Curriculum and Assessment Plan: VCE CCAFL Languages

Units 1 and 2 (From 2024) Units 3 and 4 (From 2025)

Application Form for Single Study Language Providers (SSLP) applying under the Community Languages Australia’s non-school senior or foundation secondary education provider registration.

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| Senior secondary education provider details | | |
| Senior secondary education provider name: | |  |
| Submission number: | |  |
| Contact name/s: | |  |
| Contact person’s role: | |  |
| Contact details: | Email |  |
| Telephone |  |
| VCE CCAFL Language applying for: | | **Select a language** |
| What is the accreditation period and title of the VCE study design being used to complete this document?  ***NOTE:*** *Please ensure that you use the study design that is accredited for the year that you plan to commence delivery* | |  |

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| **Schedule 8 – Minimum standards for registration to provide an accredited senior secondary course (extract):**  **2 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.   **5 Teaching and learning**  A senior secondary education provider must have—   1. processes to ensure the consistent application of assessment criteria and practices; and 2. processes to oversee the conduct of assessments of the course including processes to conduct investigations and hearings and, if necessary, amend or cancel assessments.   *(Education and Training Reform Regulations 2017, Schedule 8.5)* | |
| **Evidence requirement** | Complete this template or provide a comparable curriculum and assessment plan for the VCE CCAFL Language as follows:   * for Units 1 and 2: a curriculum delivery plan identifying how students will meet the requirements of each outcome. * for Units 3 and 4: the overview of prescribed Concepts, Topics, selected Subtopics and prescribed Perspectives (see next page for more details about CCAFL Languages implementation and document requirements for 2023). |
| **What the VCAA is assessing** | A senior secondary education provider must be able to demonstrate that the format and conditions of tasks used for school-based assessment meet the requirements of the relevant VCE study design, the VCE assessment principles and the VCAA’s administrative requirements.  This is an aspect of the process to ensure that:   * the course is being delivered to the standards established by the VCAA * students are able to satisfactorily complete the course * there is consistent application of assessment criteria and practices * there are compliant processes in place to oversee the conduct of assessments. |
| **Compliance is measured against** | * VCE study design applicable for the year of delivery * [VCE assessment principles](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) * any additional documents as prescribed in the study design and located on the study’s webpage; e.g. VCAA Bulletin items * the VCE Administrative Handbook, particularly the section ‘Scored assessment: School-based Assessment’. |
| **Resources** | * [VCE Language study page](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) * [VCE assessment principles](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) * [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx) |

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| **Please note:**   * A revised and reaccredited VCE study design for CCAFL languages is being implemented from 2024 with Units 1 and 2 commencing from 2024 and Units 3 and 4 commencing from 2025. * Due to the staged implementation, for delivery in 2025:   + Providers who received permission to deliver Units 1 and 2 in 2024 are not required to resubmit their Curriculum and Assessment Delivery Plan for Units 1 and 2. However, they must submit the Overview of concepts, prescribed topics, selected subtopics and perspectives for Units 1-4 inclusive, and a full Curriculum and Assessment Plan for Units 3 and 4. |
| **Advice on completing these plans**  For Units 1–4: complete the Overview of prescribed concepts, topics, selected subtopics and prescribed perspectives.  A curriculum delivery plan must be completed for each unit the senior secondary education provider is applying for permission to deliver. In most cases, this will be for Units 1 to 4 inclusive. Use the template provided.  For **Units 3 and 4 only**: A School-assessed Coursework (SAC) plan must be completed for each SAC task planned for delivery in Units 3 and 4. If only Units 1 and 2 are being applied for, this plan does not need to be completed.  The Overview of concepts, prescribed topics, selected subtopics and perspectives must be included in all applications, regardless of how many units the senior secondary education provider is applying for permission to deliver. Senior secondary education providers that have established documentation in place; e.g., assessment tasks, are invited to attach these as appendices. |
| **Checklist**  Prior to submitting this document, ensure the following points are checked:  All the prescribed concepts, topics, selected subtopics and prescribed perspectives are covered across Units 1–2 and then Units 3–4, as outlined in the study design. See table on page 4.  In each unit of work, the teaching and set work include examples from all the macro skills: listening, speaking, reading, writing and viewing.  In each unit of work, the set work relates to the key knowledge and the key skills for the outcome.  The set work clearly relates to the assessment task in each outcome.  The set work for each unit of work and outcome match the stated concept, perspective, topic and subtopic.  When the outcome task requires students to respond to stimulus text/s, the correct kind of text is indicated.  The correct study design is being used.  ***NOTE:*** *Please ensure that you use the study design that is accredited for the year that you plan to commence delivery.*  The correct outcomes, key knowledge and key skills are being taught and assessed.  Students have opportunity to demonstrate the key knowledge and key skills required to satisfactorily meet the requirements of each outcome within the units.  Assessment task types and requirements reflect the study design.  The conditions under which the task will be run are fair to all students.  Timing of assessment task/s and the time/s allocated to the task/s is fair.  Instructions provided to students about task/s are appropriate and clear.  Authentication management is appropriate. |

Overview: Prescribed Concepts, Topics, selected Subtopics, prescribed Perspectives: Units 1 and 2

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| --- | --- | --- | --- |
| Unit and Outcome | Concept and Topic (prescribed) | Subtopic (teacher choice) | Perspective (prescribed) |
| **UNIT 1** | | | |
| Outcome 1 |  |  |  |
| Outcome 2 |  |  |  |
| Outcome 3 |  |  |  |
| **UNIT 2** | | | |
| Outcome 1 |  |  |  |
| Outcome 2 |  |  |  |
| Outcome 3 |  |  |  |

Overview: Prescribed Concepts, Topics, selected Subtopics, prescribed Perspectives: Units 3 and 4

**(The overview for Units 3 and 4 must also be completed, even if the submission is only for Units 1 and 2).**

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| Unit and Outcome | Concept and Topic (prescribed) | Subtopic (teacher choice) | Perspective (prescribed) |
| **UNIT 3** | | | |
| Outcome 1 |  |  |  |
| Outcome 2 |  |  |  |
| Outcome 3 |  |  |  |
| **UNIT 4** | | | |
| Outcome 1 |  |  |  |
| Outcome 2 |  |  |  |
| Outcome 3 |  |  |  |

Units 1 and 2 Curriculum and Assessment delivery plan

The following curriculum delivery plan must be completed for each unit for which the senior secondary education provider is applying for permission to deliver.

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of set work and assessment tasks. Teachers must develop courses that provide appropriate opportunity for students to demonstrate satisfactory achievement of each outcome. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory). In each VCE study, teachers and schools determine the assessment tasks to be used at Units 1 and 2.

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| Curriculum and Assessment Plan | | | |
| **Unit 1, Outcome 1:** <insert outcome statement – see the VCE study design> | | | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** <insert as appropriate, e.g., IDENTITY/Inclusivity, diversity and belonging; The impact of language use on personal image, personal > | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome. Please ensure that the set work covers all of the macro skills: listening, speaking, reading, writing and viewing.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Languages](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
|  |  |  |  |
| **Unit 1, Outcome 2:** <insert outcome statement – see the VCE study design> | | | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** <insert as appropriate, e.g., IDENTITY/Inclusivity, diversity and belonging; The impact of language use on personal image, personal > | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome. Please ensure that the set work covers all of the macro skills: listening, speaking, reading, writing and viewing.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Languages](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
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| **Unit 1, Outcome 3:** <insert outcome statement – see the VCE study design> | | | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** <insert as appropriate, e.g., IDENTITY/Inclusivity, diversity and belonging; The impact of language use on personal image, personal > | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome. Please ensure that the set work covers all of the macro skills: listening, speaking, reading, writing and viewing.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Languages](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
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| Curriculum and Assessment Plan | | | |
| **Unit 2, Outcome 1:** <insert outcome statement – see the VCE study design> | | | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** <insert as appropriate, e.g., IDENTITY/Inclusivity, diversity and belonging; The impact of language use on personal image, personal > | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome. Please ensure that the set work covers all of the macro skills: listening, speaking, reading, writing and viewing.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Languages](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
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| **Unit 2, Outcome 2:** <insert outcome statement – see the VCE study design> | | | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** <insert as appropriate, e.g., IDENTITY/Inclusivity, diversity and belonging; The impact of language use on personal image, personal > | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome. Please ensure that the set work covers all of the macro skills: listening, speaking, reading, writing and viewing.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Languages](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
|  |  |  |  |
| **Unit 2, Outcome 3:** <insert outcome statement – see the VCE study design> | | | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** <insert as appropriate, e.g., IDENTITY/Inclusivity, diversity and belonging; The impact of language use on personal image, personal > | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome. Please ensure that the set work covers all of the macro skills: listening, speaking, reading, writing and viewing.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Languages](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
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Units 3 and 4 Curriculum and Assessment delivery plan

The following curriculum delivery plan must be completed for each unit the senior secondary education provider is applying for permission to deliver.

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of set work and assessment tasks. Teachers must develop courses that provide appropriate opportunity for students to demonstrate satisfactory achievement of each outcome. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

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| Curriculum and Assessment Plan | | | |
| **Unit 3, Outcome 1:** <insert outcome statement – see the VCE study design> | | | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** <insert as appropriate, e.g., IDENTITY/Inclusivity, diversity and belonging; The impact of language use on personal image, personal > | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome. Please ensure that the set work covers all of the macro skills: listening, speaking, reading, writing and viewing.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Languages](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
|  |  |  |  |
| **Unit 3, Outcome 2:** <insert outcome statement – see the VCE study design> | | | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** <insert as appropriate, e.g., IDENTITY/Inclusivity, diversity and belonging; The impact of language use on personal image, personal > | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome. Please ensure that the set work covers all of the macro skills: listening, speaking, reading, writing and viewing.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Languages](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
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| **Unit 3, Outcome 3:** <insert outcome statement – see the VCE study design> | | | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** <insert as appropriate, e.g., IDENTITY/Inclusivity, diversity and belonging; The impact of language use on personal image, personal > | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome. Please ensure that the set work covers all of the macro skills: listening, speaking, reading, writing and viewing.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Languages](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
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| Curriculum and Assessment Plan | | | |
| **Unit 4, Outcome 1:** <insert outcome statement – see the VCE study design> | | | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** <insert as appropriate, e.g., IDENTITY/Inclusivity, diversity and belonging; The impact of language use on personal image, personal > | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome. Please ensure that the set work covers all of the macro skills: listening, speaking, reading, writing and viewing.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Languages](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
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| **Unit 4, Outcome 2:** <insert outcome statement – see the VCE study design> | | | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** <insert as appropriate, e.g., IDENTITY/Inclusivity, diversity and belonging; The impact of language use on personal image, personal > | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome. Please ensure that the set work covers all of the macro skills: listening, speaking, reading, writing and viewing.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Languages](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
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| **Unit 4, Outcome 3:** <insert outcome statement – see the VCE study design> | | | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** <insert as appropriate, e.g., IDENTITY/Inclusivity, diversity and belonging; The impact of language use on personal image, personal > | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** <Select as appropriate. See the VCE study design> | **Key skills:** <Select as appropriate. See the VCE study design> | List and describe the set work that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome. Please ensure that the set work covers all of the macro skills: listening, speaking, reading, writing and viewing.  Consider a range of resources when developing appropriate set work, e.g. Support Materials found on the [Languages](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) study page. | List and describe the assessment tasks that will be used to assess students’ level of achievement for this Outcome.  See the VCE study design.  Include an estimate of when each task will occur. E.g. Term 1 Week 6  Ensure that any activities directly sourced from a public resource are suitably modified and contextualised to your school/provider. |
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Units 3 and 4 School-assessed Coursework (SAC) plan

School-based assessment tasks must be those set out in the relevant VCE study design. The specified school-based assessment tasks in Units 3 and 4 VCE Second Language studies are SAC tasks.

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| **Unit /Title** | **Unit 3: Area of Study 1** | |
| **Outcome statement** |  | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** |  | |
| **List the specific key knowledge and key skills being assessed by this SAC task** | **Key Knowledge:** | **Key Skills:** |
| **Approximate timing of assessment**  *(E.g., Term 1, Week 4)* |  | |
| **Assessment Task**  *Refer to the VCE study design for details of the prescribed assessment task for this outcome* |  | |
| **Assessment Task Description**  *Briefly describe how the task will be structured and administered*   * *How will the task be constructed? E.g., the task will be constructed as a set of x number of short and x number of extended response questions.* * *How will the task be designed? What stimulus materials will be used? E.g., students respond to stimulus materials based on contemporary material.* * *How will the task cater for a range of high, medium and low responses? E.g., use of command terms that require a range of lower to higher order thinking* |  | |
| **Assessment Task Instructions and Conditions**  *Provide details of what instructions will be given to students about the SAC task (for example, what is printed on the SAC cover sheet), including:*   * *the conditions under which the SAC will be run* * *time allocation (reading time, writing time length in minutes)* * *the permitted materials.* |  | |
| **Adherence to the VCE Assessment Principles**  *Provide details of how the task plans to adhere to the* [*VCE assessment principles.*](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx)  *For example,*   * *how the SAC task is valid and reasonable* * *how the SAC task is equitable* * *how the SAC task is balanced* * *how the SAC task is efficient* |  | |
| **Authentication measures:**  How will it be ensured that student work can be authenticated for this task?  *For example,*   * *how the school will ensure that all student work is the work of the student* * *what measures are in place related to use of notes, cue cards, drafts created during class time, dictionaries, or other materials,* * *whether and how students are supervised before and during a role play task to ensure that students who have completed the task are not able to assist students who are yet to complete the task.*   If there will be multiple classes of this study, include information on how authentication of student work will be managed.  If materials available in the public domain will be used to create assessment tasks (e.g. commercially produced tasks or past VCAA papers), explain how the materials will be modified to ensure student work can be authenticated. |  | |
| **Assessment Tools**  ***Example****: VCAA performance descriptors, modified VCAA performance descriptors, commercially developed marking guide, school-developed marking guide.* |  | |

Units 3 and 4 School-assessed Coursework (SAC) plan

School-based assessment tasks must be those set out in the relevant VCE study design. The specified school-based assessment tasks in Units 3 and 4 VCE Second Language studies are SAC tasks.

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| **Unit /Title** | **Unit 3: Area of Study 2** | |
| **Outcome statement** |  | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** |  | |
| **List the specific key knowledge and key skills being assessed by this SAC task** | **Key Knowledge:** | **Key Skills:** |
| **Approximate timing of assessment:**  *(E.g., Term 1, Week 4)* |  | |
| **Assessment Task**  *Refer to the VCE study design for details of the prescribed assessment task for this outcome* |  | |
| **Assessment Task Description**  *Briefly describe how the task will be structured and administered*   * *How will the task be constructed? E.g., the task will be constructed as a set of x number of short and x number of extended response questions.* * *How will the task be designed? What stimulus materials will be used? E.g., students respond to stimulus materials based on contemporary material.* * *How will the task cater for a range of high, medium and low responses? E.g., use of command terms that require a range of lower to higher order thinking* |  | |
| **Assessment Task Instructions and Conditions**  *Provide details of what instructions will be given to students about the SAC task (for example, what is printed on the SAC cover sheet), including:*   * *the conditions under which the SAC will be run* * *time allocation (reading time, writing time length in minutes)* * *the permitted materials.* |  | |
| **Adherence to the VCE Assessment Principles**  *Provide details of how the task plans to adhere to the* [*VCE assessment principles.*](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx)  *For example,*   * *how the SAC task is valid and reasonable* * *how the SAC task is equitable* * *how the SAC task is balanced* * *how the SAC task is efficient* |  | |
| **Authentication measures:**  How will it be ensured that student work can be authenticated for this task?  *For example,*   * *how the school will ensure that all student work is the work of the student* * *what measures are in place related to use of notes, cue cards, drafts created during class time, dictionaries, or other materials,* * *whether and how students are supervised before and during a role play task to ensure that students who have completed the task are not able to assist students who are yet to complete the task.*   If there will be multiple classes of this study, include information on how authentication of student work will be managed.  If materials available in the public domain will be used to create assessment tasks (e.g. commercially produced tasks or past VCAA papers), explain how the materials will be modified to ensure student work can be authenticated. |  | |
| **Assessment Tools**  ***Example****: VCAA performance descriptors, modified VCAA performance descriptors, commercially developed marking guide, school-developed marking guide.* |  | |

Units 3 and 4 School-assessed Coursework (SAC) plan

School-based assessment tasks must be those set out in the relevant VCE study design. The specified school-based assessment tasks in Units 3 and 4 VCE Second Language studies are SAC tasks.

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| **Unit /Title** | **Unit 3: Area of Study 3** | |
| **Outcome statement** |  | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** |  | |
| **List the specific key knowledge and key skills being assessed by this SAC task** | **Key Knowledge:** | **Key Skills:** |
| **Approximate timing of assessment:**  *(E.g., Term 1, Week 4)* |  | |
| **Assessment Task**  *Refer to the VCE study design for details of the prescribed assessment task for this outcome* |  | |
| **Assessment Task Description**  *Briefly describe how the task will be structured and administered*   * *How will the task be constructed? E.g., the task will be constructed as a set of x number of short and x number of extended response questions.* * *How will the task be designed? What stimulus materials will be used? E.g., students respond to stimulus materials based on contemporary material.* * *How will the task cater for a range of high, medium and low responses? E.g., use of command terms that require a range of lower to higher order thinking* |  | |
| **Assessment Task Instructions and Conditions**  *Provide details of what instructions will be given to students about the SAC task (for example, what is printed on the SAC cover sheet), including:*   * *the conditions under which the SAC will be run* * *time allocation (reading time, writing time length in minutes)* * *the permitted materials.* |  | |
| **Adherence to the VCE Assessment Principles**  *Provide details of how the task plans to adhere to the* [*VCE assessment principles.*](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx)  *For example,*   * *how the SAC task is valid and reasonable* * *how the SAC task is equitable* * *how the SAC task is balanced* * *how the SAC task is efficient* |  | |
| **Authentication measures:**  How will it be ensured that student work can be authenticated for this task?  *For example,*   * *how the school will ensure that all student work is the work of the student* * *what measures are in place related to use of notes, cue cards, drafts created during class time, dictionaries or other materials,* * *whether and how students are supervised before and during a role play task to ensure that students who have completed the task are not able to assist students who are yet to complete the task.*   If there will be multiple classes of this study, include information on how authentication of student work will be managed.  If materials available in the public domain will be used to create assessment tasks (e.g. commercially produced tasks or past VCAA papers), explain how the materials will be modified to ensure student work can be authenticated. |  | |
| **Assessment Tools**  ***Example****: VCAA performance descriptors, modified VCAA performance descriptors, commercially developed marking guide, school-developed marking guide.* |  | |

Units 3 and 4 School-assessed Coursework (SAC) plan

School-based assessment tasks must be those set out in the relevant VCE study design. The specified school-based assessment tasks in Units 3 and 4 VCE Second Language studies are SAC tasks.

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| **Unit /Title** | **Unit 4: Area of Study 1** | |
| **Outcome statement** |  | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** |  | |
| **List the specific key knowledge and key skills being assessed by this SAC task** | **Key Knowledge:** | **Key Skills:** |
| **Approximate timing of assessment:**  *(E.g., Term 1, Week 4)* |  | |
| **Assessment Task**  *Refer to the VCE study design for details of the prescribed assessment task for this outcome* |  | |
| **Assessment Task Description**  *Briefly describe how the task will be structured and administered*   * *How will the task be constructed? E.g., the task will be constructed as a set of x number of short and x number of extended response questions.* * *How will the task be designed? What stimulus materials will be used? E.g., students respond to stimulus materials based on contemporary material.* * *How will the task cater for a range of high, medium and low responses? E.g., use of command terms that require a range of lower to higher order thinking* |  | |
| **Assessment Task Instructions and Conditions**  *Provide details of what instructions will be given to students about the SAC task (for example, what is printed on the SAC cover sheet), including:*   * *the conditions under which the SAC will be run* * *time allocation (reading time, writing time length in minutes)* * *the permitted materials.* |  | |
| **Adherence to the VCE Assessment Principles**  *Provide details of how the task plans to adhere to the* [*VCE assessment principles.*](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx)  *For example,*   * *how the SAC task is valid and reasonable* * *how the SAC task is equitable* * *how the SAC task is balanced* * *how the SAC task is efficient* |  | |
| **Authentication measures:**  How will it be ensured that student work can be authenticated for this task?  *For example,*   * *how the school will ensure that all student work is the work of the student* * *what measures are in place related to use of notes, cue cards, drafts created during class time, dictionaries, or other materials,* * *whether and how students are supervised before and during a role play task to ensure that students who have completed the task are not able to assist students who are yet to complete the task.*   If there will be multiple classes of this study, include information on how authentication of student work will be managed.  If materials available in the public domain will be used to create assessment tasks (e.g. commercially produced tasks or past VCAA papers), explain how the materials will be modified to ensure student work can be authenticated. |  | |
| **Assessment Tools**  ***Example****: VCAA performance descriptors, modified VCAA performance descriptors, commercially developed marking guide, school-developed marking guide.* |  | |

Units 3 and 4 School-assessed Coursework (SAC) plan

School-based assessment tasks must be those set out in the relevant VCE study design. The specified school-based assessment tasks in Units 3 and 4 VCE Second Language studies are SAC tasks.

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| **Unit /Title** | **Unit 4: Area of Study 2** | |
| **Outcome statement** |  | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** |  | |
| **List the specific key knowledge and key skills being assessed by this SAC task** | **Key Knowledge:** | **Key Skills:** |
| **Approximate timing of assessment:**  *(E.g., Term 1, Week 4)* |  | |
| **Assessment Task**  *Refer to the VCE study design for details of the prescribed assessment task for this outcome* |  | |
| **Assessment Task Description**  *Briefly describe how the task will be structured and administered*   * *How will the task be constructed? E.g., the task will be constructed as a set of x number of short and x number of extended response questions.* * *How will the task be designed? What stimulus materials will be used? E.g., students respond to stimulus materials based on contemporary material.* * *How will the task cater for a range of high, medium and low responses? E.g., use of command terms that require a range of lower to higher order thinking* |  | |
| **Assessment Task Instructions and Conditions**  *Provide details of what instructions will be given to students about the SAC task (for example, what is printed on the SAC cover sheet), including:*   * *the conditions under which the SAC will be run* * *time allocation (reading time, writing time length in minutes)* * *the permitted materials.* |  | |
| **Adherence to the VCE Assessment Principles**  *Provide details of how the task plans to adhere to the* [*VCE assessment principles.*](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx)  *For example,*   * *how the SAC task is valid and reasonable* * *how the SAC task is equitable* * *how the SAC task is balanced* * *how the SAC task is efficient* |  | |
| **Authentication measures:**  How will it be ensured that student work can be authenticated for this task?  *For example,*   * *how the school will ensure that all student work is the work of the student* * *what measures are in place related to use of notes, cue cards, drafts created during class time, dictionaries, or other materials,* * *whether and how students are supervised before and during a role play task to ensure that students who have completed the task are not able to assist students who are yet to complete the task.*   If there will be multiple classes of this study, include information on how authentication of student work will be managed.  If materials available in the public domain will be used to create assessment tasks (e.g. commercially produced tasks or past VCAA papers), explain how the materials will be modified to ensure student work can be authenticated. |  | |
| **Assessment Tools**  ***Example****: VCAA performance descriptors, modified VCAA performance descriptors, commercially developed marking guide, school-developed marking guide.* |  | |

Units 3 and 4 School-assessed Coursework (SAC) plan

School-based assessment tasks must be those set out in the relevant VCE study design. The specified school-based assessment tasks in Units 3 and 4 VCE Second Language studies are SAC tasks.

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| **Unit /Title** | **Unit 4: Area of Study 3** | |
| **Outcome statement** |  | |
| **CONCEPT/topic, subtopic and perspective selected for teaching and assessing this Outcome:** |  | |
| **List the specific key knowledge and key skills being assessed by this SAC task** | **Key Knowledge:** | **Key Skills:** |
| **Approximate timing of assessment:**  *(E.g., Term 1, Week 4)* |  | |
| **Assessment Task**  *Refer to the VCE study design for details of the prescribed assessment task for this outcome* |  | |
| **Assessment Task Description**  *Briefly describe how the task will be structured and administered*   * *How will the task be constructed? E.g., the task will be constructed as a set of x number of short and x number of extended response questions.* * *How will the task be designed? What stimulus materials will be used? E.g., students respond to stimulus materials based on contemporary material.* * *How will the task cater for a range of high, medium and low responses? E.g., use of command terms that require a range of lower to higher order thinking* |  | |
| **Assessment Task Instructions and Conditions**  *Provide details of what instructions will be given to students about the SAC task (for example, what is printed on the SAC cover sheet), including:*   * *the conditions under which the SAC will be run* * *time allocation (reading time, writing time length in minutes)* * *the permitted materials.* |  | |
| **Adherence to the VCE Assessment Principles**  *Provide details of how the task plans to adhere to the* [*VCE assessment principles.*](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx)  *For example,*   * *how the SAC task is valid and reasonable* * *how the SAC task is equitable* * *how the SAC task is balanced* * *how the SAC task is efficient* |  | |
| **Authentication measures:**  How will it be ensured that student work can be authenticated for this task?  *For example,*   * *how the school will ensure that all student work is the work of the student* * *what measures are in place related to use of notes, cue cards, drafts created during class time, dictionaries, or other materials,* * *whether and how students are supervised before and during a role play task to ensure that students who have completed the task are not able to assist students who are yet to complete the task.*   If there will be multiple classes of this study, include information on how authentication of student work will be managed.  If materials available in the public domain will be used to create assessment tasks (e.g. commercially produced tasks or past VCAA papers), explain how the materials will be modified to ensure student work can be authenticated. |  | |
| **Assessment Tools**  ***Example****: VCAA performance descriptors, modified VCAA performance descriptors, commercially developed marking guide, school-developed marking guide.* |  | |