 1 '*The beginning of the slaves' revolt in morality occurs when resentment itself turns creative and gives birth to values: ...* to page 22 line 33 (twelve lines in to the beginning of section 11) – '*The stern reply is: precisely the 'good' person of the other morality, the noble, powerful ... through the poisonous eye of resentment.*'

Essay 1, Section 13: page 25–27 – the whole section is prescribed.

Essay 3, Section 14: page 91 line 14 '*these worm eaten physiological causalities are all men ...*' to page 91 line 26 '*Away with this 'world turned upside-down'!*'

Paginations for edition published 1997 (same ISBN as 2007 edition):

Essay 1, Section 10, page 21 line 1 '*The beginning of the slaves' revolt in morality occurs when resentment itself turns creative and gives birth to values: ...* to – end line 10 of Section 11, page 24 – '*The stern reply is: precisely the 'good' person of the other morality, the noble, powerful ... through the poisonous eye of resentment!*'

Essay 1, Section 13 – the whole section is prescribed.

Essay 3, Section 14, page 96, line 29 '*these worm eaten physiological causalities are all men ...*' to page 97 line 5 '*Away with this 'world turned upside-down'!*'

Weil, S 2001, *The Need for Roots: Prelude to a declaration of duties towards mankind*, trans. Wills A, 2nd edn, Routledge Classics, Routledge, 'The Needs of the Soul', Part 1, ISBN: 978-0-415-27102-8

Unit 4

Area of Study 1

Descartes, R 1996 (reprinted 2003), *Meditations on First Philosophy*, trans. Cottingham, J, revised edn, Cambridge University Press, 'First Meditation' and 'Second Meditation', ISBN: 978-0521-55818-1

Armstrong, D 1980, *The Nature of Mind and Other Essays*, University of Queensland Press, 'The Nature of Mind', ISBN: 0702215287, and postscript by David Armstrong to 'The Nature of Mind' available at: www.vcaa.vic.edu.au/vce/studies/philosophy/DMArmstrong.pdf

Area of Study 2

Kuhn, T 1996, *The Structure of Scientific Revolutions*, third edn, University of Chicago Press, chapter 7, pp. 66–69, p. 74 (last paragraph), pp. 75–76; Chapter 9: pp. 92–98; and Chapter 13, ISBN: 978-0-226-45808-3

Hume, D 2008, *An Enquiry Concerning Human Understanding*, ed. Millican, P, Oxford's World Classics, Oxford University Press, Section IV, ISBN: 978-0-19-954990-0

Popper, K 2002, *Conjectures and Refutations*, second edn, Routledge Classics, Routledge, Chapter 1: Sections I and II and Sections VII and VIII, ISBN: 978-0-415-28594-0

Enquiries about VCE Philosophy can be directed to Monica Bini, Curriculum Manager, Humanities and Social Sciences, on (03) 9651 4575.

Studio Arts

VCE
STUDY
ADVICE

Unit 4 Cohesive folio of finished artworks

Clarification of contents

In the study of Studio Arts, an installation is defined as a site-specific artwork with one or more components that are dependent upon each other to convey a specified idea or concept.

For the purpose of this study an installation that is identified as such in the student's exploration proposal and focus, reflection and evaluation documents will be considered as one artwork within the student's folio of finished artworks. A student will need to produce at least one other artwork to meet the requirements of Unit 4 Outcome 1.

Reference groups are currently being established for the revised and new programs and consultation meetings will commence in June.

Other VCE VET programs that may be subject to revision include:

- Information Technology
- Food Processing (Wine)
- Desktop Publishing and Printing
- Engineering Studies.

Future issues of the VCAA Bulletin will provide additional information.

Changes to Training Packages – flexible packaging rules and Continuous Improvement

In response to requests from industry, employers and learners for greater flexibility in training, the National Quality Council has introduced some changes to qualification packaging rules. The introduction of these rules, along with the Continuous Improvement process, will result in many changes for training packages in 2011.

It is the responsibility of the Registered Training Organisation to ensure that the most current version of training is being delivered. However, where there are changes to qualifications included in VCE VET programs, the program published at the beginning of 2011 will remain until notified.

This information also applies to units of competence included in the Units 3 and 4 sequence of scored VCE VET programs. The published Units 3 and 4 sequence current at the beginning of the year will be the required version for School-assessed Coursework and the examination.

The VCAA will publish details of revisions to all VCE VET programs in November 2011 and February 2012 and communicate this information to schools through the end-of-year VET Statewide Briefings.

VCE VET
GENERAL
ADVICE

VCE VET

Hospitality

The *Food Act 1984* regulates the sale of food for human consumption in Victoria.

On 1 July 2010 important changes to the Food Act came into effect with a new state-wide food business classification system and changed regulatory requirements for food premises. As of March 2011 Phase 2 now applies. Schools that offer prepared food for sale should ensure these changes have been incorporated into their food safety plan.

The Department of Health has made available guidelines and practical tools to help local councils and food premises understand and adopt the changes:

www.health.vic.gov.au/foodsafety/guide/index.htm

Revised and new programs

Revisions to existing VCE VET programs

Work is about to commence on the revision of the following VCE VET programs:

- Agriculture, Horticulture and Conservation and Land Management
- Sport and Recreation
- Financial Services.

New programs

In response to increased enrolments in qualifications in the Animal Care and Management and Health industries new VCE VET programs will be developed.

Notices

History Teachers' Association of Victoria Upcoming events

VCE Unit 2 Twentieth Century History

Friday 17 June 2011, 9.00 am – 12.30 pm | VATE Conference Room, Carringbush Business Centre, 134–136 Cambridge St, Collingwood

This seminar is suitable for all teachers of VCE Unit 2 Twentieth Century History.

HTAV Annual Conference 2011, Keep Calm and Carry On

Put the Date in Your Diary

Thursday, 28 and Friday, 29 July, 2011, Hemisphere Conference Centre, Moorabbin

We have a splendid couple of days filled with such a diverse range of interesting and relevant topics for teachers.

Programs out NOW! Register NOW!

By now you would have received the conference program. As you can see it will be an event not to be missed! The program offers workshops from a wide range of teachers, academics and cultural organisations. You can't afford to miss the sessions on the History Australian Curriculum. You will find this year's program diverse, exciting and you will walk away from the sessions with so many useful ideas. There are so many varied sessions to choose from you will have trouble deciding which ones to attend. You will gain knowledge, support and invaluable resources ready to use in your classroom immediately. The conference will incorporate VCE Unit 4 History sessions. Don't miss the opportunity to network with colleagues. Get together at the Social Hour, HTAV Awards and the Social Evening on Thursday 28 July.

It Pays to Register Early

Register for the conference early. The first Victorian individual metropolitan member and the first non metropolitan member to register for two days will receive one day's complimentary registration. Here is a chance to attend for two days and only pay for one!

Keep your eyes on the HTAV website <www.htav.asn.au> for regular updates.

The annual conference will also have great give-aways. Prizes include vouchers, hampers, wine, chocolates, Gold class movie ticket, an ipod shuffle, and heaps of prizes donated by the exhibitors.

Here's a taste of what you can expect ...

Thursday's Keynote:

Keep Calm and Carry On: Implementing Australian Curriculum History in Victoria

Annabel Astbury, HTAV; Pat Hincks, VCAA

Friday's Keynote:

The View from Through a Thousand Different Hands: History-Making and Television

Presenters: Professor Marilyn Lake, Alex McDermott, Dr Gwenda Tavan, La Trobe University; Professor Andrew Markus, Monash University

To view the program and registration details go to:

www.htav.asn.au

HTAV Primary Conference, Primary Source, The History Curriculum Conference for K–6 Teachers

Date: Monday, 22 August

Venue: Melbourne Museum

Sessions include:

- Keynote: Australian Curriculum History in a Primary Classroom
- AC History: What are the Issues for Primary Teachers?
- Creating Inquiry – Rich Excursions and Collections
- Museum Theatre in the Classroom
- Using Contemporary Learning Tools and Quests to Enrich the Australian Curriculum History
- Learning Outside the Classroom
- Teaching History with Museums
- History Brought to Life through Art
- Hands-on History in a Primary Classroom
- Authentic Learning of History in the Primary Classroom.

Conference programs will be sent to primary schools in June. Please see your Principal or the Teaching and Learning Coordinator. To view the full program and registration details go to: <http://www.htav.asn.au/eventsplus/event/primary-conference-2011-2>

For further details or a copy of the program, contact Meri Rametta, HTAV Manager, Events & Programs on (03) 9417 3422 or email: m.rametta@htav.asn.au

Plain English Speaking Award

Invitation

The VCAA invites teachers and students to the State Final 2011.

Come and hear some of Victoria's best young speakers presenting a topic of their choice and drawing on their reserves and knowledge to speak in an impromptu setting.

Date: Thursday 30 June 2011

Time: 9.15 am for 9.45 start (approx. finish 1.00 pm)

Venue: Treasury Theatre, 1 MacArthur Place, East Melbourne (In the government precinct, opposite Parliament Station)

If you would like to accept this invitation please contact

Information Services, VCAA

Phone: (03) 9651 4544

Email: vcaa@edumail.vic.gov.au

Fax: (03) 9651 4550

There is no charge for attending this event.

Please RSVP by Wednesday 22 June.

Safety first when it comes to soccer

Schools and soccer clubs across the state will be the target of a new campaign aiming to stamp out unsafe movable soccer goal posts from Victorian soccer fields.

Mandatory product safety standards apply to moveable soccer goal posts that weigh more than 28 kilograms. These goals pose a risk of injury or death if they become unanchored during use or if used inappropriately, such as swinging from the goal posts.

As part of product safety national surveillance activity, staff from Consumer Affairs Victoria will be visiting soccer clubs, councils and schools, educating them about the product safety standards that apply to moveable soccer goal posts and checking that posts comply with the standard.

There have been seven deaths and one paraplegic injury related to moveable soccer goal posts in Australia since 1986.

In 2003 a three year old child died in NSW when an unsecured soccer goal toppled over and struck her on the head. The soccer goal weighed 180 kg and had no rear ground bar.

Under the safety standards, moveable soccer goal posts weighing more than 28 kg must:

- have at least one anchor point at each side of the rear ground bar
- have three permanent warning labels clearly and legibly marked on the underside of the cross bar and outside of both upright posts
- must not fall over or fail to return to its original position when tested in accordance with the national standard.

Injuries around soccer goal posts occur due to:

- instability
- goals becoming unanchored
- goals with inadequate anchoring
- inappropriate or ineffective installation
- inappropriate use, such as swinging on goalposts or cross bars.

For further information about the product safety standards for soccer goal posts visit:

www.productsafety.gov.au

Further information about Consumer Affairs Victoria is available at 1300 55 81 81 or visit:

www.consumer.vic.gov.au

Performing arts

Dance Professional Learning: Dance Across the Domains (DADs)

DADs provides a unique opportunity for teachers to receive professional development in dance teaching. In 2011 the focus for the conference is 'dance from many cultures'. A key feature of the conference is exploring the ways in which dance can enhance learning in other areas of the curriculum, such as literacy, numeracy, humanities and ICT. DADs contains practical activities, theory-based sessions, peer observation, case studies, resource sharing and networking.

For session dates and further information contact Ausdance Victoria on (03) 9689 2055 or visit:

www.victoriandancedirectory.com.au

Music: No cost student workshops and teacher professional learning in regional Victoria

Orchestra Victoria's Education Workshops provide secondary college music students and adult musicians the opportunity to work intensively with professional performers/teachers who are specialists in their instrument. The two-day student workshops see young local musicians rehearsing and performing alongside Orchestra Victoria musicians, who act as mentors, under the direction of a professional conductor.

All Workshops culminate in a community concert providing an opportunity for students to share their memorable experience and achievements with family, friends and the wider community.

For session dates and further information please contact Minerva Draeger, Community Programs Manager on (03) 9694 3600 or email: minerva.draeger@orchestravictoria.com.au

Student application forms and Teacher registration forms are available to download from:

www.orchestravictoria.com.au

Distribution

17 March 2011 to 25 May 2011

Notices

- 31/2011 re Plain English Speaking Award
- 32/2011 re VCE Outdoor and Environmental Studies implementation
- 33/2011 re VCE Product Design and Technology implementation workshops
- 34/2011 re VCE Sociology implementation workshops
- 35/2011 re VCE Food and Technology focus areas 2011
- 36/2011 re On Demand Testing – New Release of Software for Term 1 2011
- 37/2011 re NAPLAN 2011 – Support material: Special Provisions scenarios
- 38/2011 re VCE International Politics implementation workshops for the newly accredited Study Design
- 39/2011 re VCE Industry and Enterprise implementation workshops for the newly accredited Study Design
- 40/2011 re VCE Media implementation workshops
- 41/2011 re VCE English Language implementation workshops
- 42/2011 re Small Group Partnerships
- 43/2011 re Full-fee-paying overseas students
- 44/2011 re VCE Season of Excellence – Top Class Drama and Theatre Studies
- 45/2011 re NAPLAN 2011 Updates
- 46/2011 re Australian Curriculum
- 47/2011 re Plain English Speaking Award
- 48/2011 re A Practical Guide – Using the Transition Learning and Development Statement to inform curriculum design and delivery
- 49/2011 re NAPLAN 2011 Information
- 50/2011 re 2011 VCE Music performance examinations – School Admin
- 51/2011 re 2011 VCE English as a Second Language (ESL) examination
- 52/2011 re Australian Curriculum
- 53/2011 re The General Achievement Test (GAT) and VCAL students
- 54/2011 re VCE Season of Excellence – Top Acts performers confirmed
- 55/2011 re NAPLAN 2011 Test Package Deliveries
- 56/2011 re On Demand Testing – New Release of Software ready for Term 2 2011
- 57/2011 re Transition to Australian Curriculum Professional Development Program
- 58/2011 re Final chance to register for the 2011 Victorian Training Awards
- 59/2011 re VCE, VET, VCAL and IB Enrolment 2 data
- 60/2011 re 2011 VCE Coursework Audit Program
- 61/2011 re NAPLAN 2011 Updates
- 62/2011 re 2011 VCE Arts performance/Languages Oral examination schedule survey
- 63/2011 re 2012 VCE Examination periods
- 64/2011 re VCE Season of Excellence – Top Acts program online
- 65/2011 re VCE Season of Excellence – Top Acts program online
- 66/2011 re Publication of June examination materials
- 67/2011 re Fax numbers for delivery of June exam centre messages
- 68/2011 re Australian Curriculum
- 69/2011 re Year 10 Students without a program (PDO)
- 70/2011 re Student Assessment Timetables and Special Examination Arrangements for 2011 June VCE written examinations and the General Achievement Test (GAT)
- 71/2011 re Change to VCE Health and Human Development study design 2010–13
- 72/2011 re VCE Season of Excellence – copyright templates
- 73/2011 re Post Year 12 Destination Data Publication 2011 – On Track
- 74/2011 re 2011 Unit 4 VCE Coursework Audit Program
- 75/2011 re Credit into the VCAL from 22129VIC Certificate 1 in Transition Education
- 76/2011 re Where to Now? books arriving in schools
- 77/2011 re NAPLAN 2011 Updates
- 78/2011 re VASS Release Version 8_38a – a new version of the MeadCo Software
- 79/2011 re Australian Curriculum
- 80/2011 re *VCE and VCAL Administrative Handbook 2011* errata

Publishing

- April 2011 VCAA Bulletin VCE, VCAL and VET No. 87 Supplement 1 – VCE 2011 Drama Solo performance and Theatre Studies monologue performance examinations
- Supplement 2 – Mathematical Methods (CAS) study advice
- April 2011 VCAA Bulletin EY–10 No. 52
- VCE study designs:** Australian and Global Politics, Industry and Enterprise, Production Design and Technology, Sociology
- Season of Excellence Top Acts invitations

Internet

Additions

- April 2011 VCAA Bulletin VCE, VCAL and VET No. 87
- April 2011 VCAA Bulletin EY–10 No. 52
- Notices
- Nos 31–80
- 2010 Exam acknowledgments
- June 2011 examination covers
- 2010 School-assessed Coursework Reports:** Art, Classical Studies
- 2010 School-assessed Task Report:** Media
- Chinese SL/SLA:** revised character list

continued: [PAGE 14](#)

February 2010 to April 2011

The detailed contents for this VCAA Bulletin are on the front cover. This index records items in all issues from February 2010 to April 2011. Index items are followed by issue number and page number. Index to supplements appears on the next page.

A

- Agricultural and Horticultural Studies
83–7, 78–24
- Analysing VCE Results
2011 86–4
2010 85–4
- Art Units 3 and 4 SAT assessment
criteria errata 79 (liftout)
- Australian Curriculum 87–9,
86–4, 84–4, 82–4,
81–3, 80–4

C

- CEO's column 87–3, 86–3,
85–3, 84–3, 83–3, 82–3,
80–3, 79–3, 78–3
- Chinese SL/SLA 86–9
- Classical Societies and Cultures
Text list 2010–2011 79–8
- Classical Studies
List 2010–2011 85–7, 8
Units 3 and 4 86–10

D

- Dance
Text advisory panel
2010 78–9
2011 86–7
- Drama and Theatre Studies
Playlist advisory panel
2010 78–9
2011 86–7
Survey 82–7

E

- English/English as a Second
Language Text list 2011
83–9, 80–7
Units 3 and 4 79–9
- Examinations
Agricultural and Horticultural
Studies: online assessment
82–6
- Assessing 2010 81–3
Assessors 79–5
Assessor training 87–5,
79–5–7
- Chinese First Language 82–6
Chinese SL and Chinese SLA
written exam 86–9
- Dance performance examination
80–4
- Feedback survey 85–4,
84–4, 80–5
- French spelling changes 83–4
History: Revolutions 87–4
International Studies 86–9
Language 87–4
Latin prescribed text 2011 83–5
- Literature
2010 revised assessment
advice 78–4

- Music Performance Group: Pre-
scribed list of arrangements
Selection Panel 2010 78–9
October/November
2010 83–4
- Online assessment 87–4
Physics and Chemistry 79–6
- Online marking 83–4
Past papers 87–6
Period 2010 78–16
Revised studies 86–9, 78–4
Setting panels 2011 81–3
Systems Engineering 82–6
Texts and Traditions 83–4
Theatre Studies 2010 78–9
Timetable
2011 86 (liftout), 84–4
2010 78 (liftout)

- Training days for assessors 82–5
2010 performance and oral ex-
aminations: assessor training
80–4–5, 79–6
- VCE Calendars 2010
errata 78–4
- VCE VET Dance – performance
examination 80–4
- VCE VET Interactive Digital Media
2010 computer based exami-
nation 82–6
- Extension Studies
Changes for 2012 83–6

H

- Health and Human Development
87–9, 80–7

I

- Improving outcomes through data
and statistics 86–4
- Information Technology
Erratum 81–5
IT Applications 86–10, 81–5
Software development 80–8
- International Politics 86–10, 79–9
International Studies 85–8

J

- John Button Prize 87–15

L

- Literature
Units 3 and 4 Text List
2010 79–9

M

- Margaret Schofield Memorial
Scholarship 87–16, 79–1
- Mathematics
Credit towards satisfactory com-
pletion of the VCE 81–6

- Mathematical Methods (CAS)
83 (liftout), 80–8,
79–10–12
- Use of technology in VCE
Mathematics examinations
2011 84–5
Study Design 79–9
- Music
Group performance 78–9
Prescribed list of group works
advisory panel 2011 86–7
2011 – Transition arrangements
82–8

N

- New publication schedule for VCAA
Bulletin VCE, VCAL and VET
78–18
- Notices 87–11, 86–19,
85–10, 84–7,
83–11,12, 82–12,
81–8, 80–10, 79–12,
78–16

P

- Philosophy
Prescribed texts for 2011
86–11, 83–9,
80 (liftout)
- Physical Education Study Design
2011–2014 86–11
errata 82–9
- Physics FAQs 78–9
- Plain English Speaking Award
84–1, 80–16
- Psychology
Erratum 81–6

R

- 2010 Results and ATAR Service
83 (liftout)

S

- Season of Excellence
2009 78–15, 16
2011 87–1, 84–8, 12, 83–1
- Student Records and Results
Extension Studies 83–6, 79–5
Full-fee paying overseas students
87–9
- Indicative grades for June 2009
examinations 80–6
- Key administrative dates for 2011
83–5
- Small group moderation
Partnerships 78–5
- Student address validation 83–5
VCAL certification at mid year
80–6
- VCE and VCAL Administrative
Handbook 2010
Errata 78–5
- Systems Engineering 78–10

T

- Texts and Traditions
Set texts and passages for
Special Study for 2011 81–6
Theatre Studies 78–9

V

- VCAA Calendars 2010 78–19
- VCAL
Achievement Awards
2010 86–16, 84–7
2009 80–1
- Certificate in General Education
for Adults 86–17–19
- Hands on graphic 86–16
- Important dates 83–11
- Induction workshop for new VCAL
providers 84–7
- New providers 87–10
- Quality Assurance 87–10,
86–16, 78–14
- Re-engagement programs PD
82–11
- Review of Professional Develop-
ment Skills Unit 85–9
- Skills for Further Study
87–10, 86–16, 83–10
- Themed VCAL
2009 76–8
2010 84–7
2011 85–9
- Unit accreditation periods 86–16
- Unit Assessment Planning Guide
83–11, 82–11
- Update 85–9, 83–10,
82–11, 78–14
- Use of name 86–16
- VCE Accreditation
Accreditation periods for VCE
studies
2010 78–4, 8
Mathematics Studies 78–5
- VCE Achiever 86–1, 85–15, 16,
84–10, 11, 83–15, 16,
81–11, 12 78–1, 23
- VCE Data Service 78–6
- VCE Implementation
Briefings 86–6, 78–4
Erratum 79–4 (liftout)
LOTE nomenclature 87–7
Music 2011–2015 87–6
Revised study designs
publication online
86–7, 79–5
- Study design changes
86–9, 78–9
- Workshops 87–7, 8
81–4, 79–4
- VCE Review
Accreditation periods 1 January
2011 86–7, 85–6
2010 78–4
Advisory Panels 86–7,
78–1, 17

- Assessment handbooks
2011 84–4
- Coursework reports 2010 87–6
- Philosophy 85–5
- Review of studies
2011 86–7, 85–4
2010 84–4, 83–6,
82–4, 81–3,
80–6, 78–4
- Study Design wall chart
2010 78–4
2011 86–7
- Study Review Panels 86–7
- Visual Communication and Design
84–4
- VCE School Leaders briefings
87–4, 86–6
- VCE VET
Advisory groups for programs
under development in 2010
79–13, 78–14
- An overview of VET in the VCE
and VCAL 80–9
- Australian Quality Training Frame-
work (AQTF) 2010 83–10
- Automotive 84–6, 78–13
- Briefings 85–8
- Community Services
86–14, 78–12
- Construction Induction card
79–13, 78–14
- Coursework Audit 86–14
- Dance 80–4
- Engineering 79–13, 78–12
- Furnishing program 84–6
- Hospitality 86–12,
79–13, 78–12
- Integrated Technologies 83–9
- Interactive Digital Media exam
86–12
- Laboratory Skills 84–6
- MESAB Training Awards 2011
87–10
- Music 87–10, 83–9
- New VRQA guidelines for VET
providers 80–9
- Professional development
86–13, 78–12
- Professional learning events
81–7
- Program redevelopment 81–7
- Program update
2011 86–15, 85–8
2010 78–13
- Redevelopment of VCE VET
programs in 2010 82–10
- Reference groups for programs
under review 86–14
- Revised program 86–14
- School-based Apprenticeships
87–10
- Scored Assessment workshops
79–13
- State Reviewers 86–14
- Statewide briefings
84–6

Index to supplements

Bulletin No. 78

- 2010 Administrative advice for School Assessment
- 2010 VCE Music: Group performance
- 2010 VCE Drama and Theatre Studies Playlist
- VCE English/ESL and Literature text list 2011
- VCE VET Scored Assessment

Bulletin No. 79

- VCE 2010: Drama Solo Performance examination and Theatre Studies Monologue Performance examination

Bulletin No. 85

- Important administrative dates
- Revised VCE Studies for Implementation in 2011 – Frequently Asked Questions

Bulletin No. 86

- 2011 Administrative Advice for school-based assessment
- VCE Music 2011–2015
- 2011 VCE Drama and Theatre Studies Playlist
- VCE English/ESL / VCE Literature Text lists 2011
- VET Scored Assessment in Community Services

COPY DEADLINES FOR 2011

Issue No. and Month	Date of publication	Copy deadline
No. 89 July	Monday 11 July	Wednesday 22 June
No. 90 August	Monday 8 August	Wednesday 20 July
No. 91 September	Monday 12 September	Wednesday 24 August
No. 92 October	Monday 10 October	Wednesday 21 September
No. 93 November	Monday 14 November	Wednesday 26 October

from: PAGE 12

Food and Technology: design brief support material

Implementation workshops information: English Language: Industry and Enterprise

Mathematics (CAS): FAQs

Literature: 2012 text list

Physical Education: clarification of content – Lactate inflection point

Systems Engineering: review panel membership

Visual Communication and design: review panel membership

Drama: Solo Performance exam 2011

History: Revolutions: examination specifications and sample examination

IT: Software Development: examination specifications and sample questions

Religion and Society: examination specifications and sample questions

Theatre Studies: Monologue exam 2011

2010 Assessment Reports: Accounting 2, Agricultural and Horticultural Studies, Bosnian oral, Business Management, Classical Studies, Croatian oral, Dance, Dance performance, Design and Technology, Dutch oral, Dutch written, Further Mathematics 2, Geography, History: Revolutions, Japanese First Language oral, Japanese Second Language oral, Khmer oral, Korean Second Language oral, Legal Studies, Music Group performance, Music Solo Performance, Music Styles, National Politics, Philosophy, Psychology 2, Russian oral, Serbian oral, Sinhala oral, Sinhala written, Spanish oral, Sport and Recreation, Studio Arts, Swedish oral, Theatre Studies performance, VET Dance, VET Electrotechnology, VET Financial Services, VET Music Performance, Visual Communication and Design

Kimberly Pellosis – Frankston High School



Kimberly is passionate about the environment. As a budding scientist she is acutely aware of the impact of climate change and its implication for future generations. 'I think young people should take action on important issues like climate change because it will be a detriment to *our* future if we don't do something about it.' She is a strong leader and role model and inspires both students and staff to be aware and passionate about sustainability. Through her excellent communication and

organisation skills she has demonstrated ideal and effective team-oriented qualities.

Community-based achievements

Kimberly was awarded a \$400 Kwong Lee Dow grant to make possible an Environmental and Sustainability Conference that she is organising for secondary school students on the Mornington Peninsula. There will be 70 students attending from twelve local schools as well as representatives of the Frankston City Council.

'I'm really proud of this project because it's a student-led and student-run initiative which has come together in a short time. I think it will have a big impact on the local community.'

School-based achievements

As an active member of the Student Leadership Council, Kimberly has demonstrated initiative in planning and organising fundraising events and free-dress days to raise money for the

Red Cross Bushfire Appeal, Kids Helpline, Beyond Blue and other worthy causes.

Kimberly coordinated the 40 hour famine and represented her school at the Global Leadership Convention and National Young Leaders Day. This was related to her membership of Frankston High School's Vision Generation Group.

She also attended World Vision Youth Seminars to discuss current global issues and to raise awareness of child slavery and the importance of choosing Fair Trade. 'Australians don't understand how lucky they are to live in a country with such wealth and opportunities.' Kimberly grew up in the Philippines and saw daily the impact of widespread poverty on people. 'I have an opportunity to help to address some of the imbalances that exist between developed and developing nations'.

Kimberly is a member of the executive council of the Victorian Student Representative Council with a portfolio focusing on environmental issues.

As head of her school's International Committee Kimberly has raised cultural awareness at her school and assisted international students to integrate into school life.

For her school's Environmental Committee Kimberly has:

- organised fundraising events to raise money for Sea Shepherd and the Australian Wildlife Assistance Rescue
- organised workshops for primary schools on the topic of global warming and other environmental issues
- represented her school at the Melbourne Youth Water Conference.

Future plans

Kimberly has a lifelong passion for science and is an active participant in many state- and nation-wide science conferences and programs. So it is not surprisingly that after VCE Kimberly plans to complete a Bachelor of Science degree before embarking on a career in scientific research.

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. Finalists receive a three-month subscription to the Herald Sun, and in November 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 2011 by using the application form on the VCAA website (Excellence and Awards > VCE Achiever Award).

Mikaela Christie – Birchip P–12 School

Mikaela is committed to making a difference in her community and ensuring that young people are represented and catered for. 'When I was younger other people took the time to coach and nurture me. Now it is my turn to give back to the community.'

She is recognised by her community as a stand-out leader and a high achiever. Mikaela is self-directed and organised which ensures that she can combine her VCE commitments with her volunteer work, leadership roles and part-time work.

Community-based achievements

As president of the local youth group for several years, Mikaela has initiated and organised many FReeZA functions and activities for the youth of Birchip. Mikaela is particularly proud of her contributions to the redevelopment of the Youth Room. This space provides a safe environment for young people to come together after school or before sports to socialise, play games or watch DVDs. In addition, in her leadership role of this group she has instigated many new initiatives and maintained good relationships with neighbouring towns.

Mikaela was a member of the Buloke Shire Youth advisory panel for two years and contributed to the 2009–2010 Buloke Shire Youth Strategy.

A keen sports participant, Mikaela volunteers for the Birchip Watchem Hockey Club and captains the Birchip underage hockey and netball teams.

Mikaela also coaches netball to a group of under-thirteens and students from Prep to Grade Four. 'I love coaching – it is one of the most rewarding things I do. I get to see the kids enjoy themselves and develop their skills from year to year. In small towns like ours sports participation is really important because it helps establish friendships and identity within the community.'

Mikaela's involvement in local sports activities led to her being awarded the Victorian Government Department of Sport and Recreation's Young Sportsperson of the Year and the Buloke Shire's Australia Day Young Citizen of the Year for 2010.

She has participated in Meals on Wheels and the Good Friday fundraising for the Royal Childrens Hospital Appeal.

School-based achievements

As a member of her school's Student Representative

Council for the past four years and recent vice-president, Mikaela now leads their Physical Resources sub-committee. She is also captain of her school this year.

Mikaela has twice received the Australian Defence Force Teamwork and Leadership Award for making a positive contribution to school and local community.

She won the Lions Youth of the Year award for her extensive community work which includes public speaking.

Future plans

Mikaela is still undecided about what she wants to do in the future. However, the current front-runner is a health sciences course in the field of physiotherapy or osteopathy.



VCAA Bulletin (VCAA Bulletin VCE, VCAL and VET; VCAA Bulletin EY–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 print 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 (eight issues) is \$42.35 (incl. GST).

Subscription to the VCAA Bulletin online is free. Go to the VCAA website to subscribe: www.vcaa.vic.edu.au

EDITOR Scott Robinson **DESKTOP PUBLISHING** Robyn Scott

EDITORIAL ENQUIRIES: tel: (03) 9651 4621, fax: (03) 9651 4354, email: vcaa.media.publications@edumail.vic.gov.au

SUBSCRIPTION ENQUIRIES: telephone Ian Jordan: (03) 9651 4326

ISSN 1448-2363



Published by

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

41 St Andrews Place East Melbourne Victoria 3002 Australia

TELEPHONE +61 3 9651 4300 FACSIMILE +61 3 9651 4324

EMAIL vcaa@edumail.vic.gov.au

WEB www.vcaa.vic.edu.au



Correspondence relating to this publication should be addressed to:
Scott Robinson, VCAA, c/o above address