VCAA principles and procedures   
for prescribed VCE lists

1. Background

The Victorian Curriculum and Assessment Authority (VCAA) manages the procedures associated with the compilation of prescribed lists for study in Units 3 and 4 of selected VCE studies.

The VCAA will ensure the requirements of quality assurance, transparency of process, accountability, and the community’s expectations and standards for senior secondary education are met.

The principles and procedures in this document are consistent with *the Principles and procedures for the development and review of VCE studies* – ‘Section 2 – Curriculum and assessment principles for VCE studies’ (2018).

The procedures of compilation of prescribed lists establish a common process for the constitution and operation of advisory panels and for the establishment and use of timelines to ensure completion of lists and timely notification to VCE providers and other key stakeholders.

Works and materials are recommended by the advisory panels but the Authority reserves the right to reject any recommendations. The final decision about the compilation of prescribed lists resides with the Board of the VCAA

2. Principles underpinning VCAA selection of works and materials for VCE prescribed lists

Any advice for a VCE study must be consistent with the *Principles and procedures for the development and review of VCE studies*, ‘Section 2 – Curriculum and assessment principles for VCE studies’ (VCAA, 2018).

The recommendations from each VCE advisory panel must be consistent with, and reflect, the VCE curriculum principles (2.2) and VCE assessment principles (2.3) as outlined in Section 2 of the *Principles and procedures for the development and review of VCE studies*.

The following VCE curriculum principles should underpin recommendations, as relevant to each specific study:

* Optimise curriculum connections and pathways
* Reflect democratic values and community standards
* Balance challenge and expectation with the needs of the individual
* Express and reflect enduring and dynamic aspects of a field or discipline.

The following VCE assessment principles should underpin text recommendations. Assessment tasks should enable:

* The demonstration of the achievement of an outcome or set of outcomes
* Judgment and reporting of a level of achievement on a task or collection of tasks for School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks or Examination.

Assessment should be valid and reasonable, equitable, balanced and efficient.

3. Guidelines and procedures for advisory panels

3.1 Guidelines for advisory panels

The following guidelines apply to advice for individual studies and are designed to ensure that the final prescribed list is consistent with the *Principles and procedures for the development and review of VCE studies*, ‘Section 2 – Curriculum and assessment principles for VCE studies’ (VCAA, 2018), and the community’s expectations and standards for senior secondary education.

3.1.1 Enable the requirements of the study to be met

The purposes of prescribed lists in the VCE study are reflected in the VCE Study Design and the study specific guidelines. The prescribed texts enable the requirements of the study to be met.

3.1.2 Reflect excellence

In accordance with the role of works and materials in the VCE study, the prescribed lists must reflect excellence in the qualities particular to that study; for example, in form, genre, style, translation, theme, as appropriate to the individual study.

3.1.3 Be of an appropriate level and standard

The prescribed lists recommended should allow teachers to build on and extend the knowledge and skills students acquired in the compulsory years, and to develop higher order thinking and skills. Works and materials should be comparable to national and international standards for senior secondary education and provide reasonable and manageable workloads for students.

3.1.4 Be accessible and widely available

Prescribed lists must provide the opportunity for all students, regardless of their circumstances, to demonstrate the highest level of performance in their learning and assessments. The prescribed lists must enable the published performance descriptors to be met and provide access to the highest levels.

Materials set for study on prescribed lists must be readily available for students and teachers to access.

3.1.5 Be revised regularly

The prescribed list will be reviewed regularly, with any proportion to be renewed specified in the study specific guidelines (see appendices). The duration of inclusion on a list must enable the VCAA authentication and external assessment requirements to be met.

3.1.6 Provide choice

Within the requirements of the VCE study, the list as a whole should provide sufficient breadth to meet the needs of a wide range of students. Works and materials in prescribed lists should draw on traditional and contemporary examples where appropriate.

3.1.7 Reflect the demographics of the Australian community

Within the requirements of the study, the list as whole should reflect the multicultural and multilingual Australian community. Where appropriate, the list should provide opportunities to study works and materials by and about Australians, including Aboriginal and Torres Straits Islander peoples and migrants, and to reflect our place in Asia.

3.1.8 Meet authentication and duplication requirements

The VCAA specifications for VCE studies require that duplication of content and student learning does not occur. Students must not be able to receive credit for achieving a particular outcome or submit work for assessment in more than one VCE study. Prescribed lists must not allow duplication of learning in another VCE study.

3.1.9 Reflect current community standards

Victorian students are emerging as active and informed citizens in a secular, plural, liberal democracy within a dynamic, multicultural and multi-faith society. Works and materials prescribed for study by the VCAA seek to support these young citizens by providing opportunities to foster participation and engagement in society. Broad exposure to works and materials can assist students in valuing their own cultures and those of others, recognising commonalities and differences, and creating connections with others based on mutual respect.

Prescribed lists should open conversations, engage emotions, offer diverse representations of experience and voices, and provide insight into the lives of others. Works and materials listed for study may confirm or challenge ideas and experiences, and will extend the students’ sense of the world around them.

Through the rigorous process of list selection, advisory panels recommend a list specific to the Study Design with a broad range of possible options for schools to select from (with the exception of VCE Philosophy, which has a mandated list). While the VCAA recommends these works and materials for study, VCAA lists do not endorse any voice, position, perspective or view. Rather, the lists intend to offer a diverse set of choices for a range of classrooms and cohorts. Teachers are encouraged to research and explore the prescribed lists, and to make selections that complement the culture, values and ethos of their school and local community, and consider the safety and wellbeing of their students.

3.2 Procedures for advisory panels

3.2.1 Establishing an advisory panel

* Panels will consist of between five and 12 members (depending on the size of the study).
* Panels will meet within a specified time period within a given year.
* Invitations to apply to advisory panels will be advertised on the relevant study pages, in the Bulletin and through Notice to Schools.
* Individuals must apply, via the VCAA Sessional Staff Management System (SSMS), for membership; the panel is reviewed annually by the relevant curriculum manager according to the requirements of the study.
* Panel members can reapply for membership for up to and including four consecutive years.
* The VCAA reserves the right to extend the membership period.
* Failure to attend two consecutive meetings of the panel without good reason will be grounds for discontinuing membership.
* The responsible Curriculum Manager will chair the panel.
* The Chair of the Examination Panel and the Chief Assessor will be invited to become panel members.
* The Examination Development Manager and the Assessment Project Manager will be invited to attend all meetings.
* Panel members will be appointed from schools, universities, the training sector and other sectors as appropriate. Panels should be balanced in their representation of gender, geography, experience and education sectors.
* The chairperson and members of the advisory panel must ensure that they are familiar with the details of the currently accredited study design, and in particular, with the role of works and materials within it.

Selection of panel members will be undertaken using the following selection criteria:

* knowledge of the study design and the role of works and materials within the study, and
* experience in teaching and/or assessing the study and/or other relevant qualifications and experience.

The Curriculum Manager will short list applicants in consultation with the Manager, VCE Curriculum   
(or nominated representative). The Curriculum Manager will submit a final list of candidates for approval by VCAA senior management.

3.2.2 Panel meeting procedures

* Advisory panels will meet at the VCAA at times determined by the Curriculum Manager and agreed to by the panel members.
* As the chair of the panel, the Curriculum Manager is responsible for communication with the panel, and for preparing and distributing agendas, minutes and, if appropriate, summaries of panel decisions.
* The Curriculum Manager will provide the panel with works and materials for consideration. The Curriculum Manager will obtain and distribute materials for the panels to consider.
* All members of the panels must be familiar with the materials currently under discussion.
* All members of the panels are expected to attend all meetings, either in person or via remote access.
* If any member is unable to attend, they must submit their apologies to the Curriculum Manager prior to the meeting.
* Meetings will take place at the VCAA (either the city or Coburg). There will be provisions to attend the meetings via remote access.
* Panels will have access to data regarding school-based selection from the prescribed lists.
* Panels will seek to reach consensus about recommendations for, and additions or amendments to, the established lists.
* Where consensus cannot be reached, the Curriculum Manager can make an executive recommendation.
* The Curriculum Manager retains the right to recommend or veto recommendations.
* Minutes must be taken for every panel meeting, indicating discussion and decisions.
* The advisory panel will produce a final list of recommendations for approval.
* The advisory panel will submit recommendations to enable timely notification of prescribed lists to VCE providers.
* Advisory text panel members will be paid a one day individual CRT payment for their participation. Payment will be made at the end of the annual cycle of the panel. Payment may be withheld if an individual’s attendance has been deemed insufficient.

3.3 Review and evaluation of text panels

Curriculum Managers, with assistance from Examination Development Managers and/or Chief Assessors, will review the assessment data on a regular/annual basis to evaluate the impact of prescribed lists on student learning and outcomes.

4. Study specific guidelines

VCE studies with a prescribed list may have additional, study-specific guidelines. These additional guidelines, if relevant, are listed in the following appendices:

1. VCE English and English as an Additional Language, and VCE Literature
2. VCE Philosophy
3. VCE Classical Studies
4. VCE Theatre Studies and VCE Drama
5. VCE Dance

For study-specific guidelines for school-based text selection, see the relevant section in the Study Design, and in the published lists (available on the relevant study pages on the VCAA website).

APPENDIX 1

VCE Units 3 and 4 English and English as an Additional Language (EAL), and VCE Literature

The following principles and procedures apply to the meetings of the VCE English and EAL, and the VCE Literature Text Advisory Panels, to the process of text nomination by external stakeholders and to the recommendation of text lists by VCE English and EAL, and VCE Literature Text Advisory Panels to the VCAA executive.

* Twenty-five percent of the texts listed for study on the VCE English and EAL, and VCE Literature will be replaced annually.
* Texts selected for the VCE English and EAL, and VCE Literature text lists will remain on the lists for a minimum of two years and, in most cases, a maximum of four years.
* In rare cases, texts may remain on the lists for more than four years. Stakeholders will be notified of any text extended beyond four years through Notices to Schools and the *VCAA Bulletin*.
* Each text will include a number at the end of the citation to indicate the number of years it has been on the list.
* Australian texts will be indicated with an (A) at the end of the citation.
* Text Advisory Panels for VCE English and EAL, and VCE Literature will meet up to ten times a year.
* Nominations for suggested texts for consideration by the Text Advisory Panels will be called for in the first half of Term 3 (dates to be determined each year) in the relevant edition/s of the VCAA Bulletin.
* Stakeholders, including teachers and publishers, will have the opportunity to offer titles considered worthy for study in any text category such as novels, collections of short stories, poetry/songs, plays, multimodal texts (including films), and non-fiction texts.
* Text nominations must be made against the published criteria using an online survey facility provided by the VCAA and overseen by the Curriculum Manager.
* At the close of nominations, the Curriculum Manager will make the full list of nominated texts available to the Text Advisory Panel.
* Those texts submitted via the online survey and not considered by the Text Advisory Panels will have the reasons for their exclusion documented by the Curriculum Manager.
* Nominations from the public will not be accepted at any other time. However, the Text Advisory Panel members can nominate texts at any time.
* Any text under consideration by either Text Advisory Panel will be purchased by the Curriculum Manager. Processes for sharing texts among the panel members will be determined by each panel annually.
* Throughout the year, appropriate texts will be reviewed and discussed by panel members in accordance with the *Principles, guidelines and processes for the development and review of VCE studies*, ‘Section 2 – Curriculum and assessment principles for VCE studies’.
* Each panel member will have an opportunity to express his/her view on the text.
* Minutes will be taken and circulated to members for each meeting.
* For each text that the panel recommends to the VCAA Board for inclusion on the text list, a summary of comments against the criteria and guidelines will be submitted.
* Text lists will be published twelve months prior to implementation.

A copy of each selected text will be retained by the Curriculum Manager for reference, and additional copies retained by the examination unit for examination panels.

APPENDIX 2

VCE Units 3 and 4 Philosophy

VCE Philosophy text advisory panels are convened to advise on set texts for a revised VCE Philosophy study design and meet at least once during an accreditation period to review the set texts and refine if required. As the text advisory panel does not meet yearly, the policy is for membership to not be more than four consecutive times. In addition to the general principles, guidelines and procedures for prescribed VCE text lists, the following principles and procedures apply to the process members of the panel use to select and nominate texts and to the final recommendation of the text list by the VCE Philosophy Text Advisory Panel to the VCAA executive.

Nominated VCE Philosophy texts must:

* relate to the study design and its outcomes, key knowledge, key skills. For each area of study the list as a whole should map well, not necessarily every individual text
* target one or more areas of study
* link to one or more relevant contemporary debates and scientific developments as appropriate, with the text list as a whole linking to a range of contemporary debates
* enable philosophically interesting comparisons to each other
* be of suitable literacy level and workload individually and as a set overall
* not require substantial background teaching to introduce the text
* have accessible wider resources providing philosophical comment on the text
* present positive arguments rather than mere criticisms of someone’s view or school of thought.
* be in print and accessible for schools through a stable, common online database such as JStor.

APPENDIX 3

VCE Units 3 and 4 Classical Studies

The following principles and procedures apply to the meetings of the VCE Classical Studies Prescribed Works Advisory Panels.

Classical Works Advisory Panel Meetings

* Nominations for suggested texts for consideration by the Classical Works Advisory Panel will be called for one month prior to the first meeting.
* At the close of nominations, the Curriculum Manager will make the full list of nominated texts available to the Classical Works Advisory Panel.
* Each panel member will have an opportunity to express their view on the text.
* Minutes will be taken and circulated to all meeting attendees.
* For each text that the panel recommends for inclusion on the text list, a summary of comments against the criteria and guidelines will be submitted.
* The Curriculum Manager will retain a copy of each selected text for reference, and the examination unit will retain additional copies for examination panels.

Selection of Classical Works

* Classical works studied in Units 3 and 4 will be drawn from four Lists published annually by the VCAA.
* List 1 will consist of works for Unit 3 Area of Study 1: The epic tradition.
* List 2 with consist of works for Unit 3 Area of Study 2: Material culture.
* List 3 will consist of works for Unit 4 including a selection of works for Unit 4 Area of Study 1: Classical Concern.
* List 4 will consist of pairs of works for Unit 4 Area of Study 2: Classical comparisons. List 4 will be related to the works in List 3.
* VCE Classical Studies works list will be reviewed periodically, with approximately 25 per cent of the works being changed each year. No work will appear for more than four consecutive years or fewer than two years.
* Each work will include a number at the end of the citation to indicate the number of years it has been on the Classical Studies Classical Works list. For example:

Homer, The Iliad, Book 6  
Translated by Robert Fagles, Penguin Classics, 1998  
(Year 3)

* (Year 3) indicates that this is the third year this text has been on the list.

Composition of Works List

* List 1 applies to Unit 3 Area of Study 1: The epic tradition. It comprises of:
* One work from Homer’s Iliad and one work from Virgil’s Aeneid.
* A work is defined as one book, or its equivalent, of the epic poem.
* Teachers must select one works from List 1.
* List 2 applies to Unit 3 Area of Study 2: Material culture. It is comprised of:
* one Greek and one Roman material culture option
* The prescribed work may be either a single work (such as a building) or a collection of works of a particular form (such as sculpture).
* Teachers must select one work from List 2
* List 3 applies to Unit 4 Area of Study 1: Classical concerns. It is comprised of:
* Works grouped according to one of the following classical concerns:
  + Classical identities
  + Power and authority
  + War and warfare
* Works include a grouping of Greek works, Roman works, and Greek and Roman works.
* Short written works, such as speeches, poems and extracts from literary, historical, and philosophical writings
* Material culture works, such as free-standing or relief sculptures, monuments, vases, coins and other artefacts.
* Teachers must select one work from List 3
* List 4 applies to Unit 4 Area of Study 2: Classical comparisons
* The prescribed works for Unit 4 Area of Study 2 Classical comparisons will comprise paired written Classical Works.
* One work from each pair in Area of Study 2 (designated as Work 1) will be included among the prescribed works of the classical concern in Area of Study 1.

Criteria for selection of Classical Works

The works list will contain works:

* that are representative of Classical Greece and Rome
* that cover a range of forms
* that will enable the study of socio-historical contexts and exploration of ideas and techniques
* that will be suitable for and accessible to students of Classical Greece and Rome
* which represent different themes
* contain works from editions that are easily available
* enable the requirements of the study to be met.

APPENDIX 4

VCE Units 3 and 4 Drama and Theatre Studies

The following principles and procedures apply to the meetings of the VCE Drama and Theatre Studies Playlist Panel.

Panel members must provide specific feedback regarding the suitability of all the plays submitted by theatre companies for consideration, according to the following criteria.

Each play selected will:

* have dramatic merit and provide access to contemporary theatre practice
* sustain intensive study and provide a challenging approach to study of the relevant key knowledge and key skills
* have a planned performance schedule consistent with the VCE curriculum and assessment calendar

The playlist, as a whole, will:

* include at least one touring show in each part of the list
* consist of plays that include a range of styles and forms
* contain a range of new and established works7 with at least one Australian work in each part of the list
* reflect the cultural diversity of the Victorian community
* display affirming perspectives.

Notes

1. Evidence of dramatic merit can be provided through:

* the quality of the script
* description of the creative intention for the production, production values, directorial or dramaturgical approach/directions
* application of performance and/or theatrical styles
* application of production areas.

2. Evidence of contemporary theatre practice can be provided through:

* information about the script development process
* use of collaborative practice
* application of performance and/or theatrical styles
* application of production areas, including theatre technologies
* description of how the actor/audience relationship(s) will be manipulated.

3. Intensive study can include:

* study of the script (this is required for Theatre Studies Unit 3)
* theatrical analysis undertaken prior to, during and/or following the performance
* development of ideas that inform the student’s own drama or theatre practice
* preparation for school-based and examination assessments.

4. New works include:

* original, previously unperformed work
* works that have been developed through a workshop or residency process that may include a creative development
* reinterpretation of existing work where the script is significantly changed considering both text and context.

Established works include:

* performance of an existing production by the original company or a different company
* re-contextualisation of an existing script without significant changes to the original text.

APPENDIX 5

VCE Units 3 and 4 Dance

Panel will meet each year, to review the Unit 3 and Unit 4 Prescribed lists of dance works used in the study of Dance perspectives in Outcome 1.

One or two works are to be added each year to the Unit 3 list and the Unit 4 list, to replace works due to be deleted. It is expected that the list be limited to 4 – 5 dance works in each list. Works usually remain on the list for three years.

The panel considers a range of works, and provides written feedback on the merits of dance works to fulfil the requirements of the curriculum, with particular reference to the following:

* Merit of possibilities for effective analysis of the choreographers’ uses of movement categories, physical skills, choreographic devices and elements of movement in the solo works for Unit 3 works
* Merit of possibilities for effective analysis of the ways choreographers communicate intention through spatial relationships, manipulation of group structures and the elements of spatial organisation in Unit 4 works
* The possibility (Unit 4 only) to demonstrate the influence of the choreographer and/or the dance work on the arts, artists and/or society
* Availability of the dance recording to be purchased or viewed
* Any potential cultural issues, for instance, regarding the use of only a portion of a whole work
* The ability of a section of the work to be clearly identified for study
* The range of works on the list should be included
* Accuracy of all information relating to titles of works, choreographers, directors, dancers, recordings, in specifying the particular section to be studied
* Appropriateness of any movements or words of songs used, in regard to their use with students

A summary of these comments should be provided as a paragraph to accompany each recommendation for a new work to be included on the prescribed list.