Curriculum and Assessment Plan: CCAFL

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| Senior secondary education provider details |
| Senior secondary education provider name: |  |
| Submission number: |  |
| Contact name/s: |  |
| Contact details (email and telephone): |  |
| 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:** **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 CCAFL language as follows:* for Units 1 to 4: a curriculum delivery plan identifying how students will meet the requirements of each outcome.
* for Units 3 and 4: a School-assessed Coursework (SAC) plan for each assessment task in Units 3 and 4.
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| **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.
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| **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’.
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| **Resources** | * [VCE Language study pages](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-vcal-handbook/Pages/index.aspx)
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| **Advice on completing these plans*** For Units 1–4: complete the Overview of prescribed themes, topics and suggested sub-topics.
* Please note that in 2024, a revised and reaccredited study design will be implemented at Units 1 and 2 only. The existing study design should be used for Units 3 and 4.
* A curriculum delivery plan for Units 1 and 2 [revised and reaccredited study design] and Units 3 and 4 [existing study design] must be completed for each unit the senior secondary education provider is applying for permission to deliver the VCE. 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.
* Senior secondary education providers that have established documentation in place; e.g. assessment tasks, are invited to attach these as appendices.
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| **Checklist**Prior to submitting this document, ensure the following points are checked:[ ]  All of the prescribed themes and topics are covered across Units 1–2 [revised and reaccredited study design and then Units 3–4 [existing study design], as indicated in the tables (below).[ ]  In each unit of work, the teaching and learning activities include examples from all of the macro skills: listening, speaking, reading and writing. Please note that the macro skill of viewing has been added from 2024.[ ]  In each unit of work, the teaching and learning activities relate to the key knowledge and the key skills for the outcome.[ ]  The teaching and learning activities clearly relate to the assessment task in each outcome. [ ]  When the outcome task requires students to respond to stimulus text(s), the correct kind of text is indicated.[ ]  The correct study design/s are being used. Please note that in 2024, schools planning to deliver Units 1-4 will need to refer to two study designs.[ ]  The teaching and learning activities for each unit of work and outcome match the stated theme, topic and subtopic.***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 specifications set out within the relevant 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 of Prescribed Concepts and Topics, Perspectives and suggested Sub-topics: Units 1 and 2

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| --- | --- | --- | --- |
| Unit and Outcome | Concept and Topic | Perspective | Sub-topic |
| **UNIT 1** |
| Outcome 1 |  |  |  |
| Outcome 2 |  |  |  |
| Outcome 3  |  |  |  |
| **UNIT 2** |
| Outcome 1 |  |  |  |
| Outcome 2 |  |  |  |
| Outcome 3  |  |  |  |

Overview of Prescribed Themes and Topics, and suggested Sub-topics: 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 | Theme | Topic | Sub-topic |
| **UNIT 3** |
| Outcome 1 |  |  |  |
| Outcome 2 |  |  |  |
| Outcome 3  |  |  |  |
| **UNIT 4** |
| Outcome 1 |  |  |  |
| Outcome 2 (Task 1) |  |  |  |
| Outcome 2 (Task 2) |  |  |  |

Units 1 and 2 Curriculum 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 learning activities and 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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| Provide details of the outcome, time period (Term/Week–Term/Week), key knowledge and key skills *(from the study design)* | List and describe examples of learning activities that will be used to provide appropriate opportunity for students to develop the key knowledge and key skills for the outcome | List and describe the assessment tasks that will be used to assess students’ level of achievement. Include an estimate of when each task will occur |
| **Unit 1, Outcome 1:** <insert outcome statement – see the VCE study design> |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g. Term 1 Week 1 – Term 1 Week 6> |
| **Key knowledge:** | **Key skills:** | <Consider a range of resources when developing appropriate learning activities; e.g. VCE Support Material is located on the [VCAA website for each Language](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx). Ensure that examples cover all of the macro skills: listening, speaking, reading, writing and viewing.> | <Select and describe as appropriate. See the VCE study design. Include an estimate of when the task will occur> |
| * <Select as appropriate. See the VCE study design>
 | * <Select as appropriate. See the VCE study design>
 |
| **Unit 1, Outcome 2:** <insert outcome statement> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 1, Outcome 3:** <insert outcome statement> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 2, Outcome 1:** <insert outcome statement> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 2, Outcome 2:** <insert outcome statement> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 2, Outcome 3:** <insert outcome statement> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
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Units 3 and 4 Curriculum 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 learning activities and 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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| Provide details of the outcome, time period (Term/Week–Term/Week), key knowledge and key skills *(from the study design)* | List and describe examples of learning activities that will be used to provide appropriate opportunity for students to develop the key knowledge and key skills for the outcome | List and describe the assessment tasks that will be used to assess students’ level of achievement |
| **Unit 3, Outcome 1:** <insert outcome statement – see the VCE study design> |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g. Term 1 Week 1 – Term 1 Week 6> |
| **Key knowledge:** | **Key skills:** | <Consider a range of resources when developing appropriate learning activities; e.g. VCE Support Material is located on the [VCAA website for each Language](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx). Ensure that examples cover all of the macro skills: listening, speaking, reading, writing and viewing.> | <Select as appropriate. See the VCE study design. The timing and a description of the task are not required as an assessment plan is completed for each task in Units 3 and 4> |
| * <Select as appropriate. See the VCE study design>
 | * <Select as appropriate. See the VCE study design>
 |
| **Unit 3, Outcome 2:** <insert outcome statement> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 3, Outcome 3:** <insert outcome statement> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 4, Outcome 1:** <insert outcome statement> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 4, Outcome 2, Task 1:** <insert outcome statement> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |

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| Unit 4, Outcome 2, Task 2: <insert outcome statement> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |

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

In Units 3 and 4, specified assessment tasks are set by the VCE study design. Specified assessment tasks in Units 3 and 4 CCAFL studies are SAC tasks. The following plan needs to be completed for each SAC task planned in Units 3 and 4. Please copy and paste the plan as appropriate.

1. Unit number/title

Click here to enter text.

1. Outcome number and outcome statement

Click here to enter text.

1. List the specific key knowledge and key skills being assessed by this SAC task

Click here to enter text.

1. What is the proposed week of delivery for this SAC task (e.g. Term 1, Week 4)?

Click here to enter text.

1. What is the assessment task for this outcome?

Click here to enter text.

*Example: a 250 word personal or imaginative written piece.*

*Please refer to the applicable VCE study design.*

1. How will the SAC task be structured?

Click here to enter text.

*Use the following questions to help shape the response:
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?*

1. Explain how the SAC task meets the [VCE assessment principles](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) *(please refer to the document via the link to complete the response)*

Click here to enter text.

*How is the SAC task valid and reasonable?*

*How is the SAC task equitable?*

*How is the SAC task balanced?*

*How is the SAC task efficient?*

1. Outline the conditions under which the task will run (include information on the lesson allocation, the amount of time allocated to each SAC task, length of the SAC task/s, conditions under which the SAC task will be run, degree of supervision, access to resources)

Click here to enter text.

*Example: 120 minutes over two periods*

*30 minutes: students access stimulus materials and can research and discuss during this time*

*Task distributed under test conditions*

*10 minutes: reading time*

*80 minutes: writing time (20 mins in one period, 60 mins the following period)*

1. What instructions will be provided to students about the SAC task?

Click here to enter text.

*What is printed on the SAC task coversheet that is given to students?*

1. What materials will students be able to use for the SAC task?

Click here to enter text.

*Example: Pens, highlighters, dictionaries, laptop, textbook or other materials for research purposes, handwritten notes)*

1. How will it be ensured that student work can be authenticated for this task?

Click here to enter text.

*Example: Students can read, discuss and research during initial 30 minutes. They can write notes and annotate their stimulus materials.*

*When reading time commences, all research materials will be removed. Students will be allowed to keep their annotated stimulus materials and written notes.*

*Students cannot remove materials after the end of the first period. They cannot bring in any new materials in the second period.*

*All notes and annotated materials will be submitted with 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, tasks used from previous years, past VCAA examination papers) explain how the materials will be modified to ensure student work can be authenticated.*

1. What assessment tool/s will be used to assess the SAC task?

Click here to enter text.

*Example: VCAA descriptors, Modified VCAA descriptors, Commercially developed marking guide, School-developed marking guide.*