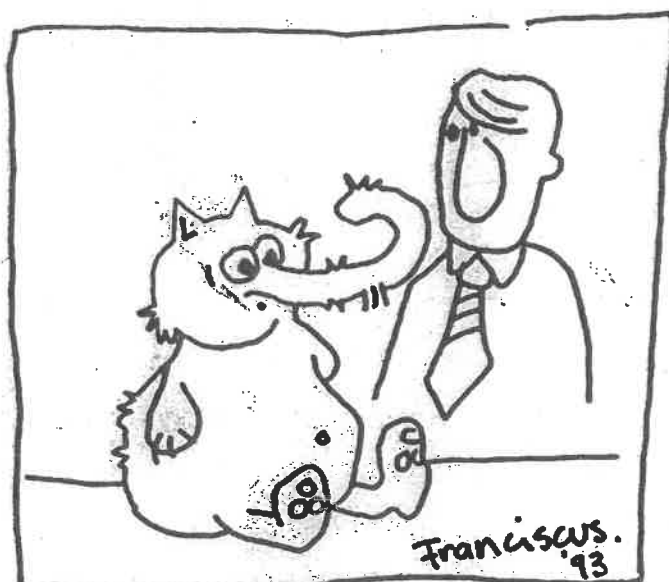


idiom

VATE JOURNAL

No. 1, 1993



Thomas Parker's C.A.T.
was assessed to be very
creative but lacking
basic research.

idiom

Volume XXVIII, Number 1, April 1993

Journal of the Victorian Association for the Teaching of English, Inc.

185 Lygon Street

P.O. Box 265, Carlton South, 3053

Phone: (03) 347 3918

Fax: (03) 349 1003

CONTENTS

Applying the assessment criteria to CAT 1, Presentation of an Issue Marion Meiers	3
Applying the assessment criteria to Literature CATs 1 and 2 Fil Salvatore	9
The New VCE English Writing CAT: what are the issues? Margaret Gill	13
The scene is set for grassroots P.D. Ross Huggard and Judi Byrne	21
The Melbourne Theatre Company Peter Matheson	24
A festival of communication projects Jennifer McGie	25
Back to the Zoo Veronica Deren	30

Editor: Philip Gardner
Editorial Committee: Susan Dennett, Ross Huggard, Jan O'Neill, Nick Browne
Cover Cartoon: Franciscus Henri
Layout: Colorperception
Printing: Humphrey & Formula Press

Publication No. VPB0219

Price \$6.00 plus postage

A FESTIVAL OF COMMUNICATION PROJECTS

JENNIFER MCGIE

10am, Thursday 3 December, 1992. The Great Hall of the National Gallery of Victoria.

Thirty-eight students are busily organising their exhibition areas for the opening of the Communication Project Festival at 12 noon. Gina Panebianco and Kim O'Loughlin from Education Services at the Gallery are calmly organising display columns. Gary Simmons, VATE's Education Officer is arranging publicity photographs of the students in the foyer. Me? I pace anxiously asking, every now and again, "Where's the Band?"

The second annual VCE Communications Project Festival was held over the 3, 4 and 5 December 1992 and attracted over 500 visitors. The VCE Communications Project is one of the most innovative and challenging aspects of the English curriculum. Students have the opportunity to organise functions, perform plays, research issues, write booklets, produce videos, run student or community programs, script films ... as long as the project is "worthwhile, feasible and draws on a range of language skills" (VCE English study Design). The festival was the joint project of The Age and the National Gallery of Victoria and aimed to give the public exposure to the positive achievements of students, teachers and schools. It emphasises the development of a range of communication skills and students are expected to take responsibility for their learning.

I became involved in the Communication Project Festival in June 1992 when I was appointed Extension Education Officer at The Age Education

Unit. At the instigation of Jan Osmotherly, who had organised the festival the previous year, The Age had established a Communications Project Fund to support and promote the achievements of students in the development of their projects.

Through Student Update, VCE students were invited to apply for funding. We received numerous requests for financial assistance to enable students to resource and present their projects in the best possible ways. The Age provided in excess of \$3,000. Several of these projects were selected for the Festival, others responded to advertisements in Student Update.

The 45 students who were selected to participate in the Festival were certainly competent and confident in their ability to communicate and interact with their diverse audiences – from ABC Radio's Ranald Macdonald to Year 10 students to tourists visiting the Gallery to teachers of English. Students formally presented information about their Communication Projects on ... their original 'rock opera', their promotional brochure for their school, their VCE English Expo, their dinner dance aimed at bridging the generation gap, their address to the Greek Consulate, their film of the sights of Melbourne, their work with the disabled, their involvement in the Globe Shakespeare Festival ... to groups of year 10 students, but were also required to explain the purpose of their work to the 'uninitiated'.

The launch of the festival was an enormous success – Rod Quantock took control of the evening with the aid of his loud hailer; the commissioner for

Equal Opportunity, Miora Rayner, gave her insights into language use; and Randal Macdonald interviewed 3 of the students involved in the festival. All were full of praise for the quality of the work produced, the enormity of the tasks undertaken and the confidence and maturity of the students participating. From all sorts of people came the comment – "I could never have done this when I was their age."

It was a great privilege for me to have worked with such an inspired and enthusiastic group of students, many of whom had already committed hundreds of hours in the completion of their projects and who were prepared to spend many more making the festival the success it was. Their successes reflected the strength, commitment and endeavours of their teachers too. The Communications Project Festival clearly highlighted and promoted the excellence of teaching and learning practices in this State.

The slashing of the Communications Project from Units 3 and 4, the election of the Liberal Government and its subsequent decimation of education, the imposition of a new Test CAT in English, took their toll and come December 3 morale around the traps was low. The Communication Project Festival was there to remind us that students count, that we were achieving great things in classrooms and that the VCE English curriculum does achieve its aims – it challenges students to achieve their very best.

COMMUNICATION PROJECT EXHIBITIONS

1. EUREKA-THE MUSICAL

Mick Chandler, Matt Shanahan, Mark Turner, Adam Brentnall, Rowan Marihingo, Angela

Crawford, Amber Fay, Veronica Gross, and Mr Robert Bjolund.

Year 11 & 12, Sacred Heart College, Kyneton

We set out with the idea of writing and presenting an original 'Rock Opera'. We conceived the concept of basing this production on the storyline and events of the Eureka Stockade. From here we wrote music and lyrics in a range of styles, from blues to jazz, to classical, to hard rock and rap. We then wrote the dialogue that linked scenes and told the story of Eureka. The production was performed at Bakery Hill – the actual site of the Eureka uprising. Overall, the musical gave all involved an incredible sense of achievement and pleasure. The task was enormous, but we all achieved an enormous sense of satisfaction in seeing our dream become reality.

2. JAPANESE TEA CEREMONY

Sharyn Hicks

Year 11, Doncaster Secondary College

After spending a year in Tokyo as an exchange student I became interested in the traditional customs of Japan. I studied the history of the tea ceremony and learnt how to perform it. To some it may seem tedious. But once you fully understand the Japanese and their traditions, the tea ceremony is fascinating. I hope I can increase awareness and knowledge of the culture and traditions of Japan.

3. MULTICULTURALISM IN AUSTRALIA

Nick Nickolopoulos

Year 11, McKinnon Secondary College

Multiculturalism is an issue that has always interested me. The concept of numerous races co-

existing in harmony seemed ideal. The presentation to the Greek Consulate allowed me to discuss the frailties and benefits of Australia's multicultural policy. Historical evidence was used to demonstrate public and government attitudes to immigrants and multiculturalism at the turn of the century and the present day.

4. BRIDGING THE GENERATION GAP.

*Kristy Smith and Simone Fleming
Year 11, Braemar College*

After deciding our community had a distinct generation gap, the inspiration for our project was born. Our formal dinner was held in October and we catered for 170 people. We had a ball – literally! The night kicked off with old time dancing followed by a rock band, a guest speaker and a ballad singer, and a five course meal ... what more could you ask for? All proceeds were donated to The Oaks, a Gisbourne nursing home, and the Gisbourne Lions Club to assist with future projects. Our aim of "bridging the gap" was achieved as many friendships were made and a great time had by all. Calls for an annual dinner dance have given us great satisfaction.

5. ROCK EISTEDDFOD ENTRY – Feminism: every woman's right

*Sarah Jones, Bridget Phelan, Jacinta Tohen and
Abbi Fendyk
Year 11, Star of the Sea College*

1992 saw five year 11 students from Star of the Sea College produce for the first time, an entry into the nationwide competition of Rock Eisteddfod. In order to produce a dramatisation of rock music, each student leader involved in fundraising, con-

structing sets, choreography, lighting and costumes and each contributed over 300 hours of work. The theme, Feminism; Every Woman's Right, portrayed the evolution of the women's movement, and inspired the 100-strong team members to achieve their potential. The once in a life time experience has influenced all the girls involved in very positive ways.

6. VCE ENGLISH EXPO

*Lisa Loiterton, Kellie Mullins, Simon Tanner
and Fiona Glover
Year 11, Wangaratta High School.*

The VCE Centre of Wangaratta High School was venue for a VCE English Expo on 3 September 1992. We saw a need to promote the work of local VCE students and at the same time launch the Communication Project of our own Year 11 class – a Yearbook recording the people and events of our year. We invited students from local secondary colleges to exhibit their English work for other VCE students and the local community. Our aim was to highlight the achievements of VCE students and promote the excellence of the work produced.

7. THE QUILT PROJECT – An Australian AIDS memorial

*Chelsea Dove
Year 11, Ave Maria College*

After losing someone to AIDS, I was involved in the construction of a panel for the Australian AIDS Quilt. I became interested in the project and felt strongly that people needed to be more aware of the aims and objectives of the Quilt. In having speakers from the Quilt Project visit my school and

speaking to my peers, I set out to inform, to change attitudes and open the eyes of many by presenting the very emotional side of AIDS.

8. THE COMPLETE WOMAN –
A parade of fashion

Rebecca Deighton, Simone Grier and Francine Noble
Year 12, Billanook College

Realising the lack of community support for the Blue Cross Animal Society and the ever increasing need to care for animals, we decided to support our local Blue Cross Shelter. Having contacts in the fashion industry, we chose to hold a fashion parade from which all proceeds were donated to BCAS. To give those attending an insight into the BCAS we set up displays to explain the role and importance of the society to the community. In doing so we were able to create a greater understanding and more positive attitude towards BCAS. After a successful parade we were proud to present BCAS with \$600.

9. THE GLOBE SHAKESPEARE FESTIVAL
1992

Barnaby Gold
Year 12, Eltham College

The Globe Shakespeare Festival is a theatre-based secondary school competition that progresses from in-school festivals to international level. Students can participate in the creative categories of acting, music, and set design based on any Shakespearean play. I performed a duologue from Macbeth, Act 1 scene vii, which required a study of the language and the development of an original interpretation

of the scene. The purpose of the performance was not only to entertain, but to communicate the intense relationship between the characters.

10. COMMUNICATING WITH THE
DISABLED

Grazie Demarte, Kim Nguyen and Ghanda Grigis
Year 11, Preston Secondary College

The purpose of our project was to highlight the importance of socialising with physically disabled and mentally retarded children. The actual project involved attending Preston Special Development School and participating in transition programs within the school. These included music and movement, games, homecraft, gardening and swimming programs. We participated in these programs, videod the activities and asked questions of staff in regard to the curriculum. Although there was sometimes a language barrier between us and the disabled children, we were able to build a strong bond in order to break that barrier.

11 TOUR DE MELBOURNE

Tijana Andjelkovic, Eva Bocsu, Matyida Jawoski and Nicole Parker

Year 11, McKinnon Secondary College

We chose to present our Communication Project in an alternative form. We compiled a 13-minute video containing footage of important sights in the inner city area of Melbourne. We believed the idea of a film guide had a certain potential as we were aware of young people's interest in audio-visual communication. We thought that by using this medium we could both interest and inform our audience about the importance of our city. We

presented our Communication Project to a group of Year 11 students. Their response was very positive and we felt extremely satisfied with our achievement.

12. DEFENSIVE LIVING

*Sonia Chudlak and Andrea Hawryszko
Year 12, Ave Maria College*

After attending a talk on Defensive Living, we decided that the program would benefit many women within our school community. We aimed our project at women aged 16 years and over who were concerned about maintaining their personal safety in the home, in the workplace and in the public. We communicated information about the program through student, teacher and parent bulletins, a poster display in the school library as well as inviting a guest speaker from the Crime Prevention Bureau of Victoria to speak to our all-female audience.

13. RUNNING: EVERYTHING YOU NEED TO KNOW

*Mark Smith
Year 11, St. Bernard's College*

For my Year 11 English Communication Project, I produced a magazine which covered various aspects of running. I decided to focus on running because I have an avid interest in the sport. My project should benefit runners because it contains sections on selecting running shoes, warm-up techniques and coping with sports injuries. My magazine promotes the sport and aims to encourage more people to participate in running.

14. ROMANIAN VARIETY NIGHT

Diana Modilca, Year 11, McKinnon Secondary College

Having a Romanian background, I wanted to do something worthwhile for the community which would leave me with a sense of achievement. My aim was to bring Romanian youth together. The Communication Project provided the perfect opportunity to achieve this. The variety night organisers included folk dances, poetry readings, a history of our nation, a presentation of Romanian folk costumes and traditional items. Through this project I achieved a great deal for our community. The night was an enormous success in every possible way - it was both challenging and extremely rewarding.

15. GETTING TO KNOW MAURITIUS

*Joelle Durl and Mark Durl
Year 11, Presentation College, Windsor and Prahara Secondary College.*

Our main purpose was to introduce the Year 7&8 students at Ringwood Secondary College to an understanding of Mauritius. We invited them to a 45 minute lesson filled with entertainment and packed with information about Mauritius - the island of paradise. We wanted to entertain the students in the French class, invite them to experience a traditional dance, and allow them the opportunity to understand aspects of the island and its culture.

