Curriculum second stage:  
VCE languages curriculum and assessment task plan

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| School/Provider details | |
| School/Provider name: |  |
| Contact name/s: |  |
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| **Minimum standards for an accredited senior secondary course:**  **Student learning outcomes**  A senior secondary education provider that provides, or proposes to provide, an accredited senior secondary course must—   1. deliver the course to the standards established by the awarding body for the qualification; and 2. ensure that a student who satisfactorily completes all of the course requirements is entitled to be awarded the registered qualification.   (*Education and Training Reform Regulations 2017,* Schedule 8.2) |

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| **Evidence requirement** | Complete this template or provide a comparable unit-based learning and assessment plan for each unit in each VCE language study.  Units 1 and 2 can be completed in one template and Units 3 and 4 in another, if preferred. |
| **What the VCAA is assessing** | For each study, students must have the opportunity to demonstrate the key knowledge and key skills required to satisfactorily complete all the outcomes within a unit. The delivery of all studies must meet the VCAA’s administrative requirements.  This is an aspect of delivering the course to the standards established by the awarding body (the VCAA). |
| **Compliance is measured against** | * VCE study design applicable for the year of delivery * any additional documents as prescribed in the study design and located on the study’s webpage. For example: text lists, VCAA Bulletin items. |
| **Resources** | * VCE study pages: [www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx](http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx) * the study’s Advice for Teachers or VCE Assessment Handbook provides examples of learning activities and some may also include sample course plans * *VCE and VCAL Administrative Handbook:* [www.vcaa.vic.edu.au/Pages/schooladmin/handbook/handbook.aspx](http://www.vcaa.vic.edu.au/Pages/schooladmin/handbook/handbook.aspx) |

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Curriculum and assessment plan: *Please complete all fields*

Note: the format of the tables at Appendix 1 and 2 can be adapted or modified but the information listed in the headings must be incorporated.

VCE language

Please select from this drop-down list.

Period of accreditation for the study design used to prepare this submission

Appendix 1: Two-year Program Outline Checklist

This checklist provides an overview of the themes, topics and sub-topics for each area of study

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| --- | --- | --- | --- |
| Unit and Area of Study | Theme | Topic | Sub-topic |
| Unit 1  Area of Study 1 |  |  |  |
| Unit 1  Area of Study 2 |  |  |  |
| Unit 1  Area of Study 3 *(if applicable)* |  |  |  |
| Unit 2  Area of Study 1 |  |  |  |
| Unit 2  Area of Study 2 |  |  |  |
| Unit 2  Area of Study 3 *(if applicable)* |  |  |  |
| Unit 3  Area of Study 1 |  |  |  |
| Unit 3  Area of Study 2 |  |  |  |
| Unit 3  Area of Study 3 *(if applicable)* |  |  |  |
| Unit 4  Area of Study 1 |  |  |  |
| Unit 4  Area of Study 2 |  |  |  |
| Unit 4  Area of Study 3 *(if applicable)* |  |  |  |

Appendix 2: VCE Program Outline

This outline provides an overview of the curriculum outlines for all units of work (Units 1–4 inclusive)

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| --- | --- | --- | --- |
| VCE Program Outline | | | |
| **VCE Study** |  | | |
| **Unit and Area of Study** |  | | |
| **Number of lessons to teach module of work** |  | | |
| **Theme** |  | | |
| **Topic** |  | | |
| **Sub-topic** |  | | |
| **Grammar** |  | | |
| **Text types** |  | | |
| **Resources** |  | | |
| **Learning Objective/s** | On completion of this unit, the student will be able to:   * *please insert each learning objective* | | |
| **Key knowledge and key skills addressed to achieve the outcome** | To achieve this outcome, the student will draw on the following: | | |
| **Key knowledge**   * *please insert relevant key knowledge* | **Key skills**   * *please insert relevant key skills* | |
| **Learning Activities** | Listening   * *please insert relevant listening task/s* | Key knowledge addressed | Key skills addressed |
| Speaking   * *please insert relevant speaking task/s* | Key knowledge addressed | Key skills addressed |
| Reading   * *please insert relevant reading task/s* | Key knowledge addressed | Key skills addressed |
| Writing   * *please insert relevant writing task/s* | Key knowledge addressed | Key skills addressed |
| Viewing   * *please insert relevant viewing task/s* | Key knowledge addressed | Key skills addressed |