

Supplements to this issue

1. VCE Physical Education Units 3 and 4: 2007
2. 2007 VCE Music: Group performance



VCAA Bulletin VCE, VCAL and VET

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

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

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Farewell to English Chief Assessor Tom Liddicoat

Each year as the VCE November written examinations end, journalists predictably approach students to record their tales of relief that the examinations are finally over. No one seems to notice another group who play a vital part in those examinations year after year – the VCE Assessors.

This year, those relieved students will be joined by a man who has assessed English examinations for the last 35 years and has played a key role as Chief Assessor for English for the last ten years. His name is Tom Liddicoat.

His fellow assessors will tell you that one of Tom's most admired qualities is his selflessness and an extraordinary empathy for other people, a skill he undoubtedly honed in his decade as Principal of Elwood Secondary College (1986–95).

Assessing VCE English is a serious business, completed to tight timelines. Naturally, in such circumstances, it can occasionally get a little tense.

Those who have worked closely with Tom see him as one who balances the serious activity of VCE assessment with a rare camaraderie and team loyalty.

Tom's daily bulletins for assessors are legendary. Staff anxiety over a lack of parking spaces at our examination centre could be diffused instantly by a typical 'Liddicoat Daily Bulletin' witticism:

'Armed conflict did not appear to break out in the car park yesterday. This is very good.'

Tom believes that he has seen a remarkable increase in student literacy over the years. He firmly believes that today's students are more literate.

'Now every student has something meaningful to say', he says. Tom is quick to point out that this is all the more remarkable given the growth in retention rates for Year 12 in recent years.



Tom, who has worked for the Victorian Curriculum and Assessment Authority and our many predecessors including the VUSEB, VISEC, the Board of Studies, believes the explanation for this is our greater understanding of the pedagogy of teaching English. 'Our study designs are now much more sophisticated, bright students are not getting any brighter, it is just that more students are doing well.'

As our Chief Assessor for English steps down, he can be assured that he leaves a team that is determined to continue the dedicated and selfless work that he has typified.

Tom Liddicoat will be long remembered for his insistence on fairness for students. It's a quest he plans to pursue in future by exploring the needs of students with learning difficulties and what can be done to assist them in a normative, state-wide system.

They could have no better champion.

Important administrative dates

Full details of dates appear in the *VCE and VCAL Administrative Handbook 2007*.

2006	
Monday 11 December	<p>Results available to students.</p> <p>Final results available to schools. Results package sent to schools:</p> <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/Further Education Statement of Results listing units of competence/modules completed for students studying VCE Units 1 and 2 only and VCAL. <p>Statements of Results for students enrolled in at least one VCE Unit 3 and 4 sequence will be sent to students.</p>
2007	
Tuesday 30 January	Start of school year for government schools.
Friday 9 February	<p>Final day for lodging, without a late fee, applications for Statements of Marks for all examinations held in 2006.</p> <p>Final day for principals to lodge requests for Confirmation of Grades for examinations in November 2006.</p> <p>Final day for students to lodge requests to inspect scripts for examinations held in October and November 2006.</p>
Monday 26 February	<p>ENROLMENT 1</p> <p>VCE and VCE VET enrolments are required for:</p> <ul style="list-style-type: none"> • VCE Unit 3 and 4 sequences • International Baccalaureate (IB) students for the GAT • VET Units of Competence/modules • VCAL • VCE Units 1 and 2.
V	
Friday 9 March	<p>Final day for schools to lodge requests for new or combined examination centres in 2007 and requests for students to sit at centres other than the home school.</p> <p>Final day for schools to lodge written applications for Alternative Instruments and Alternative Works in Music Performance: Solo, and Alternative Works in Music Performance: Group.</p> <p>Final day for schools to lodge the following applications:</p> <ul style="list-style-type: none"> – supervisors for the 2007 GAT and VCE examinations – Special Examination Arrangements for June, October and November examinations. <p>Final day for lodging, with a late fee, applications for Statements of Marks for 2006 examinations.</p> <p>Final day for notifying the VCAA of alterations to unit results, and initial school assessments for School-assessed Coursework and School-assessed Tasks for 2006. After this date a late fee will be charged.</p>
Friday 30 March	<p>Final day for schools to lodge the following applications for examinations held in June:</p> <ul style="list-style-type: none"> • requests for students to sit examinations outside Victoria • timetable clashes • earlier starting time • approval of hiring fees for sites in the community used by two or more schools. <p>End of Term 1.</p> <p>Applications for Top Designs, Top Arts and Top Screen in the VCE Season of Excellence 2008 (work from VCE VET Multimedia).</p>

Farewell column from Stuart Hamilton, former board chair



In 2004 I was delighted to be asked by the Minister for Education and Training, Lynne Kosky, to take over chairing the Board of the VCAA from Kwong Lee Dow. I had previously been associated with the Board as Secretary of the Department in 2001 and 2002, and had come to respect its capacity to contribute to well-considered reform and renewal of school education.

Those of you working in schools will no doubt be familiar with the results of the VCAA's work – whether it is the curriculum framework and its many support materials, or the state-wide testing at Years 3, 5, 7 and 9, or most obviously perhaps the VCE and VCAL. And you may have worked closely with individual VCAA staff members on particular curriculum or assessment initiatives. But the work of the Board of the VCAA itself may be a little more mysterious – if known to you at all.

However, what has impressed me over my years of involvement with the VCAA is the way the members of the Board respect the expertise of VCAA staff and bring to their proposals a practical understanding of what works in schools, and what is likely to help students as learners now and later in life. That is because the Board members are chosen not as representatives of particular educational or employer interests, but as people with knowledge and expertise in their own right, particularly practical knowledge in the classroom, principal's office, tertiary institution or workplace. There have been many occasions when intrinsically good ideas have been improved further by an intervention from a Board member which has made the idea, or its timing, more useful. We have recently supplemented our regular ways of consulting the sector by establishing a new Principals Forum, which has had two highly participatory and productive meetings.

During the time I have been chair, the main area of change has of course been the development and implementation of the Victorian Essential Learning Standards. I think what has stood out in putting the Standards in place has been two things – one of substance and one of process. The substantial point is that the Standards combine, in a potentially very powerful way, the clarity and strength of the key disciplines – maths, science, history, English, languages, the arts etc. – with broadening interdisciplinary and personal development themes, so that we retain the traditional elements while recognising that education is more than the sums of the individual domains of learning. That combination has, I think, been part of the reason why the Standards have been so well received and free from some of the sound and fury (but little illumination) of the curriculum wars experienced in some other places. The second reason why they have been well received has been the careful consultative process the VCAA undertook with everyone before they were rolled out. I have been very proud of the professional way in

which VCAA staff has gone about their work on the Standards, as educational partners with frontline teachers and principals.

The rest of the work of the VCAA has gone on at the same time – highlights including the introduction of Year 9 literacy and numeracy testing, and the program of review of VCE studies, notably English. Of course this had a few interesting moments, where our attempt to give more discretion to English teachers was seen as allowing a potential reduction in standards. I think the new *VCE English Study Design* manages to assure critics that we are conscious of the need to protect and improve standards of literacy, while giving a range of choice to teachers about how they achieve that and in ways in which their students are likely to respond.

Finally I helped choose John Firth as CEO of the VCAA, always a key role for a chair. I was delighted that John came out of a strong field as the preferred, internal candidate because I had formed a very positive view of his capacities from close quarters, and also knew the high regard in which he is held by his colleagues across Victoria and the country.

There is always unfinished business to hand on to a successor, in this case Professor Peter McPhee, notably the need to consider the implications for the VCE and VCAL of the approach taken by the Essential Learning Standards in Years P–10. I regret having to leave the Board, but I was also excited by the prospect of helping to establish the new Victorian Registration and Qualifications Authority as its first chair. The VRQA will be responsible for registering all schools, government and non-government, regulating home schooling for the first time, as well as registering VET level training providers, higher education institutions, and advising the Minister on new universities. It will also carry on the work of the VQA in relation to overseeing the qualification standards in Victoria, including the new credit matrix, which aims to help build pathways for students within and between the education sectors. Given my history, I will be working to ensure close cooperation between the two authorities, both critical for the quality of Victoria's education system. I wish Peter, John and the rest of the Board and VCAA staff well in carrying out their responsibilities in the future.

VCE Reaccreditation

Review of VCE studies in 2007

The Post-compulsory Curriculum and Assessment Committee oversees the review and reaccreditation of all VCE studies and provides advice to the Board of the VCAA (and to the Victorian Qualifications Authority) in terms of the annual schedule and VCE reaccreditation procedures.

During 2006, the Committee has been considering the need for broader analysis of the curriculum offerings within the VCE, and the relationships between VCE studies, and between VCE and VET programs.

The reaccreditation schedule for 2007 was considered at the meeting of the Post-compulsory Committee on 22 November. The Committee decided to recommend to the Board of the VCAA that preliminary work be undertaken prior to commencing the review of the majority of VCE studies scheduled for reaccreditation in 2007. This decision will be considered by the VCAA Board at the final meeting for 2006 on 6 December. It was determined, however, that a minor review of Physics proceed in 2007 due to the extent of changes introduced in the current study design, and the need to evaluate the impact of the substantially revised curriculum and assessment arrangements on teachers and students.

Physics

Physics was reaccredited in 2002 for phased implementation Units 1 and 2 in 2004, and Units 3 and 4 in 2005. The VCAA conducted a pilot study in 2004 at Units 3 and 4 level. The pilot program led to further revisions and reaccreditation again in 2004. The 2004 study design was then implemented state wide in 2005. Over the past two years feedback has been received by the VCAA (both formally and informally) from a range of key stakeholders suggesting that many teachers have identified a workload problem with Unit 3. There has also been some reluctance to take up the newer detailed studies, and teachers have requested further clarification of some areas of the curriculum. Given the extent of change introduced in 2005, the VCAA is not expecting major revisions, and will undertake this work more as an evaluation, with a view to refinement and clarification for implementation in 2009.

Expressions of interest are now sought from suitably qualified persons to participate in the curriculum review, evaluation and development process. Review Panels typically consist of 8–10 members from schools, universities, training, industry and business sectors who are appointed according to their expertise and capacity to contribute to the review process.

The membership for the VCE Physics Review Panel will be prepared from the Expressions of Interest received. All applicants will be advised of the outcome of the nomination and approval process.

Panel meetings are held at the VCAA office in East Melbourne. Applicants should familiarise themselves with the *VCAA Principles, Guidelines and Procedures for Review*

of *VCE Studies* published as Supplement 1 to the March 2003 VCE Bulletin, No. 186 and available on the VCAA website at www.vcaa.vic.edu.au/correspondence/bulletins/2003/march/03marsu1.pdf

Expressions of interest can be made through the VCAA Sessional Staff Management System (SSMS) via <www.ssms.vic.edu.au>. The SSMS website accepts and processes applications for sessional work. The use of this website has replaced the paper-based versions of Expressions of Interest previously published in the VCAA Bulletin. For technical support or access enquiries please telephone (03) 9651 4581 or email: assessment.administration.vcaa@edumail.vic.gov.au

LOTE, Media and Psychology

The implementation of these studies have been carefully monitored since their introduction in the current format in 2005. At this stage no significant issues have been identified to warrant reaccreditation in 2007. There is strong growth in participation in Media and Psychology at both Years 11 and 12 level, and continued levels of participation in languages (official figures on final enrolments for all VCE studies for 2005 are available on the VCAA website in the 2005 Statistical Information report at: www.vcaa.edu.au/vce/statistics/2005/statssect2.html).

The Post-compulsory Curriculum and Assessment Committee recommended that the accreditation periods for LOTE, Media and Psychology be extended to allow for some preliminary work to investigate current developments in the respective fields, and to frame terms of reference for the next reaccreditation cycle.

Following the December Board meeting, the accreditation periods for all VCE studies, effective 1 January 2007, will be published in the February 2007 VCAA Bulletin VCE, VCAL and VET together with the updated wall chart depicting all current VCE study designs for 2007.

Student Records and Results

Errata

VCE and VCAL Administrative Handbook 2007

The following changes have been made on the online version of the *VCE and VCAL Administrative Handbook 2007*. Part E may be downloaded and is the correct version.

Part C, Section 8, Scored Assessment, page 87 and 89

The time allowed for all CCAFL examinations is **3 hours including 10 minutes reading time**.

The time allowed for the Systems Engineering examination is **1 hour and 45 minutes including 15 minutes reading time**.

Part E, Section 16, Important Administrative Dates

The date for the start of Term 1 2007 on page 155 should be listed under an entry for **Tuesday 30 January** not Monday 29 January.

The following information in italics regarding **Special Examination Arrangements**, page 155, was omitted and should appear as:

Friday March 9

Final day for schools to lodge the following applications:

- Special Examination Arrangements for June, *October and November* examinations

This information regarding lodging Special Examination Arrangements application for October/November examinations should be removed from the entry for **Friday 20 July**, pp. 157.

The information regarding review of School-assessed Tasks by visitation in Studio Arts in the entry for Monday 25 June on page 156 should be moved to **Monday 23 July**.

The information regarding Visitation of School-assessed Tasks in the entry for Wednesday 24 October on page 158 should be moved to, and read:

Monday 22 October

Review by visitation of School-assessed Tasks begins.

Season of Excellence

VCE Visual Communication and Design

Visual Communication teachers are advised that the opening date for Top Designs has changed to Tuesday 20 March. However, access to the exhibition for VCE Visual Communication and Design students will be available to groups *booked for associated education programs only* from Tuesday 13 March. Content, costs and the booking details regarding education programs will be sent to schools with the Season poster/program guide in the first week of Term 1 and will be available on the Season website <www.vcaa.vic.edu.au/seasonofexcellence.html> in late January 2007. Bookings open at the Museum booking office on 30 January, tel: 1300 130 152.

VCE Technology and Media

Design and Technology, Food and Technology, Systems and Technology and Media teachers are advised that the opening date for Top Designs has changed to Tuesday 20 March. Content, costs and booking details for the associated education programs will be sent to schools with the Season poster/program guide in the first week of Term 1 and will be available on the Season website <www.vcaa.vic.edu.au/seasonofexcellence.html> in late January 2007. Bookings open at the Museum booking office on 30 January, tel: 1300 130 152.

VCE VET

VCE VET program summary for 2007

The following table outlines the VCE VET programs available in 2007.

Code	Certificate title	Status
RTE20103	Certificate II in Agriculture	
21560VIC	Certificate II in Automotive Technology Studies	
BCON-21393VIC	VCE VET Building and Construction	
BSB20101	Certificate II in Business <i>and selected units of competence from Certificate III</i>	Study Score available
CISCO	Cisco Networking Academy Program	
CHC20202	Certificate II in Community Services Work <i>and selected units of competence from Certificate III</i>	Study score available
21471VIC	Certificate III in Concept Development for Clothing Products	
RTD20102	Certificate II in Conservation and Land Management	
21078VIC	Certificate II in Dance	Study Score available
21583VIC	Certificate II in Electrotechnology (Shared Technology)	Study Score available
21566VIC	Certificate II in Engineering Studies	Study Score available

Code	Certificate title	Status
21565VIC	Certificate III in Engineering Studies	Study Score available
21327VIC	Certificate II in Equine Industry	Study Score available
FNS30104	Certificate III in Financial Services	Study Score available
FDF20403	Certificate II in Food Processing (Wine)	Study Score available
21278VIC	Certificate II in Furnishing (Pre-apprenticeship – Cabinet Making)	Study Score available
RTF20103	Certificate II in Horticulture (all sectors)	
THH210802	Certificate II in Hospitality <i>and selected units of competence from Certificate III</i>	Study Score available
ICA20199	Certificate II in Information Technology	
* ICA30199	Certificate III in Information Technology (Software Applications)	Study Score available in 2007 Continuing students only
* ICA30299	Certificate III in Information Technology (General)	Study Score available in 2007 Continuing students only
* ICA30399	Certificate III in Information Technology (Network Administration)	Study Score available in 2007 Continuing students only
ICA20105	Certificate II in Information Technology	New in 2007
* ICA30105	Certificate III in Information Technology (Partial completion)	New in 2007 Study Score available in 2007
PML30104	Certificate III in Laboratory Skills	Study Score available
CUF20601	Certificate II in Multimedia	
CUF30601	Certificate III in Multimedia	Study Score available
CUS20101	Certificate II in Music Industry (Foundation)	
CUS30101	Certificate III in Music	Study Score available
CUS30201	Certificate III in Music Industry (Technical Production)	Study Score available
PMB20101	Certificate II in Plastics	
ICP20205	Certificate II in Printing and Graphic Arts (Desktop Publishing)	
ICP20105	Certificate II in Printing and Graphic Arts (General)	
RET20102	VCE VET Retail Operations	
21530VIC	Certificate II in Small Business (Operations/Innovations)	
SRC20206	Certificate II in Community Recreation <i>and selected units of competence from Certificate III</i>	Study Score available
SRO20206	Certificate II in Outdoor Recreation <i>and selected units of competence from Certificate III</i>	Study Score available

* In 2007, a Study Score will be available for both VCE VET Information Technology programs.

VCE VET programs potentially under revision in 2007

It is anticipated that the following programs may be revised in 2007 for implementation in 2008, dependant upon endorsement of the relevant training package or accreditation of the relevant curriculum. For enquiries please contact Kate Rule in the VET Unit on (03) 9651 4458.

VCE and
VCE VET
GENERAL
ADVICE

Code	Certificate	Replacement qualification
21393VIC	Certificate II in Building and Construction	TBA
BSB20101	Certificate II in Business	Revised Business Services Training Package not yet endorsed
CISCO	Cisco Networking Academy Program	Revised Electrotechnology Training Package not yet endorsed
CHC20202	Certificate II in Community Services Work	Revised Community Services Training Package not yet endorsed
21078VIC	Certificate II in Dance	Revised curriculum document accredited Implementation 2008
21327VIC	Certificate II in Equine Industry	TBA
21278VIC	Certificate II in Furnishing (Pre-apprenticeship – Cabinet Making)	TBA
THH210802	Certificate II in Hospitality	Revised Tourism and Hospitality Training Package not yet endorsed
CUF20601 CUF30601	Certificate II in Multimedia Certificate III in Multimedia	Revised Film, TV, Radio, Multimedia Training Package not yet endorsed
CUS30101 CUS30201	Certificate III in Music Certificate III in Music Industry (Technical Production)	Revised Music Industry Training Package not yet endorsed
RET20102	VCE VET Retail Operations	Revised Retail Training Package not yet endorsed

VCE Examination timetables 2007

The 2007 VCE Examination timetables are published as a liftout to this Bulletin. Copies of this timetable will be included in the *2007 Exam Navigator* which will be sent to schools in Term 1 2007 for distribution to all students studying at least one Unit 3 and 4 study.

School term dates

Errata in VCAA publications

Schools are advised that the start of Term 1 in 2007 is **Tuesday 30 January** and not Monday 29 January as published in the following publications:
VCE and VCAL Administrative Handbook 2007 p. 155
 2007 VCAA Calendar for Primary Schools
 2007 VCAA Calendar for Secondary Schools and VCE and VCAL Providers
 Supplement 1 to the November 2006 VCAA Bulletin
 VCE, VCAL and VET page 3.

VCE Accounting

2007–2010 (Units 1–4)

The new Accounting study design accredited 2007–2010 commences on 1 January 2007. A CD-ROM, *VCE Accounting ICT Teaching and Learning Activities*, was distributed to all schools during November.

The CD-ROM has been developed to assist teachers in the implementation of the recredited *VCE Accounting Study Design*. The new study design incorporates information and communications technology (ICT) across Units 1–4, and each unit includes outcomes that require the use of ICT by students. The material has been developed by practicing teachers and includes ICT activities, solutions, teacher notes and templates.

Teachers who have not received a copy of the CD-ROM should contact Sue Horak on (03) 9651 4489.

Feedback on the CD-ROM would be most welcome and should be directed to the Curriculum Manager, Business Studies, Jennifer Quick, on (03) 9651 4436.

VCE Chemistry

Phased implementation

2007 (Units 1 and 2)

Schools are reminded that for 2007 VCE Chemistry Units 1 and 2 are to be implemented from the recredited *VCE Chemistry Study Design 2007–2011*. The study design is distinguishable by the orange cover which features a collection of student artwork. Copies of this study design were distributed to schools in Term 1 2006. An electronic copy will be available from January 2007 at: www.vcaa.vic.edu.au/vce/studies/chemistry/chemindex.html

In 2007, VCE Chemistry Units 3 and 4 continue from the currently accredited study design which features the Board of Studies logo. A VCAA Bulletin supplement, containing changes to School-assessed Coursework, 'Changes to VCE Chemistry 2001–2004 School-assessed Coursework' needs to be used in conjunction with this edition of the study design.

Principals will be asked to complete a declaration form and return it to the VCAA in February to ensure that staff are teaching from the correct study design for Units 1 and 2, and 3 and 4, in 2007.

Additionally, a set of frequently asked questions regarding implementation of VCE Chemistry was included in the October 2006 VCAA Bulletin VCE, VCAL and VET No. 42. The FAQs are also available at: www.vcaa.vic.edu.au/correspondence/bulletins/2006/bulletin2006.html#H2N400137

Further support materials to support teachers are also available at:

www.vcaa.vic.edu.au/vce/studies/chemistry/chemindex.html
www.cea.asn.au/chemistry_news.html

Support for 2008 (Units 3 and 4)

A program of professional development workshops targeting implementation of the recredited *VCE Chemistry Study Design* in 2008 for Units 3 and 4 will be held in May 2007. Information about the workshops will be sent to schools early in 2007.

The Centre for Free Radical Chemistry Biotechnology located at Bio 21 (University of Melbourne) provides programs for teachers and students of chemistry and science. For further information contact Felicity Jenz on (03) 8344 2427 or visit the website:

www.freeradical.org.au/index.php?option=com_content&task=view&id=293&Itemid=105

All enquiries about Chemistry should be directed to the Curriculum Manager, Science, Ann Osman on (03) 9651 4512.

VCE Dance

Erratum

2007 Prescribed list of dance works

Unit 3: Solo dance works

Teachers should note that:

- The DVD supplier for *Snakes, Gods and Deities* is **Tracks Dance Theatre** <www.tracksdance.com.au>, not Marcom Projects.
- The supplier for *Wild Swans* is **Tape Services Online** <www.tapeservices.sa.edu.au> not EnhanceTV.

VCE Design and Technology

2007

The new Design and Technology study design (Units 1–4) commences on 1 January 2007.

Frequently asked questions

In the new *VCE Design and Technology Study Design for 2007, Unit 1: Design modification and production, can a student pull apart a product and put it together again?*

Essentially, in Unit 1 students should design and produce a completely new product that uses as its basis the analysis of an existing design or product. Students may, if they wish, incorporate, where relevant some components of the original product. This approach is most relevant to a textiles focus where

students may recycle or reuse parts of a garment. However, students should be involved in a range of processes beyond simply reassembling an existing product.

Please define the nature of the three points of difference for the modifications to the product students design, produce and evaluate.

The three significant points of difference for the redesign of an existing product could be based on (but are not restricted to):

- improving the quality of an existing product
- changing or adding to the function of a product
- altering the materials it is made from (for example to make it lighter, more environmentally friendly, improve its serviceability or lessen its maintenance requirements)
- updating its style.

How should students be assessed in Unit 2 when they work in teams?

There is a range of ways in which students can work as a team. The development of teamwork skills can build on skills developed in P–10, particularly following implementation of the Victorian Essential Learning Standards.

Students could be assigned roles or be based on team decision making.

In terms of assessment, it is essential that students working as a team, or as part of a group, can be assessed independently. The final judgment a teacher needs to make, is whether an individual student, who may have been working as part of a group or team, satisfactorily demonstrated the outcome.

The new study design refers to ‘end-user’. Please define an ‘end-user’ and could the end-user be the student who designs, makes and evaluates the product?

An end-user may be an individual; however, it is typically a group of people who are likely to buy and/or use or wear a particular product or garment. In the past, students were required to design a product for a client; however, the new study design has broadened this requirement.

The student who designs, produces and evaluates the product could be an end-user. However, in the reaccredited study design there is an expectation that students should go beyond designing a product for themselves. They can develop communication skills by asking their client or a typical end-user about what they need and gain feedback about the designs they develop as well as whether the finished product meets their expectations and requirements. This places the student in the role of a designer; that is, designing to meet other’s requirements.

In Unit 3 Outcome 1 students are expected to write a design brief based on a scenario. How will I go about developing a scenario?

A scenario provides an outline of a situation, need or problem, but is not as detailed or structured as a design brief. It is an ‘opening’ that establishes a thinking, planning and decision-making process for future action (in this case, product development), and has elements of uncertainty that could lead to a range of possibilities.

The scenario could, for example, be based on a field trip (excursion), a video or DVD students used in class, an existing

product (using a backwards-design approach), an identified ‘problem’ or ‘need’ at school, home or in the local community. The design brief section in past examination papers could be the basis for developing a scenario. The scenario could be provided to students in a written form, such as a letter; a recorded interview or even a cartoon.

A design brief is usually longer, may incorporate elements of the scenario, but should also contain specifications (considerations and constraints). The students will have to add some of this information.

It is important to keep in mind that the design brief students write for Unit 3 Outcome 1 should not be the same design brief they use for the product they will design, produce and evaluate assessed through the School-assessed Task (Unit 3 Outcome 3, Unit 4 Outcome 2 and Outcome 3).

The new study design has numerous references to risk management and risk assessment. How much depth is required when covering risk management and risk assessment?

Students need to understand and document the hazards involved through all stages of making their product, and how they can minimise, control or eliminate these hazards. Teachers can assist students by providing information and pro formas (possibly in table form) to assist in this process and breaking down production into a series of steps. Each step will generally require materials, tools, equipment and machines and processes that involve some level of risk. In addition, students need to anticipate risks to users of the end product. Students need to include risk assessment throughout design and product development and make modifications to minimise these risks. Refer to page 45 of the study design. The WorkSafe website <www.worksafe.vic.gov.au> contains useful information on risk management and risk assessment.

VCE English/ESL

Phased implementation

2007 (Units 1 and 2)

Schools are reminded that in 2007 VCE English Units 1 and 2 are to be implemented from the reaccredited *VCE English/ESL Study Design 2007–2011*. The new study design is distinguishable by a blue cover which features a collection of student artwork. For 2007, Units 3 and 4 continue to be based on the currently accredited study design which features the Board of Studies logo.

Frequently asked questions

The following frequently asked questions have been prepared in response to questions raised about English/ESL during the state-wide Units 1 and 2 implementation workshops held during August 2006.

What happens if a school has already set a text for Units 1 and 2 in 2007 which appears on the Text list for study at Units 3 and 4 level in 2008?

It may sometimes happen that schools set texts for Units 1 and 2 that subsequently appear as selected texts on the published Units 3 and 4 Text lists. Should this be the case, an alternative text should be selected for study for Units 3 and 4 in 2008. It is preferable that students do not study the same texts in Units 1 and 2, and Units 3 and 4. The 2008 Text list will be published as usual in the February 2007 VCAA Bulletin VCE, VCAL and VET. List 1 in the 2008/9 Text list will include 20 texts for selection: List 2 will include a choice of four texts for each Context.

What is required in Unit 2, Area of Study 2, regarding the reading of texts? Are ESL students now expected to read more texts?

ESL students are required to read three, rather than four, set texts in Units 1 and 2. Unlike English students, ESL students are not required to study a set or selected text for the achievement of Outcome 2 in Unit 2. ESL students are, however, required to *read and study a range of shorter texts selected by the school* to support the achievement of Outcome 2 in Unit 2. This is also the case for students of English, and teachers of both ESL and English students should select additional shorter texts for the achievement of Outcome 2 that enable students to further explore the Context selected for exploration. All students are expected to read widely in order to support the achievement of all outcomes.

How should teachers assess tasks presented in multimodal form?

Assessment tasks in English/ESL should always address key knowledge and skills for the relevant outcomes. Students who choose to present work in multimodal form should be assessed on the basis of their level of performance on the outcome.

Are writing tasks more prescriptive in the new study design?

The revised Area of Study 2 focuses on reading and writing and their interconnection, with student writing informed by their reading. In their own writing, students may draw on the ideas explored in texts, and on the ways authors have made choices in order to construct meaning. Just as students should be encouraged to read a range of texts in this area of study, they should also be encouraged to produce a range of responses, including imaginative responses. While their writing will be enriched by the knowledge gained from their reading, not all texts created need to make **explicit** reference to texts studied.

Is Area of Study 2 the same as a theme study?

Contexts for study allow students to explore particular themes or ideas to provide stimulus for thinking and models for writing. Although students read texts to identify, discuss and analyse ideas associated with their selected Context, their writing

will draw on these ideas, and on their explorations of the relationship between purpose, form, audience and language in creating their own texts. Student **writing** is therefore the focus of this outcome, whereas in a theme study, the focus would be on responding to a range of texts in terms of the theme being studied.

Why have *logical appeals* been included in examples of persuasive techniques in Area of Study 3, Units 1 and 2?

Students readily understand the use of *emotive appeals* and are able to show how a reader may be positioned to feel outraged, threatened, sympathetic etc. Appeals to logic are just as persuasive though often less easily identified. For example, writers could be said to be using *Logical appeals* when they appear to be focusing on presenting a series of apparently incontestable, values neutral 'facts'.

VCE Music

Music: Solo performance

Units 3 and 4

Prescribed list of ensemble works for 2007

Teachers should note that:

- the list of works for 2007 is the same as for 2006
- 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 Units 3 and 4 Outcome 4
- the work selected for study in Unit 3 must be different to the work selected for study in Unit 4
- the recordings listed for study must be used
- where a score is available for a Prescribed ensemble work, it may be used as a teaching resource but is not mandated for study.

In addition, schools should also select excerpts from other ensemble works that are in similar style/s and genre/s to the works on the Prescribed list of ensemble works. Two interpretations in performance should be studied for each selected excerpt. These excerpts should be used to teach key knowledge and skills relating to the 'Analysis of excerpts from ensemble works selected by the school' section of Units 3 and 4 Outcome 4.

The Music: Solo performance prescribed list of ensemble works for 2007 is available on the VCAA website at: www.vcaa.vic.edu.au/vce/studies/musicsolo/musicpersoloindex.html

VCE Philosophy

Prescribed texts for 2007

The Prescribed texts for 2007 remain the same as those previously published in the November 2002 VCE Bulletin No. 183, page 13. The prescribed text list is reproduced below.

Please note that the editions listed below will be the only edition used by the examination setting panel when setting the November 2007 Philosophy examination. Teachers will need to ensure that students are familiar with these editions.

Unit 3

Area of Study 1

Aristotle, *Nicomachean Ethics*, Book 1, chapters 1–5, 7–9; Book 10, chapters 6–7 in Thomson, J A K, *The Ethics of Aristotle*, Penguin, UK, 1955.

and

Barnes, J (ed.), *The Complete Works of Aristotle*, vol. 2, Princeton University Press, 1984.

and

Ross, W D et al., Oxford World's Classics, 1980.

Epicurus, 'Letter to Menoeceus' in Epicurus, *Letters, Principal Doctrines, and Vatican Sayings*, Geer, R M (trans.), Bobbs-Merrill Co, Indianapolis, 1964, also Prentice Hall, New Jersey, 1997.

and

Inwood and Gerson (ed.), *Hellenistic Philosophy Introductory Readings*, 2nd edn, Hackett Pub. Co., Indianapolis, 1998.

Plato, *Gorgias*, 481a–499b, Waterfield, Robin (trans.), Oxford World's Classics, Oxford University Press, 1998.

Area of Study 2

King, M L Jr, 'What is Man?' in *The Measure of a Man*, Fortress Press, Philadelphia, 1988.

Murdoch, I, 'The Sovereignty of Good Over Other Concepts' in *The Sovereignty of Good*, Routledge and Kegan Paul, London, 1970, p. 78 line 4 to p. 93 line 27.

Nietzsche, F, *The Gay Science*, Kaufmann, Walter (trans.) with commentary, Vintage Books, 1974, Section 343: p. 279, Section 344: p. 280, Section 345: p. 283, Section 346: p. 285, Section 347: p. 287, Section 349: p. 291, Section 351: p. 293, Section 352: p. 295, Section 353: p. 296.

Sartre, Jean-Paul, reissued 1974, *Existentialism and Humanism*, Mariet, Philip (trans.), Methuen, London, 1949.

Unit 4

Area of Study 1

Armstrong, D, 'The Nature of Mind', *The Nature of Mind and Other Essays*, 1980, University of Queensland Press, St Lucia, 1980.

Descartes, *Discourse on Method*, Part V marginal references 55–60 (last four paragraphs) in *The Philosophical Writings of Descartes*, vol. 1, Cottingham, J et al. (trans.), Cambridge University Press, Cambridge, 1984.

Plato, *Phaedo* in *The Last Days of Socrates*, 105a–107c, Tarrant, Harold and Tredennick, Hugh (trans.), Penguin, UK, 1993.

Turing, A, 'Computing Machinery and Intelligence', Sections 1–3 and 6 in Hofstadter, Douglas, R and Dennett, Daniel, *The Mind's I*, Penguin, 1982. (This selection consists of the sections 1–3 and 6.)

Area of Study 2

Kuhn, T, *The Structure of Scientific Revolutions*, 2nd edn, University of Chicago Press, Chicago, 1970, chapters 7, pp. 66, 67, 68, 69, 74 (last paragraph), 75, 76 and chapter 13.

Plato, *The Republic*, 475d–487a, 506d–521b, Penguin, UK, 1974.

and

Waterfield, Robin (trans.), Oxford World's Classics, 1998.

Popper, K, 'Science: Conjectures and Refutations' in *Conjectures and Refutations*, Routledge and Kegan Paul, London, 1963, pp. 33–39.

The above books may be located through online booksellers such as <www.amazon.com> or www.borders.com

Enquiries about VCE Philosophy can be directed to the Project Officer, Humanities, Monica Bini on (03) 9651 4595.

VCAL update

VET/VCAL state-wide briefings

The VCAL Microsoft PowerPoint presentation that was used in the November/December VET/VCAL briefings is now available on the VCAA website. The presentation is part of the *VCAL Coordinator's Resource Kit* and can be found at the following link:

www.vcaa.vic.edu.au/vcal/resource_kit/index.html

Notices

VCE Sciences

Professional development programs for teachers

VCE study	Event	Date	Further information
Biology	VCE Biology teachers conference	19 February 2007	www.stav.vic.edu.au/home/conferencesandevents/vce07
Chemistry	VCE Chemistry teachers conference	12 February 2007	www.stav.vic.edu.au/home/conferencesandevents/vce07
Environmental Science	VCE Environmental Science	16 March 2007	www.stav.vic.edu.au/home/conferencesandevents/vce07
Physics	VCE Physics teachers conference	9 February 2007	www.stav.vic.edu.au/home/conferencesandevents/vce07
Psychology	STAV VCE Psychology teachers conference	23 February 2007	www.stav.vic.edu.au/home/conferencesandevents/vce07
	PsyEd VCE Psychology teachers conference	16 February 2007	http://home.vicnet.net.au/~psyed/

2007 VCAA Calendars

Copies of the 2007 VCAA calendars were mailed to schools in early December.

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.

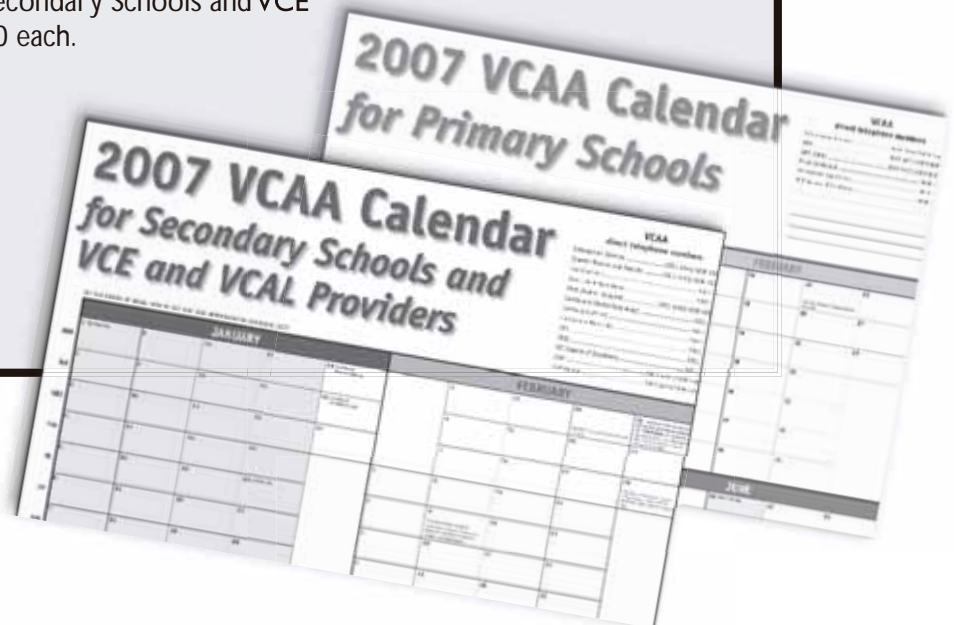
Calendars will be supplied folded rather than in flat sheet size, reducing postage costs when ordering by mail.

Calendars are available from:

Information Victoria
356 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@dvc.vic.gov.au
Website: www.bookshop.vic.gov.au/gov_pub/

Cost:

2007 VCAA Calendar for Primary Schools – \$2.50 each
2007 VCAA Calendar for Secondary Schools and VCE and VCAL Providers – \$2.50 each.



The Victorian Curriculum and Assessment Authority presents outstanding work completed by VCE students in technology, design, multimedia and the cinematic, visual and performing arts.

Top Screen

VCE Media

Screenings of documentaries, short fictions and animation by VCE Media students

Launch 28 Feb Screenings and education programs 13 March – 31 May

Australian Centre for the Moving Image Federation Square

Screenings \$7 metro \$5 regional Education programs \$10 and \$8 conc.

VCE VET Multimedia 1 March – 31 May

Bookings open 30 January 2007 Early bird pre-paid discounts apply

Booking enquiries Tel (03) 8663 2441 screeneducation@acmi.net.au

Top Class

VCE performing arts concerts compered by the Chief Assessors

Saturday 3 March Top Class: Music Performance: Solo and Group, **ABC Iwaki Auditorium** Sthbank

Saturday 17 March Top Class: Dance and VET Dance **National Theatre** St Kilda

Friday 20 April Top Class: Drama **National Theatre** St Kilda

Saturday 21 April Top Class: Drama and Theatre Studies **National Theatre** St Kilda

Tickets \$8 metro \$6 regional \$6 *The Age* subscribers, door sales only

Booking forms in February *VCAA Bulletin* or at www.vcaa.vic.edu.au/seasonofexcellence.html

Top Arts

An exhibition of VCE Art and Studio Arts

16 March – 3 June Free entry

10 am – 5 pm daily

The Ian Potter Centre: NGV Australia, Federation Square

Education programs: www.ngv.vic.gov.au/toparts

Bookings required Tel (03) 8620 2341/2340 Fax (03) 8620 2550 edu.bookings@ngv.vic.gov.au

Top Designs

An exhibition of VCE Media, VCE VET Multimedia, Design and Technology, Food and Technology, Systems and Technology, Visual Communication and Design

20 March – 11 June 10.00 am – 5.00 pm daily Free entry

Melbourne Museum Carlton

Free entry to schools Bookings essential Tel 1300 130 152

Education programs \$4.40 and \$2.20 Details: <http://melbourne.museum.vic.gov.au/education/vce.asp>

Top Acts

A concert of Dance, Drama, Theatre Studies and Music Performance selected from Top Class

Friday 8 June at 7.30 pm

Hamer Hall **The Arts Centre** St Kilda Rd Melbourne

Tickets \$15/12 \$10 concession for groups of ten, *The Age* VCE subscribers

Bookings Ticketmaster7 Tel 136 100 or at the door www.ticketmaster7.com.au

Skills workshops in Dance, Drama and Theatre Studies Tel (03) 9281 8582

Poster/program guide to be mailed to all schools in Term 1

VCE Season of Excellence office, Victorian Curriculum and Assessment Authority (no bookings)

Tel (03) 9651 4582 Tollfree 1800 134 197 Website: www.vcaa.vic.edu.au/seasonofexcellence.html

These details are current at time of publication (November 2006).

However, teachers are advised to check the VCAA website <www.vcaa.vic.edu.au/seasonofexcellence.html> for updates.



VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



VCE Season of Excellence 2007

November 2005 to November 2006

The detailed contents for this VCAA Bulletin are on the front cover. This index records items in all issues from November 2005 to November 2006. Index items are followed by issue number and page number. Index to supplements appears on the next page.

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3. VCE Literature Text list 2007

Bulletin No. 35

1. English/ESL Text list 2007

2. VCE studies accredited 1 January 2007: Summary of changes

Bulletin No. 36

1. VCE 2006 Drama and Theatre Studies performance examinations
2. VCE studies accreditation 1 January 2007: Summary of changes

Bulletin No. 37

1. VCE Examination advice: 2006 June examinations and General Achievement Test (GAT) (online only)

Bulletin No. 41

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Bulletin No. 43

1. Important administrative dates
2. Supplementary advice for VCE VET Sport and Recreation program

COPY DEADLINES FOR 2007

Issue No. and Month	Date of publication	Copy deadline
No. 45 February	Monday 29 January	Wednesday 10 January
No. 46 March	Monday 5 March	Wednesday 14 February
No. 47 April	Monday 16 April	Wednesday 28 March
No. 48 May	Monday 14 May	Tuesday 24 April
No. 49 June	Tuesday 12 June	Wednesday 23 May
No. 50 July	Monday 16 July	Wednesday 27 June
No. 51 August	Monday 13 August	Wednesday 25 July
No. 52 September	Monday 10 September	Wednesday 22 August
No. 53 October	Monday 8 October	Wednesday 19 September
No. 54 November	Monday 12 November	Wednesday 24 October
No. 55 December	Monday 10 December	Wednesday 21 November

Distribution

26 October 2006 to 24 November 2006

Memoranda to schools

- 100/2006 re Review of the VCAL Work Related Skills Units
- 101/2006 re VCE Dance Units 3 and 4 Prescribed List 2007
- 102/2006 re VCE VET Automotive Program – professional development for Teachers and trainers – Friday 1 December 2006
- 103/2006 re VCE VET Information Technology Implementation and Transition Briefings: November/December 2006
- 104/2006 re Briefings – VET and VCAL – November/December 2006
- 105/2006 re Invitation to VCE Achiever Ceremony
- 106/2006 re Checking of Mathematics reference materials and calculators in VCE Examinations 2006
- 107/2006 re Submission of SIAR 4 – VCE Unit 4 Coursework Scores
- 108/2006 re Unauthorised Materials in VCE Examinations 2006
- 109/2006 re Margaret Schofield Memorial Scholarship applications
- 110/2006 re Submission of SIAR 5 – VCE Unit results, VCAL Unit results, UoC results and Task Scores for VCE VET scored sequences
- 111/2006 re Review of the VCAL Literacy and Numeracy Skills Units – 2007 Invitation to join Review Team or Stakeholder Group
- 112/2006 re VASS New Users professional development November–December 2006
- 113/2006 re Selection of VCAL quality assurance panel members for 2007
- 114/2006 re 2006 *ON TRACK* SCHOOL/LLEN Data Matrices
- 115/2006 re VCE VET Information Technology Implementation and Transition briefing and workshop: metropolitan venue, December 2006
- 116/2006 re VASS New Users professional development January–February 2007
- 117/2006 re Enrolment 6 Data

Publishing

- November 2006 VCAA Bulletin VCE, VCAL and VET No. 43
- Liftout: School-assessed Coursework

- Supplement 1: Important administrative dates
- Supplement 2: Supplementary advice for VCE VET Sport and Recreation program
- November 2006 VCAA Bulletin P–10 Issue 26
- VCE Assessment Handbooks: Accounting, Dance, Design and Technology, Drama, Information Technology, Systems Engineering, Theatre Studies
- VCE Accounting ICT Teaching and Learning Activities 2007–2010 CD-ROM
- VCE and VCAL Administrative Handbook 2007

Internet

Additions

- November 2006 VCAA Bulletins, liftout and supplements
- Memoranda to schools 100–117

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- Studio Arts Assessment Report for School-assessed Task 1

- VCE Exams:** Further Mathematics, LOTE Albanian, LOTE: Hindi, LOTE: Romanian, LOTE: Sinhala, LOTE: Macedonian, LOTE: Maltese, LOTE: Persian, Specialist Maths

- VCE Assessment Handbooks:** Accounting, Classical Greek, Classical Hebrew, Dance, Design and Technology, Drama, Information Technology, Systems Engineering, Theatre Studies

- VCE study design changes:** Design and Technology, Drama, Systems Engineering, Theatre Studies, Accounting, Dance, Chemistry, English ESL, Foundation English, Information Technology, Systems Engineering, Theatre Studies

- VCE and VCAL Administrative Handbook 2007
- Errata to 2007 Handbook

VCAL

- VCAL Quality Assurance Panel Memberships – 2007

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- General Examination Information for Students
- Examination Advice
- GAT Answers 2001
- Preparing for Senior Years

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. One VCE Achiever is announced each month and in December one overall winner is presented with a notepad computer by IBM Australia Ltd. Students in government, Catholic and independent schools may apply using the application form on the VCAA website (Excellence and Awards > VCE Achiever Award).

For more information contact Information Services on (03) 9651 4544 or 1800 134 197.

November VCE Achiever Rebekah Berger credits her extra-curricular activities for saving her from 'a life of boring routine'.

Wanting more from her life than just schoolwork and social activities, Rebekah has been involved in school and community activities for several years — and feels they have made her a better student and a happier person as a result.

'The benefits for me are really clear,' she explains. 'I don't feel I'm going through life just existing — even if I only make a difference to one person, that's enough for me.'

Rebekah's interests include school leadership roles, community service and the arts.

At her school, Melbourne Girls' College in Richmond, Rebekah is heavily involved in promoting and leading arts activities. As Arts Vice-Captain in 2005 and Captain in 2006, she aimed to enhance the lives of students by getting as many of them as possible involved in the arts. She led a week of interactive activities for students from all year levels: everything from drama and dance workshops, to craft sessions and a battle of the bands competition.

'Seeing so many girls participating and enjoying themselves was fantastic', said Rebekah.

She also managed the inter-house theatre production — where students from all year levels had to write and perform a one-act play — and this year managed to find time to coordinate the school musical 'Back to the Eighties', in which she also played the lead role.

Rebekah is also heavily involved with the deaf community. After what she describes as an 'intriguing' encounter on a tram when she saw a group of people signing to each other, she decided to take up the study of Auslan (sign language) at TAFE and then began VCE studies in the language through the Victorian College of the Deaf. Wanting to extend her passion further, she also volunteered for the 2005 Deaflympics, where she led a group of Deaf and hearing volunteers promoting the Deaflympics and its mascots across Victoria.

Keen to encourage the study of Auslan, Rebekah invited her Auslan class to perform a signed version of a Paul Kelly song for arts week at her school — the performance was so well-received that a number of students decided they would begin studying Auslan too.

During her VCE Rebekah also volunteered for St John Ambulance Australia, which meant giving up her weekends to volunteer at events around Victoria, including the Caulfield Cup and Moomba. Last year she was promoted to the position of Cadet Corporal, which brought with it the responsibility of training and mentoring younger cadets.

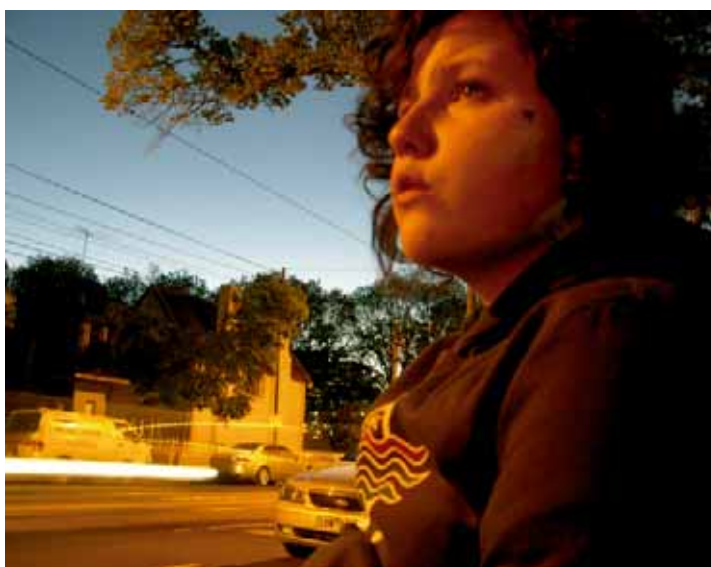
She also found the time to be a volunteer and presenter for youth-run radio station SYN-FM.

Despite the additional demands of Year 12 studies, Rebekah often found herself taking on additional responsibilities this year. She undertook the 'enormous logistical task' of co-organising the Year 12 formal for 350 students and their guests, trained and mentored Year 11 students to take on leadership roles and also agreed to organise the design and production of special school jumpers for Year 12 students.

With all her activities and leadership responsibilities, Year 12 was a busy time for Rebekah, but she felt she was able to cope.

'My activities made me able to time-manage a bit more and forced me to study on nights where I don't have activities. The extra responsibilities I had in Year 11 definitely made me a better student in Year 12.'

Rebekah has not decided on her future plans yet; she hopes to defer university studies and travel overseas next year before making up her mind.



VCE Achiever finalist



Mervin Ng, of Parade College in Bundoora, was named the 2006 VCE Achiever at a ceremony held at Treasury Theatre on Friday 1 December. The ceremony celebrated the achievements of nine of Victoria's most motivated students, each of whom has juggled the demands of VCE studies with significant community involvement.

At Parade College, Mervin devotes considerable time and energy to organising a range of activities to benefit the wider community. These range from breakfasts at the local primary school through to charity football matches for adults with disabilities.

Mervin's involvement in local causes is complemented by his dedication to raising awareness of international campaigns through Red Cross and the Make Poverty History movement. Mervin received a notebook computer generously donated by IBM Australia Ltd.

Each of the monthly finalists for 2006 was presented with a certificate and trophy by Professor Peter McPhee, the new chair of the Victorian Curriculum and Assessment Authority. Professor McPhee congratulated the students for having the determination to help others during their busy VCE studies.

All nine finalists are truly inspiring individuals and the selection panel had great difficulty in choosing an overall winner. The awards are designed to recognise achievements beyond the academic realm of VCE studies and celebrate the substantial contributions made by students to their schools and the wider community.

The VCE Achiever Awards are presented monthly to students from government, independent and Catholic Schools who promote 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.

The nine monthly finalists for the 2006 VCE Achiever Awards were: Brendan Flynn (Kerang Technical College), Mervin Ng (Parade College), Catalina Perez (Mentone Girls' Grammar School), Matthew Yeates (Donvale Christian College), Katrina Wallis (Nhill College), Chantelle Zei (Mackillop Catholic Regional College), Halide Huseyin (Caroline Chisholm Catholic College), Idris Mustafovski (Thomastown Secondary College) and Rebekah Berger (Melbourne Girls' College).

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