

Exam Issue 2007 – Online  
VCE Examination advice:  
October/November written examinations  
(online only as separate study-specific PDFs)



# 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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## New event for VCE Season of Excellence

Teachers of VCE Art, Design and Music studies are advised of the pilot program Top Class Sound to be included in Season 2008. The application form was published in the August 2007 VCAA Bulletin VCE, VCAL and VET No. 51 and online (see page 11 for more details).

The deadline for applications for Top Designs, Top Arts and Top Screen (VCE Media) is 5 pm Thursday 18 October. The deadline for applications for Top Screen (VCE VET Multimedia) is Thursday 15 November.

The application forms for Top Screen and Top Designs were published in the August 2007 VCAA Bulletin VCE, VCAL and VET No 51. Top Screen (VCE Multimedia) and Top Arts forms are printed on pages 16 and 17. All application forms are also available online at: [www.vcaa.vic.edu.au/seasonofexcellence.html](http://www.vcaa.vic.edu.au/seasonofexcellence.html)

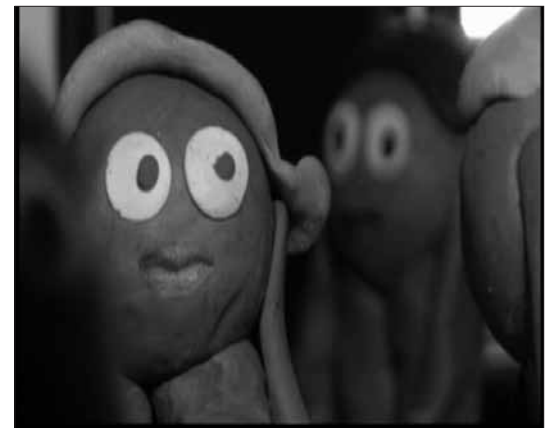
Regional representatives are sought for the Top Arts and Top Screen (VCE VET Multimedia) panels. Forms are printed on pages 13 and 14. A representative for the Technology and Designs selection panel for Top Designs is also sought (see page 15 for application form). Applications close October 12.

Top Acts 2007 DVDs are now available. The order form for this and other Season resources including Top Designs 2007 catalogue and CD-ROM is on page 19.

**All enquiries to the Season of Excellence office tel: (03) 9651 4582 (Tuesdays, Wednesdays and Fridays only) or email: [seasonofexcellence@edumail.vic.gov.au](mailto:seasonofexcellence@edumail.vic.gov.au)**



Djoan Caro  
Derrick & Jonathan  
Glen Waverley Secondary College



Mitch McTaggart  
Short black  
Belmont High School

## Important administrative dates

Full details of dates appear in Supplement 1 to the March 2007 VCAA Bulletin VCE, VCAL and VET No. 46.

V = VASS critical date

| 2007                                      |   |
|---|---|
| Monday 10 September                       | October/November examination centres available through VASS.<br>Special Examination Arrangements available through VASS.  |
| Monday 17 September                       | <b>SIEG 2</b>   |
| V   | <b>Indicative Grades for Arts Performance examinations are required.</b><br>After this date VASS will <b>not</b> allow schools to enter Indicative Grades for Arts Performance examinations.  |
| Friday 21 September                       | End of Term 3.<br>Final day for lodging applications for enrolment in 2008 in <b>Chinese Second Language, Chinese Second Language Advanced, Indonesian Second Language, Japanese Second Language or Korean Second Language.</b>   |
| Monday 8 October                          | Start of Term 4.  |
| Monday 8 October to Sunday 4 November     | <b>Arts Performance examinations and LOTE examinations: oral component.</b>   |
| Friday 12 October                         | Final day for lodging <b>requests to inspect scripts for examinations in the June examination period.</b>   |
| Monday 15 October                         | <b>SIAR 3</b>   |
| V   | <b>Scores for VCE School-assessed Tasks.</b><br>After this date VASS will <b>not</b> allow schools to enter SIAR 3 scores.<br>A list of studies in the cycle can be found in Appendix 1.  |
| Thursday 18 October                       | LOTE (CCAFL) written examinations.<br>Final day for lodging application forms for Top Designs, Top Arts and Top Screen (VCE Media only) in the VCE Season of Excellence 2008 (VCE Design and Technology, Food and Technology, Systems Engineering, Media, Art, Studio Arts, Visual Communication and Design).                         |
| Monday 22 October                         | <b>SIEG 3</b>   |
| V   | <b>Indicative grades for November written examinations are required.</b><br>After this date VASS will <b>not</b> allow schools to enter indicative grades.<br><b>School Status Report</b> identifying School-assessed Tasks from the SIAR 3 required for review.  |
| Wednesday 24 October                      | <b>VCE Unit 4 School-assessed Coursework audit material</b> due at the VCAA.<br><b>Auslan examination</b> to be held – (to be confirmed).   |
| Monday 29 October                         | Review by visitation of School-assessed Tasks begins.   |
| Friday 2 November to Thursday 22 November | <b>Written examinations held.</b>   |
| Friday 9 November                         | Final day for principals to lodge <b>Score Amendments</b> for VCE School-assessed Tasks from SIAR 1.<br>Final day for principals to lodge <b>requests for Confirmation of Grades</b> for June examination results released to schools.<br>Earliest date School-assessed Tasks in the Arts and Technology may be returned to students. |
| Monday 12 November                        | <b>SIAR 4</b>   |
| V   | <b>Scores for VCE Unit 4 School-assessed Coursework.</b><br>After this date VASS will <b>not</b> allow schools to enter SIAR 4 scores.  |



### National developments

As I reported earlier this year, the VCAA has been involved in a project trialling approaches to setting achievement standards at Year 12 level. This work has completed its first phase successfully and reported to the Australian Education Systems Officials Committee (AESOC) in August. In a nutshell, the project has established the feasibility of developing descriptors at student achievement in a number of subject areas using the existing range of different curriculum and assessment methods. This process will be further tested in early 2008 using 2007 work to feed into the discussions about nationally consistent achievement standards. The states and territories are doing substantial work in the area with national literacy and numeracy testing to advance collaborative approaches to national consistency. The Board of the VCAA is keen to ensure that the national work that does proceed genuinely contributes to the raising of standards and student learning. There is considerable potential to harness the momentum being developed around national content and achievement standards to do rather more than simply map existing common practice. We can deliver an approach that promotes flexibility and innovation at the school and jurisdiction level within a commitment to clear, challenging and forward looking national standards. Successive Victorian Ministers have played major leadership roles in galvanising national collaboration. The feedback to the draft statement on the Future of Schooling in Australia has been positive. The final, revised version to be released shortly will make a major contribution to achieving positive results from this work. We will be able to do this only by including the expertise and experience of practitioners at all levels – this may mean we widen the range of people who participate, not narrow it excessively to an exclusive set of ‘insiders’. I believe that the VCAA has much to contribute, through its Board, staff and especially our expert volunteer advisors who provide so much of our rich content. Watch this space for continuing developments – it’s a matter of how, not if, for greater national consistency.

### October examination period

Immediately after the September school holidays, the VCE examinations will commence for students of the performing arts and Languages Other than English (LOTE).

A total of 6064 students will undertake their performance examinations for Dance, Drama, Music Performance (Solo and Group), Theatre Studies, VET Dance and VET Music. Also in October a total of 10 352 students will take oral examinations in 42 different languages. The performance examinations are essential for the valid assessment of these subjects. Just as importantly, they reflect the many different ways we capture student achievement.

The VCAA appreciates the expertise of 326 arts assessors and approximately 622 LOTE assessors who will be travelling the state to watch and listen to these young people until the end of October.

I congratulate teachers and students for all the work they have put in to prepare for these important examinations. I wish students all the best for your performance and oral examinations – may you perform at your peak and gain real satisfaction from your achievement.

The written examinations begin on Friday 2 November with the English examination and finish on Thursday 22 November.

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

John Firth  
Chief Executive Officer  
September 2007

## Examinations

### November written examinations

Examination materials for all VCE written examinations to be conducted in November 2007 will be available from the beginning of Term 4 (8 October) on the VCAA website. Links will be provided under 'Latest News' and 'Bulletins and Memos'. The materials include examination front covers, relevant instructions, multiple-choice answer sheets and data sheets. It is important that students be given the opportunity to familiarise themselves with this material prior to the examination.

Students should be supplied with a copy of the front cover for each of their examinations and a copy of each of the relevant multiple-choice answer sheets. Teachers should ensure that students are aware of the correct method of completing all multiple-choice answer sheets, script books and answer books and are able to practise these procedures prior to the examination.

The number of pages, questions and marks shown for the examination covers may differ slightly from the number indicated in the actual examination books given to students on the day of the examination.

Any enquiries about this advice should be directed to the VCE Examinations Unit on (03) 9225 2349.

### Drama Solo Performance Examination

In preparing students for the Drama Solo Performance examination it is recommended that teachers refer students to the Examination Specifications for Drama 2007–2011 on the VCAA website <[www.vcaa.vic.edu.au/vce/studies/drama/exams.html](http://www.vcaa.vic.edu.au/vce/studies/drama/exams.html)>. These specifications include annotations of the criteria for assessment.

## Student Records and Results

### Address validation

In October, the Student Records and Results Unit will undertake validation of student addresses for all students undertaking a Unit 3 or 4 study in 2007. This process is undertaken in conjunction with Australia Post to maximise the successful delivery of final results to Year 12 students.

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

Australia Post publishes an Addressing Standards reference document that provides information on accepted addressing formats. This document is available from the Australia Post website: [www.auspost.com.au/correctaddress/adstand.pdf](http://www.auspost.com.au/correctaddress/adstand.pdf)

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

- student addresses are current and correct for all students undertaking a Unit 3 or 4 study in 2007
- the Australia Post addressing standards reference document is used if in any doubt about the correct format of an address.

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

## VCE Review

### Reaccreditation of VCE Texts and Traditions

The accreditation period for VCE Texts and Traditions ends on 31 December 2009 and will proceed into review during 2007–2008.

Expressions of interest are sought from suitably qualified persons to participate in the curriculum review, evaluation and development process for a revised VCE study of Texts and Traditions. Review panels typically consist of 8 to 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 Texts and Traditions 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](http://www.vcaa.vic.edu.au/correspondence/bulletins/2003/march/03marsu1.pdf)

Expressions of Interest can be lodged through the VCAA Sessional Staff Management System (SSMS) via <[www.ssms.vic.edu.au](http://www.ssms.vic.edu.au)>. Those with no access to SSMS can contact the Assessment Services and Resources Unit on (03) 9225 2305 to seek advice on what other options are available, or you may contact Merry Young, Senior Secondary Curriculum Unit, on (03) 9651 4480.

Expressions of Interest are due by **Friday 14 September 2007**.

## VCE Physics

### Consultation

The consultation draft of the proposed *VCE Physics Study Design* was made available on the VCAA website and was sent to all parties on the VCAA Consultation Register during July and August. All feedback has been forwarded to the VCE Physics Review Panel for consideration before a final draft of the study design is prepared for approval. The final draft of the *VCE Physics Study Design* will proceed to the October meeting of the VCAA Post-compulsory Curriculum and Assessment Committee to be endorsed for Board approval.

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

## VCE VET

### VCE VET Information Technology/VCE Information Technology duplication

Significant duplication has been identified between components of the VCE VET Information Technology Certificate II program core and VCE Information Technology Units 1 and 2. For a student who has completed the core of Certificate II Information Technology and VCE Information Technology Units 1 and 2, two units, not four units, will count towards satisfactory completion of the VCE.

Students must undertake separate assessments of the VET competencies and VCE outcomes.

Where a student wishes to continue their Information Technology training into the Certificate III they must have evidence of demonstrated competence in the Certificate II Information Technology core units. This evidence is not automatically available if the student has completed the learning outcomes from VCE Information Technology Units 1 and 2.

Evidence may be provided through use of the Recognition of Prior Learning (RPL) tools and assessment test banks developed by the Curriculum Maintenance Manager (Business Industries). The web address for the RPL tools and assessment test banks for the nine units of competency is: [http://trainingsupport.otte.vic.gov.au/p\\_delivery.cfm?archiveID=23](http://trainingsupport.otte.vic.gov.au/p_delivery.cfm?archiveID=23)

## Sessional Staff Management System

### Call for applications

Applications are currently being taken on the Sessional Staff Management System (SSMS) for:

### 2007 VCE Examination Assessors

For the November written examinations some studies still need assessors.

Practising teachers are strongly encouraged to consider the excellent professional development opportunity afforded by examination assessing.

### 2008 VCE Examinations Setting and Vetting panels

Applications are now being taken for positions on the 2008 panels. These panels are responsible for the development of the 2008 examination papers. Panel members cannot be teaching Units 3 and 4 of the study in 2008 but recent teaching experience is very highly regarded. Also, applicants involved in activities such as the production of textbooks, student resource material or conducting lectures, seminars or study-related sessions with students, for example tutoring, need to discuss their eligibility to apply with the VCAA.

Typically panels consist of a Chairperson and two or more members who develop the examination paper according to the study design and/or other relevant curriculum documents. Vetting roles usually consist of a Study Specialist Vetter, and an Examination Sitter Vetter and each examination is vetted by an English as a Second Language expert appointed by the VCAA. Other positions may be necessary depending on the type of examination and a number of VCAA staff are involved during the process.

#### *Please note that the following 2007 positions are closed:*

AIM markers (Year 9 English; Year 9 Mathematics)

AIM markers (Years 3, 5 and 7 English and Year 7 Mathematics)

VCAL Quality Assurance Panels

VCE Mid-year examinations and GAT assessing

VCE LOTE Orals and Arts Performance assessing

VCE School Assessment Visitation reviewing

VCE School Assessment Coursework Audit

VCE VET State Reviewers.

### Coming events

Opportunities are advertised as they arise and publicised in the VCAA Bulletin VCE, VCAL and VET. To see what jobs are available go to <[www.ssms.vic.edu.au](http://www.ssms.vic.edu.au)> and select the link 'Currently available positions'. If a particular job is not listed, it means that applications have closed.

Information on when to apply to mark AIM in 2008 will be advertised on the SSMS bulletin boards shortly.

### SSMS

SSMS is maintained by Assessment Services and Resources staff and all enquiries should be directed as follows:

#### *Implementation/development*

Marlwood Ryder

Telephone: (03) 9225 2302

Email: [ryder.marlwood.f@edumail.vic.gov.au](mailto:ryder.marlwood.f@edumail.vic.gov.au)

#### *SSMS Helpdesk: Technical/access issues*

Telephone: (03) 9225 2305

Email: [assessment.administration.vcaa@edumail.vic.gov.au](mailto:assessment.administration.vcaa@edumail.vic.gov.au)

# Assessor training

## Training days for VCE examination assessors

This information is for teachers who have applied to assess the 2007 November VCE Written examinations and for principals and daily organisers of their home school. Listed below are the assessor training dates for the November VCE Written examinations.

Only those people who have applied and subsequently been appointed by the VCAA to be assessors or emergencies can attend these training meetings. Assessors will be notified of the training venues on confirmation of appointment.

Examinations indicated by an asterisk (\*) are centrally marked (i.e. appointees can only assess scripts at the VCAA's Assessment Centre in Coburg) otherwise examination scripts are taken home to assess after training.

### Training dates (Written examinations)

21/10 – Albanian\*, Arabic\*, Bosnian\*, Hebrew\*, Korean First Language\*, Korean Second Language\*, Macedonian\*, Persian\*, Punjabi\*, Russian\*, Sinhala\*, Yiddish\*.

23/10 – Dutch\*, Hindi\*, Maltese\*, Portuguese\*, Romanian\*, Swedish\*, Tamil\*.

1/11 – Auslan\*.

2/11 – No training meetings.

3/11 – English\* (and 4/11, 5/11; one full day from the three possible).

4/11 – ESL\*, VET Sport and Recreation.

5/11 – VET Information Technology [IN12], VET Furnishing.

6/11 – No training meetings.

7/11 – VET Information Technology [IN21].

8/11 – No training meetings.

9/11 – Specialist Maths Exam 1, Agricultural and Horticultural Studies, Biology, History: Renaissance Italy, Music Styles, Theatre Studies.

10/11 – Accounting, Further Maths Exam 2, Sociology, English Language.

11/11 – Literature, Psychology, VET Electrotechnology, Health and Human Development.

12/11 – Economics, History: Australian.

13/11 – Maths Methods Exam 1, Maths Methods (CAS) Exam 1.

14/11 – Physical Education, Maths Methods Exam 2, VET Financial Services.

15/11 – Music: Solo, Classical Societies and Cultures, VET Hospitality (Food and Beverage), Design and Technology, Maths Methods (CAS) Exam 2, VET Multimedia (practical).

16/11 – IT Applications (IT02 formerly IPM), VET Business, Visual Communication and Design, Dance, Studio Arts, VET Multimedia (short answer).

17/11 – Physics, VET Hospitality (Commercial Cookery), History: Revolutions, Legal Studies, National Politics, VET Community Services, VET Equine Industry, VET Music Industry.

18/11 – Specialist Maths Exam 2, Business Management, Chemistry, Geography, Software Development (IT03 formerly IS), Systems Engineering.

19/11 – Art.

20/11 – no training meetings.

21/11 – Drama, Japanese First Language\*, Japanese Second Language\*, Latin, Outdoor and Environmental Studies, Media, Philosophy, Spanish\*, Vietnamese\*.

22/11 – Food and Technology, German\*, Greek\*, Indigenous Languages of Victoria\*, Italian\*, Religion and Society\*, Texts and Traditions\*, Music: Group.

23/11 – French\*, Industry and Enterprise, International Studies.

24/11 – Chinese First Language\*, Chinese Second Language\*, Chinese Second Language Advanced\*, Indonesian First Language\*, Indonesian Second Language\*, VET Engineering, Environmental Science, VET Laboratory Skills.

### Notes

Those not successful in gaining an offer of appointment are placed on a waiting list (this will be advised by email).

It is usual that an appointment to one examination in a particular assessment period precludes you from assessing any other study in that period.

Assessing scripts normally commences immediately after the training meeting.

### Information about training meetings

The VCAA provides principals in schools with information about the appointment of staff from their schools, the dates of assessor training meetings and the availability of Casual Relief Teacher (CRT) payments to secure the release of staff. In requesting the school to agree to the release, the professional development benefits are acknowledged, as is the commitment required to do the work in very tight timelines.

If an offer of appointment is made by the VCAA, school-based staff undertaking these VCAA activities in school hours are advised to ensure that their release has been approved and confirmed with their school. You should be aware that the VCAA may need to contact your school for administrative or audit purposes.

### Payment arrangements for training meetings

#### Where release is required from school duties:

A CRT payment is made available to the home school (as given by the assessor in their application registered on the online application website – SSMS) to gain the release of the teacher from their duties and to cover the absence.

#### Where release is not required from school duties:

A payment for attendance at the meeting is made available to the assessor.

Further information on this matter was published on page 8 of the August 2007 VCAA Bulletin VCE, VCAL and VET No. 51. Enquiries can be directed to Marlwood Ryder: telephone (03) 9225 2302 or email ryder.marlwood.f@edumail.vic.gov.au

## Frequently asked questions

### Units 3 and 4 2008

This set of FAQs addresses matters raised by teachers during the recent implementation workshops and should be read in conjunction with those published previously in the April 2007 VCAA Bulletin VCE, VCAL and VET No.47 and the October 2006 VCAA Bulletin VCE, VCAL and VET No. 42)

#### 1. Which convention should be used when naming organic compounds?

The rules for naming organic compounds are complex but systematic. For VCE Chemistry, where a compound contains only one functional group, the number showing the location of the functional group on the longest carbon chain will be accepted either just before the functional group name or in front of the name of the compound, for example propan-1-ol or 1-propanol and 2butene or but-2-ene respectively.

When a compound contains two or more functional groups or side chains, the number showing the location of each of the functional groups must immediately precede the name of the group, for example but-2-en-1-ol; 2-methylbut-2-ene; 2, 2-dimethylpropane and 3-ethyl-4-methylhexane. Note that hyphens are used to separate numbers and letters, and commas are used to separate numbers.

In compounds that contain only the carboxylic acid functional group a number is not required as the functional group is located on carbon 1, for example pentanoic acid. However if the compound contains a carboxylic acid and another functional group then the location of the second functional group must be shown, for example 3-methylbutanoic acid.

#### 2. Where will I find some examples of NMR and IR spectra that I can use in class?

A Japanese database of  $^1\text{H}$ ,  $^{13}\text{C}$  NMR and IR spectra is available at: [http://riodb01.ibase.aist.go.jp/sdbs/cgi-bin/cre\\_index.cgi?lang=eng](http://riodb01.ibase.aist.go.jp/sdbs/cgi-bin/cre_index.cgi?lang=eng)

For IR spectra and animations of the vibrations that produce the major peaks go to: [www.cem.msu.edu/~parrill/AIRS/](http://www.cem.msu.edu/~parrill/AIRS/)

Examples of suitable spectra will be available in 2008 from the CEA website: [www.cea.asn.au](http://www.cea.asn.au)

The following textbooks used by first year university chemistry students include many examples of spectra:

Brown, W and Poon, T 2005, *Introduction to Organic Chemistry*, Wiley.

McMurray, J 2004, *Organic Chemistry*, Nelson Thomas Learning.

Silverstein, R, Webster, F and Kiemle, D 2005, *Spectrometric Identification of Organic Compounds*, Wiley.

#### 3. Where can I find some information on planning a teaching and learning sequence for Units 1–4?

Examples of learning activities can be found in the 'Advice for teachers' section of the *VCE Chemistry Study Design*, pp. 36–59; online at: [www.vcaa.vic.edu.au/vce/studies/chemistry/chemistry1-2.html](http://www.vcaa.vic.edu.au/vce/studies/chemistry/chemistry1-2.html)

Sample teaching and learning plans (including some suggested assessment tasks) can be found at the Chemistry Education Association (CEA) website: [www.cea.asn.au/chemistry\\_news.html](http://www.cea.asn.au/chemistry_news.html)

#### 4. Where can I find some information about suitable assessment tasks for Units 1–4?

Examples of assessment tasks for Units 1 and 2 can be found at: [www.vcaa.vic.edu.au/vce/studies/chemistry/chemistry1-2.html](http://www.vcaa.vic.edu.au/vce/studies/chemistry/chemistry1-2.html)

Examples of assessment tasks for Units 3 and 4 can be found in the 'Advice for teachers' section of the *VCE Chemistry Study Design* (pp. 60–61) <[www.vcaa.vic.edu.au/vce/studies/chemistry/chemistry1-2.html](http://www.vcaa.vic.edu.au/vce/studies/chemistry/chemistry1-2.html)> and from Section 3 (pp. 42–53) in particular and Section 2 in general of the *VCE Assessment Handbook Chemistry 2008–2011*

#### 5. How much detail is required about NMR and IR?

Refer to the FAQ published in the April 2007 VCAA Bulletin VCE, VCAL and VET No. 47.

NMR involves interactions of nuclei (not electrons) with electromagnetic radiation. Students should appreciate the information can be obtained from chemical shift measurements and the number of peaks in a spectrum. While an understanding of the theory of spin-spin coupling is not expected, students should be able to recognise equivalent and non-equivalent atoms in a molecule and apply the n+1 rule in simple cases. For example, they should be able to predict that the  $^1\text{H}$  NMR spectrum of  $\text{CH}_3\text{CH}_2\text{COOH}$  would consist of a quartet, a triplet and a singlet. Only proton-decoupled  $^{13}\text{C}$  NMR spectrum are studied (and unlike  $^1\text{H}$  NMR) the peak areas in these spectra are not used to determine the number of carbon atoms present and no splitting patterns are present.

Students should appreciate that infrared (IR) light is absorbed by some molecules, causing the molecule to become excited and bonded atoms to vibrate in different ways (including bending and stretching). The frequency of light absorbed is measured  $\text{cm}^{-1}$  and depends on the nature of the bond. Each type of bond (for example, C=O, O–H) absorbs energy within a characteristic range of IR frequencies (refer Data Book included with sample examination) and a spectrum can be used to identify bonds present within a molecule.

#### 6. Are there sample examinations for Units 3 and 4 available?

The VCAA will publish sample examinations, including the data booklet, on the VCAA website in the VCE Exams section.

#### 7. Where do I find the data booklet? What is included in the data booklet? How should I use the data booklet with my students?

The data book will be published with the sample examinations and a copy will be included with the Unit 3 and Unit 4 examinations.

The data booklet includes a Periodic table, electrochemical series, physical constants, SI prefixes,  $^1\text{H}$  NMR chemical shifts,  $^{13}\text{C}$  NMR chemical shifts, IR absorption data, name/structure of amino acids, formulas of some fatty acids, Structural formulas of some biomolecules, pH range of acid base indicators,  $K_A$  of some weak acids and enthalpy of combustion of some common fuels

Students should be familiar with the data booklet. Teachers could ask students to use the data booklet when answering questions, completing practical activities or School-assessed Coursework tasks or practice examination questions. Teachers may also set questions that require students to use data they obtain from the data booklet to construct their answer.

#### 8. How could the analysis of data from NMR, IR and mass spectra be used as a suitable assessment task?

The analysis of spectra could be used as an example of 'analysis of first or second hand data using structured questions'. If the task focused on principles of operation and application of these techniques of analysis, then the task would address Outcome 1 from Unit 3. However, if the task focused on the identification of functional groups and organic compounds using spectra, then the task would address Outcome 2 from Unit 3.

#### 9. What do my students need to know about biochemical fuels?

In Unit 3 Area of Study 2, students should be able to identify the functional groups present in biochemical fuels and the role of functional groups in the production of biochemical fuels and combustion of biochemical fuels (p. 22 of the study design).

In Unit 4 Area of Study 2, students should be able to list examples of biochemical fuels, explain how these are used and their sustainability in comparison to other energy sources (as listed in the study design p. 26). Calculations related to  $\Delta H$  for reactions of biochemical fuels could be used as examples of bomb calorimetry (p. 26 of the study design).

#### 10. How will the set of Key skills (p. 12 of the study design) be assessed on the examinations for Unit 3 and Unit 4?

Refer to the sample examinations. The key skills are integrated within the questions in Section A (multiple choice) and Section B (short answer).

#### 11. Will there be further professional development provided?

At this stage the VCAA is not planning any further professional development workshops. However, the VCAA will continue to publish occasional articles on the website and provide notice of or links to other organisations offering professional development for teachers of chemistry.

Organisations such as Science Teachers' Association of Victoria, CEA, Royal Australian Chemical Institute (Vic), Gene Technology Access Centre, Victorian Space Science Education Centre, Ecolinc (Bacchus Marsh) have indicated that they will be offering workshops for teachers and students.

# VCE Classical Societies and Cultures

## Text list for 2008

### Greek

Homer, *Iliad* Book 1

Translated by Robert Fagles, Penguin Classics

Aeschylus, *The Persians*

in *Prometheus Bound and Other Plays*

Translated by Philip Vellacott, Penguin Classics

Aristophanes, *The Clouds*

in *Lysistrata, Acharnians, The Clouds*

Translated by Alan Sommerstein, Penguin Classics (2002 translation)

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

Translated by R Warner, Penguin Classics

*Sculpture from the Early Classical and Classical Periods (490–400 BC)*

Kritios Boy, Charioteer of Delphi, Poseidon/Zeus of Artemision, Discobolos, Doryphoros, Riace Warrior A, Seer from East Pediment (Temple of Zeus, Olympia), Gods (Poseidon, Apollo, Artemis) from East Frieze of Parthenon, Nike of Paionios, Diadoumenos, Parthenon Metope South 27, Nike untying her sandal from parapet of Temple of Athene Nike

All illustrations, *Greek Art and Archaeology* by John Griffiths Pedley, Laurence King Publishing, and *Greek Sculpture: the Classical Period, a handbook*, by John Boardman, Thames and Hudson.

### Roman

Virgil, *Aeneid* Book 1

Translated by David West, Penguin Classics

Seneca, *Thyestes*

in *Four Tragedies and Octavia*

Translated by E F Watling, Penguin Classics

Suetonius, *Augustus*

in *The Twelve Caesars*

Translated by R Graves, Penguin Classics

Tacitus, *The Annals of Imperial Rome*

Translated by Michael Grant, Penguin Classics

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

*Post Augustan Emperors*

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

Caligula wearing a toga (p. 122), Claudius as Jupiter (p. 122), Portrait of Nero (p. 123), Portrait of Vespasian (p. 136), Colossal portrait of Titus or Domitian (p. 149), Bust of Trajan (p. 164) Portrait of Hadrian wearing an oak wreath (p. 198), Portrait of Antoninus Pius (p. 210), Portrait of Marcus Aurelius (p. 215), Portrait of Lucius Verrus, bust (p. 215), Marcus Aurelius on Horseback (p. 219), Bust of Commodus as Hercules (p. 231)

## Frequently asked questions

### Units 3 and 4 2008

#### 1. Oral assessment

*Which outcome is preferred for the completion of the mandatory oral assessment task?*

One task, but no more than one task in Unit 3 must be in oral form. Either Outcome 1 or Task 2 in Outcome 3 is to be assessed orally. Each offers different possibilities.

Teachers may decide to assess Outcome 1 through an oral assessment task because it allows different interpretations of a text to be explored, perhaps with some dramatic elements in the presentation, and it can generate classroom discussion about aspects of the text/s and of readers' interpretations.

Alternatively teachers may decide to assess Task 2 Outcome 3 with an oral because students can explore an issue of their own choice, developing a sustained and reasoned point of view. Students could deliver Task 2 in a number of ways, such as through a persuasive speech, formal presentation or debate.

In the assessment of Outcome 3, students may analyse media texts about one issue in Task 1 and present a point of view either orally or in writing about another issue in Task 2. They can also do both tasks on the same issue.

Teachers should refer to the assessment handbook for performance descriptors in Outcome 1 and Outcome 2.

#### 2a. Use of text/s in Area of Study 2

*How are the text/s to be used and how much detail is required when students draw on the text/s in Area of Study 2?*

In Area of Study 2, ideas in the Context are drawn from the selected text/s. In English, students must read two of the four texts set for each Context – one text in Unit 3 and one text in Unit 4. (In English as a Second Language students read one text.) In addition to the selected texts, teachers are encouraged to support the achievement of the outcome by providing students with opportunities to read other texts – print, non-print and multimodal – that explore ideas and arguments drawn from the selected Context. Use of smaller supplementary texts helps to generate class discussion to enhance students' development of ideas in their writing.

Teachers may find it useful to be familiar with each of the four texts in their chosen Context to assist them when thinking about the ideas/arguments in the Context.

The teaching and learning focus in Area of Study 2 is on writing. In their writing task/s for School-assessed Coursework, students create pieces of writing for different audiences and purposes using ideas from the selected text/s within the Context and other text/s as appropriate. Students may refer to, or draw on, appropriately selected aspects of the text/s; they need not refer to the whole text as they would in Area of Study 1 Reading and Responding. The extent to which the student has used detail from the text/s is a matter for teacher judgment; this may be influenced by the written statement which elaborates the approach the student wishes to take.

#### Written Explanation

Students use the Written Explanation to explain their decisions about form, purpose, language, audience, and context and to show how their pieces of writing illuminate or explore the ideas gleaned from the text/s discussed in their Context study.

For English students, the Written Explanation may be used in various ways. If the student is writing a sustained piece the Written Explanation can be an opportunity for discussing the ideas and/or arguments which inform the writing; if the student is compiling a folio of shorter texts it may be used to discuss the ideas and/or arguments that inform the writing and/or reflect on the differences in each of the pieces of writing.

Teachers assess the writing and the Written Explanation using the performance descriptors in the assessment handbook.

ESL students are not required to write a Written Explanation but can discuss their authorial decisions and choices.

#### 2b. Use of text/s in Section B of the examination

In the examination, students will be required to state the selected text which is the focus of their response in both Sections A and B.

In Section B of the examination, students write for a specified audience and purpose. They use the ideas generated from their study of the Context to address an unseen prompt or stimulus material. They must draw directly from at least one selected text in the Context. The ways in which students 'draw on ideas and issues suggested by a text or texts'\* and display 'effective use of detail and ideas drawn from the selected text'\* will vary according to the approach taken in the writing. Teachers are reminded that in the examination as in the course, the focus is on writing.

\*See sample examination and examination specifications, English and ESL.

#### 3. In Area of Study 2 School-assessed Coursework, are word lengths prescribed? What is the suggested time allocation given to tasks?

Suggested word lengths given in the study design and assessment handbook are advice only. Teachers arrange assessment tasks to suit their students. See assessment handbook, Section 3, 'Sample approaches to School-assessed Coursework', for further considerations about designing assessment tasks including considerations about time allocation for English and for ESL students.

#### 4. Are there support materials for ESL?

Yes, support materials will be published on the VCAA website during September. The suggested teaching/learning activities and assessment tasks can be adapted across the contexts. The suggestions for using texts in the four contexts to inform student writing can be broadly applied.

#### 5. How many films can be studied in VCE Units 3 and 4?

No more than one of the selected texts may be a film text. A film text may be selected from either Text List 1 for study in Area of Study 1 or Text List 2 for study in Area of Study 2.

#### 6. Can I select two plays to study, one for Outcome 1 and another for Outcome 2?

Yes, the only restriction is on film texts.

#### 7. Can students begin study of the Unit 3 and 4 Contexts in Units 1 and 2?

No. Contexts in Unit 1 and 2 (pp. 14, 19–20 of the study design) are different from those set for study in Units 3 and 4.

# VCAL update

## VCAL 2006 On Track data

The following two tables highlight the On Track destination data for 2006 Intermediate and Senior VCAL students.

Table 1 Destination of VCAL students

| Destination        | No.         | %          |
|--------------------|-------------|------------|
| University         | 49          | 3.2        |
| TAFE/VET           | 308         | 19.8       |
| Apprentice/Trainee | 517         | 33.3       |
| Employed           | 458         | 29.5       |
| Unemployed         | 198         | 12.8       |
| Deferred           | 22          | 1.4        |
| <b>Total</b>       | <b>1552</b> | <b>100</b> |

### Summary

- Eighty-six per cent of Intermediate and Senior VCAL student had a pathway to education, training or work after their VCAL.

Table 2 What I liked about my VCAL program

| In relation to your VCAL program, which aspects of your study did you like the most? | % strongly agree | % agree | % total agree |
|--|------------------|---------|---------------|
| Workplace experience   | 48.0             | 43.9    | <b>91.8</b>   |
| The opportunity to do VET subjects   | 35.4             | 52.4    | <b>87.8</b>   |
| The hands-on approach to learning  | 56.8             | 39.4    | <b>96.2</b>   |
| The opportunity to complete your studies at your own pace                            | 46.7             | 47.1    | <b>93.8</b>   |
|  |                  |         |               |
| Your VCAL course was an important reason for staying at school                       | 48.2             | 39.7    | <b>87.9</b>   |
| My VCAL course gave me practical experience in the workplace                         |                  |         | <b>89.6</b>   |

Data source:

Department of Education and Early Childhood Development

## VCAL Important dates

- 13 September** Applications for Themed VCAL open. Memorandum sent to providers.  
**8 October** Memorandum inviting applications for VCAL Achievement Awards sent to providers.  
**7 November** Induction Workshop for new VCAL providers.  
**30 November** Applications for Themed VCAL close.  
**3 December** Applications for VCAL Achievement Awards close.

# Notices

## VCE Season of Excellence

### Top Class Sound

*VCE Arts, Media, Music Performance: Solo and Group, Music Styles, Studio Arts, Visual Communication and Design.*

A pilot program focusing on performances (acoustic, digital and/or screen based) of original music works by Units 3 and 4 students will be introduced in Season 2008.

Original music compositions submitted for performance at Top Class Sound must have been created for work completed as part of a **scored** VCE or VCE VET assessment task.

Works that will be considered include music created:

- as short works for Music Styles
- for Media products
- for screen-based Art or Studio arts works
- as context for Visual Communication designs
- for solo, ensemble or group performance in School-assessed Coursework tasks or Music performance examinations
- for theatrical productions
- for devised dramatic ensemble works
- for multimedia works.

The application form appeared in the August 2007 VCAA Bulletin VCE, VCAL and VET, No. 51 and is online at: [www.vcaa.vic.edu.au/seasonofexcellence.html](http://www.vcaa.vic.edu.au/seasonofexcellence.html)

### VCE Visual Communication and Design

Visual Communication and Design teachers are advised that Memorandum to Schools No. 81 outlined a correction to the Visual Communication and Design application form regarding copyright requirements.

The application forms for Top Designs 2008 were published in the August 2007 VCAA Bulletin VCE, VCAL and VET No. 51 and also online at: [www.vcaa.vic.edu.au/seasonofexcellence.html](http://www.vcaa.vic.edu.au/seasonofexcellence.html)

The deadline for applications is Thursday 18 October 2007. Only students who are short listed are informed of the outcome of the short-listing process by 1 December 2007.

Top Designs is scheduled to open at the Museum in April 2008, first week of Term 2, in conjunction with an extensive range of education programs. The Season poster/program guide will be in schools in January 2008 with regular Season updates on line before the end of the year.

All enquiries to the Season of Excellence office tel: (03) 9651 4582 (Tuesdays, Wednesdays and Fridays only) or email: [seasonofexcellence@edumail.vic.gov.au](mailto:seasonofexcellence@edumail.vic.gov.au)

### VCE Art and Studio Arts

Teachers are advised that the application form for Top Arts: VCE 2007 are printed on pages 13 and 14 and are also online at: [www.vcaa.vic.edu.au/seasonofexcellence.html](http://www.vcaa.vic.edu.au/seasonofexcellence.html) and [www.ngv.vic.gov.au](http://www.ngv.vic.gov.au)

The deadline for applications is Thursday 18 October 2007. Only students who are short listed are informed of the outcome of the short-listing process by 1 December 2007.

Top Arts will open at the Ian Potter Centre: NGV Australia on 27 March, during the Term 1 holidays, in conjunction with an extensive range of education programs. Please note we seek a regional representative for the selection panel. An application form is printed on page 18.

### VCE VET Multimedia

Teachers are advised that the application form for Top Screen (VCE VET Multimedia) is printed on page 17 and online at: [www.vcaa.vic.edu.au/seasonofexcellence.html](http://www.vcaa.vic.edu.au/seasonofexcellence.html)

The deadline for applications is Thursday 15 November. (Please note this deadline applies only to VCE VET Multimedia. The deadline for other Season exhibitions is 18 October 2007.) Only students who are short listed are informed of the outcome of the short-listing process by 10 January 2008.

The opening date for Top Screen at ACMI will be confirmed shortly in conjunction with an extensive range of education programs. The Season poster/program guide will be in schools in January 2008 with regular Season updates online before the end of the year.

Please note that we are seeking a regional representative for the Media (VCE VET Multimedia) selection panel. The form is printed on page 15 and the closing date for applications is 12 October 2007.

Enquiries to the VCAA Season of Excellence office: (03) 9651 4347/4582 (Tuesday, Wednesday and Fridays only).

## **2007 Melbourne International Festival of Brass 24–30 September**

This festival program covers a huge range of music styles from jazz to the more traditional sounds of brass and features workshops, master classes and seminars as well as concerts and recitals celebrating the different styles of brass. The education program offers many opportunities for students who play brass instruments and are studying VCE Music Performance Units 1 and 2, Group and/or Solo to hear and work with outstanding international and Australian performers. Program details are available at: [www.mifb.com.au/pages/program.php](http://www.mifb.com.au/pages/program.php)

## **Margaret Schofield Music Scholarship**

The Margaret Schofield Music Scholarship commenced in 2005. This scholarship is awarded annually to a government school VCE student who has demonstrated a commitment to music in recent years and expressed commitment to a career in music performance. Applications will be considered by a panel which includes representatives from the VCAA, the Department of Education and Early Childhood Development and music specialists. The scholarship will contribute towards the costs of tertiary education in music performance for the successful applicant.

The VCAA is coordinating applications for this scholarship on behalf of the trustees. The deadline for applications will be the end of October.

Teachers of VCE Music Solo performance in government schools are encouraged to consider students who would be eligible for the Margaret Schofield Music Scholarship.

The application form is included as Liftout 1 to this Bulletin.



**Top Arts VCE 2007**  
The Ian Potter Centre: NGV Australia



Applications are sought for Top Arts: VCE 2007 for work likely to achieve a high score and available for exhibition 27 March–June 2008.

**INSTRUCTIONS FOR SUBMISSION**

1. **VCE Art** students may submit photographs of up to five works that represent the resolution of the student's ideas as represented in their body of work. Short-listed Art students will be required to deliver artworks and support material from the body of work for final selection in early December 2007.
2. **VCE Studio Arts** students may submit up to five photographs of works selected from the folio of finished artworks based on potential solutions as identified in their focus statement. Short-listed Studio Arts students will be required to deliver both SAT 1 work brief/design process and all of SAT 2 for final selection in early December 2007.  
Tips for taking good photos: [www.vcaa.vic.edu.au/seasonofexcellence.html](http://www.vcaa.vic.edu.au/seasonofexcellence.html) Selection depends on good photos!
  - Photos should fit into A4 plastic sleeve with application form.
3. Please place application form/s and photo/s in A4 plastic sleeve/s before forwarding. If you are submitting more than one application use separate application forms and plastic sleeves. **PLEASE DO NOT STAPLE APPLICATIONS TOGETHER. DO NOT PUT applications into plastic display folders, use A4 plastic sleeves.**
4. If work submitted is photography, please send in prints from original negatives or disk. **However, do not submit any photography on CD-ROM or DVD. Only screen-based work: film, multimedia or web pages, should be submitted on CD-ROM or DVD.**
5. Please write applicant's name on the back of each photo in B or 2B PENCIL or on a label, with an arrow indicating top of image if unclear. Each image should also be clearly identified on the back of the photograph as to whether it is part of a series, from the folio/body of work or a single final piece. Do not pin, glue, staple or adhere photo to application form.  
**Note: PHOTOGRAPHS WILL NOT BE RETURNED.**
6. For work created in video or multimedia format please label each video, DVD, CD-ROM with student's name. Students should have copyright clearance on non-original material used. Pack videos, CD-ROM and DVDs to protect them.  
Do not present **non screen-based works** on video/DVD/CD-ROM.
7. Do not frame your work specifically for this submission as framing is at the discretion of the selection committee.

**Copyright clearance and screen-based works**

Work submitted to Top Arts that does not have copyright clearance in regards to the use of non-original material cannot be considered for screening. This includes audio material, video clips, images from websites and images from publications including logos. While works produced and submitted for school assessment do not contravene copyright legislation, once they are displayed in the public domain their legal status changes. Applicants should seek clearance of all non-original material used. Copyright Guidelines: <[www.vcaa.vic.edu.au/seasonofexcellence.html](http://www.vcaa.vic.edu.au/seasonofexcellence.html)> includes information on how to seek clearance. **Please attach documentation to show that copyright clearance for non-original material has been obtained for the period 1 March – 30 July 2008. Work that does not have clearance will not be considered by the panel.**

**SEND TO:**

Top Arts  
National Gallery of Victoria  
PO Box 7259  
Melbourne 8004  
Enquiries tel: 0418 312 924 (BH)

**DEADLINE: 5 PM THURSDAY 18 OCTOBER 2007**  
**Please note applications must be post-marked by this date to be accepted.**

**Privacy Statement**

We collect and handle all your personal information in order to process your application to participate in the VCE Season of Excellence. It will be kept secure and only used in relation to the selection of work for the VCE Season of Excellence.

Please READ instructions on other side of form

|   |                  |   |  |
|---|------------------|---|--|
| <b>STUDY NAME:</b> <input type="checkbox"/> Art <input type="checkbox"/> Studio Arts      |                  | <b>SCHOOL:</b> <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Independent |  |
| <b>Student information:</b> <input type="checkbox"/> Male <input type="checkbox"/> Female |                  | <b>Teacher information</b>  |  |
| <b>CAPITAL LETTERS PLEASE</b>   | Name             | Name  |  |
|   | Address          | School  |  |
|   | Postcode         | Address   |  |
|   | Student No.      | Postcode  |  |
|   | Telephone Mobile | Telephone Mobile  |  |
|   | Email            | Email   |  |

**Note: Short-listed applicants will be informed of the outcome of application by 1 December. Unsuccessful applicants will not be notified.**

**PLEASE PRINT ALL DETAILS CLEARLY**

**DETAILS OF ARTWORK** (Please use a separate sheet for each artwork, except for a series, and place in separate A4 plastic sleeve)

**Title** (to be used in catalogue) \_\_\_\_\_

**Size in centimetres** (Make measurements as accurate as possible. Measure image size only, **not mountboard or frame**, for 2D works.)

\_\_\_\_\_ height x \_\_\_\_\_ width x \_\_\_\_\_ depth centimetres (3D work only)

**Media of work/s to be exhibited** (Please complete as fully as possible, e.g. terracotta; inkjet print; oil on canvas; gelatin silver photograph; type C photograph, satin and organza, charcoal on paper, resin and wood – do not use 'mixed media'.) \_\_\_\_\_

**Length of screen-based work** (if applicable) \_\_\_\_\_ minutes. **Software used in screen-based work** \_\_\_\_\_

**I have attached copyright clearance documentation** \_\_\_\_ Yes \_\_\_\_ N/A. *Works must be accompanied by documentation showing that clearance has been obtained for non copyright material, if appropriate. Please read copyright info on other side of this form.*

**ARTIST STATEMENT** (Print all details in **CAPITAL LETTERS**)

A concise statement in 50–100 words, written by the student. This may be edited and used in the exhibition catalogue or label. Please include **concept/ideas/intention, process and techniques** (include each of these) and what you were trying to achieve.

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**CHECKLIST**

*Please mark each box*

- I have read the instructions for submitting an application and the copyright requirements outlined the other side of this form.
- I have clearly printed all details or used capital letters where required.
- I have labelled photos, disks, CD-ROMs, DVDs as required.
- I have not submitted photographs or images of work on a disk or CD-ROM. (Only use for screen-based work: film or multimedia.)
- My details above are where I can be contacted in November, December and January.
- I will place the application form and photos or disks in a single A4 plastic sleeve. I will only use multiple application forms and A4 sleeves if I am submitting multiple applications. I will not staple separate application forms together.

*if appropriate*

- Because my screen-based work (film, multimedia or web pages) contains non-original material I have enclosed documentation showing that copyright clearance has been obtained for the period 1 March – 30 July 2008. (See other side of form for details.)



## VCE Season of Excellence 2008 Expression of Interest for Regional Representative Top Screen VCE VET Multimedia Selection Panel

We seek a regional representative (regional = 100+ km from GPO) to be a member of the selection panel for Top Screen (VCE VET Multimedia) 2008. Travel costs, (maximum \$95 per trip) covered.

|  |                                   |
|--|-----------------------------------|
| <b>PERSONAL DETAILS</b><br><i>(Block letters please)</i> | Family name _____ Title _____     |
|  | First name _____ Email _____      |
|  | Home address _____                |
|  | Suburb _____ Postcode _____       |
|  | Telephone _____ Mobile _____      |
| <b>WORK DETAILS</b><br><i>(Block letters please)</i>     | Organisation _____ Position _____ |
|  | Work address _____                |
|  | Suburb _____ Postcode _____       |
|  | Telephone _____ Fax _____         |
|  | Email _____                       |

**Summary of expertise/experience**

Please include experience in teaching VCE VET Multimedia. You may attach a **maximum one-page** current curriculum vitae.

**Please note:** The panel meets one day in November or December to shortlist applications and up to two days in December for final selection.

**Payment:** CRT cover or panel fee. Travel costs up to \$95 per trip.  
 Your participation does not prevent your students from submitting applications.

Signature \_\_\_\_\_ Date / /

Please send completed form to: Merren Ricketson, Manager, VCE Season of Excellence  
 VCAA, 41 St Andrews Place, East Melbourne 3002  
 Enquiries tel: (03) 9651 4582 (Tues/Wed or Friday) Fax: (03) 9651 4550  
 or email the information required above to: [seasonofexcellence@edumail.vic.gov.au](mailto:seasonofexcellence@edumail.vic.gov.au)

Closing date for application: **FRIDAY 12 OCTOBER 2007**

**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 personal information collected and handling this data in accordance with the *Information Privacy Act 2000*.  
 All of the information we collect from you will be kept secure and confidential. It will be used only in respect of this application. If you have concerns about the way in which your information is collected and stored please contact the VCAA Information Services Unit on (03) 9651 4328.



## VCE Season of Excellence 2008 Expression of Interest for Regional Representative Top Designs Design and Technology Selection Panel

We seek a regional representative (regional = 100+ km from GPO) to be a member of the selection panel for Top Designs at Melbourne Museum. Travel costs, (maximum \$95 per trip) covered.

|  |                                   |                |
|--|-----------------------------------|----------------|
| PERSONAL DETAILS<br>(Block letters please) | Family name _____                 | Title _____    |
|  | First name _____                  | Email _____    |
|  | Home address _____                |                |
|  | Suburb _____                      | Postcode _____ |
|  | Telephone _____                   | Mobile _____   |
| WORK DETAILS<br>(Block letters please)     | Organisation _____ Position _____ |                |
|  | Work address _____                |                |
|  | Suburb _____                      | Postcode _____ |
|  | Telephone _____                   | Fax _____      |
|  | Email _____                       |                |

**Summary of expertise/experience**

Please include experience in teaching VCE Design and Technology. You may attach a **maximum one-page** current curriculum vitae.

**Please note:** The panel meets one day in November to shortlist applications and up to two days in December for final selection.

**Payment:** CRT cover or panel fee. Travel costs up to \$95 per trip.

Your participation does not prevent your students from submitting applications.

Signature \_\_\_\_\_ Date / /

Please send completed form to: **Merren Ricketson, Manager, VCE Season of Excellence**  
 VCAA, 41 St Andrews Place, East Melbourne 3002  
 Enquiries tel: (03) 9651 4582 (Tues/Wed or Fri) Fax: (03) 9651 4550  
 or email the information required above to: [seasonofexcellence@edumail.vic.gov.au](mailto:seasonofexcellence@edumail.vic.gov.au)

Closing date for application: **FRIDAY 12 OCTOBER 2007**

**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 personal information collected and handling this data in accordance with the *Information Privacy Act 2000*.  
 All of the information we collect from you will be kept secure and confidential. It will be used only in respect of this application. If you have concerns about the way in which your information is collected and stored please contact the VCAA Information Services Unit on (03) 9651 4328.

DATA\FORMS\soc\_media\_soi\_regional\_rep\_2008.indd

## Top Screen (VCE VET Multimedia)

Applications are sought from students who completed any of the **three** scored assessment tasks as a work Project or Product in Certificate III in Multimedia, that are likely to receive a high score and are available for exhibition/screening as part of Top Screen in March 2008.

1. Please place completed forms (one per work) in an A4 plastic sleeve. **PLEASE COMPLETE IN CAPITAL LETTERS.**
2. In the initial short-listing process we require screen-based work only. For a task that includes a design plan, please include a selection of pages in **hard copy**. **Please do not send original material. Please send a maximum of five pages.**
3. All applications must be on CD/DVD Macintosh compatible. The CD/DVD must be titled and must include the student's name. All fonts must be included with the work. Clear instructions for viewing the work must be provided. VCE VET Multimedia works or design plans cannot be submitted by email, downloaded from a website or compressed into a .zip or .sea file.
4. Please name all material submitted, including disks and covers. **Material will not be returned after short listing.**

**PLEASE NOTE: Only short-listed applicants will be informed of the outcome of the short-listing process by 10 January. Unsuccessful applicants will not be notified.**

**SEND OR DELIVER TO:**

Top Screen  
 PO Box 14, Flinders Lane 8009  
 VCAA, 41 St Andrews Place, East Melbourne 8009  
 Telephone (03) 9651 4582 (Tues/Wed/Fri)

**DEADLINE: 5 PM THURSDAY 15 NOVEMBER 2007**

School:  Government  Catholic  Independent

|                        |  |                                 |
|------------------------|--|---------------------------------|
| <b>CAPITAL LETTERS</b> | <b>Student information</b> <input type="checkbox"/> Male <input type="checkbox"/> Female | <b>Teacher information</b>      |
|                        | Name _____   | Name _____                      |
|                        | Address _____  | School _____                    |
|                        | Postcode _____   | Address _____                   |
|                        | Student No. _____  | Postcode _____                  |
|                        | Telephone _____    Mobile _____  | Telephone _____    Mobile _____ |
|                        | Email _____  | Email _____                     |

**Assessment Task Type/s** \_\_\_\_\_ (i.e. work project and/or product)

Please use separate form and plastic sleeve if you submitted two tasks.

**PLEASE DO NOT STAPLE SEPARATE FORMS OR PLASTIC SLEEVES TOGETHER IF SUBMITTING MORE THAN ONE TASK.**

Brief description of work including format, for example Flash animation/webpage, and the design and ideas explored: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please attach documentation to show that copyright clearance for non original material has been obtained.**

**Copyright clearance and screen-based works.** Work submitted to Top Screen that does not have copyright clearance in regards to the use of non-original material cannot be considered for screening. This includes audio material, video clips, images from websites and images from publications including logos. While works produced and submitted for assessment do not contravene copyright legislation, once they are displayed in the public domain their legal status changes. Applicants should seek clearance of all non-original material used.

Copyright Guidelines: <[www.vcaa.vic.edu.au/seasonofexcellence.html](http://www.vcaa.vic.edu.au/seasonofexcellence.html)> includes information on how to seek clearance.

**Please attach documentation to show that copyright clearance for non-original material has been obtained for the period 1 March – 30 July 2008. Work that does not have clearance will not be considered by the panel.**

I have attached documentation that indicates copyright clearance has been obtained    Yes \_\_\_\_\_    N/A.

**Privacy Statement**

We collect and handle all your personal information in order to process your application to participate in the VCE Season of Excellence. It will be kept secure and only used in relation to the selection of work for the VCE Season of Excellence.



## VCE Season of Excellence 2008 Expression of Interest for Regional Representative Top Arts Selection Panel

We seek a regional representative (regional = 100+ km from GPO) to be a member of the selection panel for Top Arts: VCE 2007 at The Ian Potter Centre, NGV Australia. **Travel costs, (maximum \$95 per trip) covered.**

|  |                                   |
|--|-----------------------------------|
| <b>PERSONAL DETAILS</b><br><i>(Block letters please)</i> | Family name _____ Title _____     |
|  | First name _____ Email _____      |
|  | Home address _____                |
|  | Suburb _____ Postcode _____       |
|  | Telephone _____ Fax _____         |
| <b>WORK DETAILS</b><br><i>(Block letters please)</i>     | Organisation _____ Position _____ |
|  | Work address _____                |
|  | Suburb _____ Postcode _____       |
|  | Telephone _____ Fax _____         |
|  | Email _____                       |

**Summary of expertise/experience**

Please include experience in teaching VCE Art or Studio Arts. You may attach a **maximum one-page** current curriculum vitae.

**Please note:** The panel meets up to four days in Oct/Nov to shortlist applications and up to three days in December for final selection.

**Payment:** CRT cover available. Travel costs up to \$95 per trip.  
 Your participation does not prevent your students from submitting applications.

Signature \_\_\_\_\_ Date / /

Please send completed form to: **Merren Ricketson, Manager, VCE Season of Excellence**  
 VCAA, 41 St Andrews Place, East Melbourne 3002  
 Enquiries tel: (03) 9651 4582 (Tues/Wed or Fri) Fax: (03) 9651 4550  
 or email the information required above to: [seasonofexcellence@edumail.vic.gov.au](mailto:seasonofexcellence@edumail.vic.gov.au)

Closing date for application: **FRIDAY 12 OCTOBER 2007**

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DATA\FORMS\see\_TopArts\_eoi\_regional\_rep\_2008.indd



## Catalogue and DVD Sale – VCE Season of Excellence

**Top Designs 2007 catalogue and bonus CD-ROM including additional information** – checklists, selected pages from folios and design plans.

**Top Class Drama 2006** – Features 11 VCE Drama performances filmed at the National Theatre as part of the VCE Season of Excellence 2006.

**Top Acts 2007** – Features outstanding VCE performances from Music Performance, Dance, Drama and Theatre Studies in the 2007 VCE Season of Excellence (NB. Available late July 2007).

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**Top Class and Top Acts** are \$33.00 each or buy two for \$60.00. **Top Screen 2005 and Top Screen 2006** are \$45.00 each or buy both for \$80.00. These prices include GST, postage and handling.

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- On receipt of payment, a Tax Invoice/Receipt will be mailed with the DVD to the purchaser.
- For further details contact Information Services (03) 9651 4544.

Please note that the VCAA will not send out another tax invoice prior to payment and school purchase orders are not accepted.

Mail the order form and payment to:

Information Services, Victorian Curriculum and Assessment Authority, 41 St Andrews Place, East Melbourne 3002



### Order form/Tax invoice – Top Acts/Top Class/Top Screen/Top Designs catalogue

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

School/Address: \_\_\_\_\_

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 Top Designs catalogue and CD-ROM (\$18.00)  Total number of resources

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Buy Top Class and Top Acts for \$33.00 each or both for \$60.00/Top Screen 2005 and 2006 for \$45.00 each or both for \$80.00. These prices include GST, postage and handling. Please allow three weeks for delivery.

Here is my payment for \_\_\_\_\_ DVD/s in the amount of \$ \_\_\_\_\_

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# Distribution

26 July 2007 to 22 August 2007

## Memoranda to schools

- 72/2007 re Achievement Improvement Monitor (AIM) Tests 2007
- 73/2007 re Reporting Arrangements for Final VCE June Examinations and Studio Arts Results 2007
- 74/2007 re VCE Examinations – Assessing In 2007
- 75/2007 re Expression of Interest – VELs Sample Programs Project
- 76/2007 re Performance/LOTE Oral Examination Advice Slips, And Program Sheets For October 2007 Examinations
- 77/2007 re Submission of Enrolment 4 Data
- 78/2007 re Curriculum Planning Guide: VCAL Industry Specific Skills Strand and Work Related Skills Strand
- 79/2007 re VCE Small Group Partnerships Unit 4 Coursework on VASS
- 80/2007 re VCE Implementation Briefings for Chinese Second Language and Chinese Second Language Advanced Study Design 2008–2010
- 81/2007 re Clarification re: Copyright for Top Designs VCE Season of Excellence

## Publishing

- August 2007 VCAA Bulletin VCE, VCAL and VET No. 51
- August 2007 VCAA Bulletin P–10 Issue 30
- VCAL Curriculum Planning Guide: Industry Specific Skills Strand and Work Related Skills Strand
- VCE VET Dance program booklet

## Internet

### Additions

- August 2007 VCAA Bulletin VCE, VCAL and VET No. 51
- August 2007 VCAA Bulletin P–10 Issue 30
- Memoranda to schools  
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## VCE

- June 2007 examinations: Biology, Environmental Science June 2007, General Achievement Test
- Assessment reports: Agricultural and Horticultural Studies 2006 (updated), Arabic, Design and Technology, Hungarian, VCE VET Engineering, VCE VET Furnishing
- Drama and Theatre studies Performance examinations – link added to solo performance examination for Drama and monologue performance examination for Theatre studies
- Philosophy professional development workshops – link added to The Victorian Association for Philosophy in Schools (VAPS) website for PD to support the reaccredited VCE study design.
- Texts and Traditions – Added Review section including principals and guidelines
- English/ESL – Info about obtaining captioned edition of *Look Both Ways*
- Chinese Second Language/Second Language Advanced – Information added about Implementation briefings

## VCAL

- VCAL Curriculum Planning Guide: Industry Specific Skills Strand and Work Related Skills Strand

## Deletions

- Physics – Removed consultation questionnaire and associated information from VCE Study page

# August 2006 to August 2007

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

**Bulletin No. 44**

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

**Bulletin No. 45**

1. VCE English/ESL Textlist 2008–2009 VCE Literature Text list 2008
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**Bulletin No. 46**

1. Important Administrative Dates
2. Scored assessment
3. VCE studies accredited 1 January 2008: Summary of changes

**Bulletin No. 47**

1. VCE 2007 Drama and Theatre Studies performance examinations

## COPY DEADLINES FOR 2007

| Issue No. and Month | Date of publication | Copy deadline          |
|---------------------|---------------------|------------------------|
| 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  |

*The VCE Achiever Award is coordinated by the VCAA to recognise the efforts of VCE students in promoting community involvement in their local school and wider community. VCE Achievers actively participate in such activities as the arts, environmental protection, aged care, hospitality, local council initiatives, fundraising and public speaking. Monthly finalists receive a three-month subscription to the Herald Sun, and in December one overall winner will receive a notepad computer donated by Lenovo Australia and New Zealand Ltd. Students in government, Catholic and independent schools may apply for the award in 2007 by using the application form on the VCAA website (Excellence and Awards > VCE Achiever Award).*

When Renato Manias and his family immigrated to Australia from Brazil, his focus was mainly on learning English and, later, settling in as a boarder at Ballarat Grammar School.

But Renato soon realised that he was not content with devoting his time purely to his studies and school life.

During Year 9, as part of a program which required him to do 20 hours of community service activities, he began volunteering at the St Vincent de Paul opportunity shop opposite his school. But he began to enjoy the companionship and camaraderie of working at the shop so much that he decided to continue volunteering there. Four years later the 20 hours have turned into more than 500 hours — and has helped earn him the VCE Achiever Award for August.

Renato's work at the shop has included serving customers, sorting the stock and moving the furniture and other heavy objects on display. Last year, when the manager was ill, he acted as co-manager of the store for six months.

Despite the pressures of VCE studies, he continues to volunteer one or two Saturdays per month, this time at the Salvation Army store in Wendouree.

'It is good to be helping the community, but for me the biggest benefit is the experience of getting to know the people I work with,' explains Renato.

'Even though many of the other volunteers at the shop are three or even four times my own age, I have formed some great friendships with them outside of my volunteering. I enjoy sharing stories with them and they have taught me so much about life.'

Renato is also a School Guardian (prefect) at his school, with particular responsibility for activities to promote international democracy, including fundraising activities for Amnesty International, the 40 Hour Famine and schools in Africa.

A highlight this year came when, as co-convenor of his school's Round Square activities, he helped organise a week of events devoted to East Timor, raising awareness and funds for community projects there. The band the Dili All-Stars played a concert at the school, and as a Portuguese-speaker Renato had the role of hosting and translating for the band during their visit.

Being a prefect means that Renato is often asked to speak at school assemblies, a prospect that daunted him at first. But his confidence has grown to the extent that he now regularly makes speeches on topics ranging from bullying to Aboriginal reconciliation.

Having had the experience of learning English as a second language himself, Renato was keen to be involved in tutoring other students. He is arranging for students to travel to Melbourne once a month to attend the Edmund Rice Refugee Centre and tutor Sudanese refugees in English — an activity he did himself throughout Year 11.

'You have to be patient because some of the students have only very basic English, but some of them are very keen so you are able to help them learn. Then there were others who were just excited to know that I come from Brazil and wanted me to play soccer with them!'

When his VCE is over, Renato plans to continue his international experiences next year, by travelling to Spain to learn Spanish there. He also hopes to study economics at the Australian National University.

He knows his community service experiences will have helped him achieve his career goals, by helping him to remain focused and positive.

'Working with disadvantaged people means you no longer take for granted just how lucky we all are. The things I have learned from volunteering — especially at the opportunity shops — have been like doing an extra school subject for free.'



## Plain English Speaking Award National Final

Once again, a student from Brauer College in Warrnambool has gained the prestigious place of runner-up in the National Final of the Plain English Speaking Award.

The National Final was held in Canberra this year on Monday 20 August 2007. Students from NSW, Victoria, South Australia, Western Australia, the Australian Capital Territory, the Northern Territory and Queensland came together at the Australian National University for the weekend preceding the final. They were taken on a tour of Canberra which included the Parliament Buildings, the National War Memorial and the National Gallery of Australia. The Australia-Britain Society hosted a dinner on the Saturday night.

Tom Ballard extended his six-minute Victorian winning speech to the required eight minutes for the National Final. The speech entitled 'Bullying dot com' discussed the challenge of cyber bullying which faces a society where technology is always increasing. After the prepared speech, each contestant was interviewed by an ABC interviewer and then had to give a three-minute impromptu speech on the topic 'Vive la difference'.

Tom Ballard and Daniel Swain from NSW (national winner) will represent Australia in London, UK, in May 2008. They will each present a five-minute speech at the International Public Speaking Competition held under the auspices of The English-Speaking Union. Their prize money which is donated by BBM Ltd (previously Big Brother Movement) and the English-Speaking Union will facilitate the trip to London.

For more information and images visit: <http://eduhs01.education.vic.gov.au:5001/excellenceawards/plainenglishspeaking/index.html>



Tom Ballard and Australia-Britain President Andrew Hilton



State and territory finalists at the 2007 National Final

In 2008 the VCAA Plain English Speaking Award will take place in May. Regional finals will be held across the state of Victoria and we hope that this earlier date will encourage more schools to enter students in the Award. Information and entry forms will be sent to schools early in the 2008 school year.

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

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