Curriculum and Assessment Plan: VCE Chemistry

Units 1 and 2 (2023 – 2027) Units 3 and 4 (2024 – 2027)

|  |  |
| --- | --- |
| 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.* |  |

Collection Notice

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority continued under the Education and Training Reform Act 2006 (Vic). The VCAA collects the information requested in this form, which includes personal information within the meaning of the Privacy and Data Protection Act 2014 (Vic), for the purpose of assessing your institution’s application for recognition as a Senior School Provider.

The personal information collected in this form will be disclosed to and used by relevant VCAA employees and/or contractors for and in connection with the abovementioned purpose. The VCAA may also disclose the personal information collected in this form to organisations such as the Victorian Tertiary Admissions Centre (VTAC) and the Victorian Registration and Qualifications Authority (VRQA) to enable those organisations to contact your institution in relation to their functions. Additionally, in the event that this application is approved, the VCAA will use the personal information provided in this form to communicate with representatives of your institution regarding your institution’s ongoing recognition as a Senior School Provider. The personal information collected will not otherwise be used or disclosed by the VCAA except with the consent of the individual, or if the VCAA is required or otherwise permitted by law to do so. If the requested personal information is not provided, your institution’s application will not be considered by the VCAA. When an individual’s personal information is provided to the VCAA by a third party, the VCAA requests that the individual is made aware that their personal information will be or has been provided to the VCAA, the purpose for which it will be or was provided and to whom it will be or is likely to be disclosed. An individual may request access to personal information the VCAA holds about them and request its correction if inaccurate. Initial enquiries regarding access to personal information held by the VCAA in relation to this application can be made by contacting the VCE Curriculum Unit on [vcaa.permissions@education.vic.gov.au](mailto:vcaa.permissions@education.vic.gov.au). The VCAA Privacy Policy can be found at [www.vcaa.vic.edu.au/Footer/Pages/Privacy.aspx](file:///\\VCAAFS01\Curriculum$\Shared\Authorisation%20files\2022\Changes%20for%202023\Study%20specific%20templates%20for%202024%20delivery\Business%20and%20Economics%20templates\www.vcaa.vic.edu.au\Footer\Pages\Privacy.aspx).

|  |  |
| --- | --- |
| **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 VCE Chemistry 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. |
| **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 Chemistry study page](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/index.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) |

|  |
| --- |
| **Advice on completing these plans**   * A curriculum delivery plan for Units 1 and 2 or Units 3 and 4 must be completed for each unit the senior secondary education provider is applying for permission to deliver. 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. |
| **Checklist**  Prior to submitting this document, ensure the following points are checked:  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.*  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.  Examples of teaching and learning activities are outlined in the plan.  Assessment task types and requirements reflect specifications set out within 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. |

Units 1 and 2 Curriculum 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 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Provide details of the outcome, time period (Term/Week–Term/Week), key knowledge and key science skills *(from the study design)* | | List and describe the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome (this includes practical activities, demonstrations and excursions/field work) | 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 Chemistry study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g. Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** | **Chemistry Units 1–4 Key science skills:** | <Consider a range of resources when developing appropriate learning activities, e.g., Support Material found on the [VCE Chemistry study page](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/index.aspx). Ensure that any activities directly sourced from a public resource are contextualised to your school/provider’s approach> | <Select and describe as appropriate. See the VCE Chemistry 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 Chemistry study design> |
| **Unit 1, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Chemistry Units 1–4 Key science skills:** |  |  |
|  |  |
| **Unit 1, Outcome 3:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Chemistry Units 1–4 Key science skills:** |  |  |
|  |  |
| **Unit 2, Outcome 1:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Chemistry Units 1–4 Key science skills:** |  |  |
|  |  |
|  |  |  |  |
| **Unit 2, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Chemistry Units 1–4 Key science skills:** |  |  |
|  |  |
| **Unit 2, Outcome 3:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Chemistry Units 1–4 Key science skills:** |  |  |
|  |  |

1. List the resources that will be used in the curriculum delivery, including: textbooks, practical guides, simulations, online resources

Click here to enter text.

1. Practical work is a central component of learning and assessment. Outline how the practical logbook will be used by students and monitored by the teacher.

Click here to enter text.

1. Outline how risk assessment for practical activities will be managed.

Click here to enter text.

1. Outline how the Unit 1 Outcome 3 student investigation will be managed, including the degree to which students are given choice of topic, the range of topics that will be offered to students and how sustainability is incorporated within the task.

Click here to enter text.

1. Outline how the Unit 2 Outcome 3 practical investigation involving the generation of primary data will be managed, including the degree to which students are given choice of topic and the range of topics that will be offered to students.

Click here to enter text.

Units 3 and 4 Curriculum 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 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).

|  |  |  |  |
| --- | --- | --- | --- |
| Provide details of the outcome, time period (Term/Week–Term/Week), key knowledge and key science skills *(from the study design)* | | List and describe the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome (this includes practical activities, demonstrations and excursions/field work) | 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 Chemistry study design> | | | |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g. Term 1 Week 1 – Term 1 Week 6> | | | |
| **Key knowledge:** | **Chemistry Units 1–4 Key science skills:** | <Consider a range of resources when developing appropriate learning activities, e.g., Support Material found on the [VCE Chemistry study page](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/index.aspx). Ensure that any activities directly sourced from a public resource are contextualised to your school/provider’s approach> | Select as appropriate. See the VCE Chemistry 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 |
| * <Insert as appropriate. See the VCE study design> | * <Insert as appropriate. See the VCE Chemistry study design> |
| **Unit 3, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Chemistry Units 1–4 Key science skills:** |  |  |
|  |  |
| **Unit 4, Outcome 1:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Chemistry Units 1–4 Key science skills:** |  |  |
|  |  |
| **Unit 4, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Chemistry Units 1–4 Key science skills:** |  |  |
|  |  |
| **Unit 4, Outcome 3:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Chemistry Units 1–4 Key science skills:** |  |  |
|  |  |

1. List the resources that will be used in the curriculum delivery, including: textbooks, practical guides, simulations, online resources

Click here to enter text.

1. Practical work is a central component of learning and assessment. Outline how the logbook will be used by students and monitored by the teacher.

Click here to enter text.

1. Outline how risk assessment for practical activities will be managed.

Click here to enter text.

1. Outline how the Unit 4 Outcome 3 student-designed practical investigation involving the generation of primary data will be managed, including the degree to which students are given choice of topic and the range of topics that will be offered to students.

Click here to enter text.

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

In Units 3 and 4, specified assessment tasks are set by the VCE study design. In Units 3 and 4 Chemistry schools have a choice of School-assessed Coursework (SAC) tasks in each outcome. The following plan needs to be completed for each SAC task planned in Units 3 and 4, noting that for some outcomes more than one task may be selected. 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 being assessed by this SAC task

Click here to enter text.

1. List the specific Chemistry Units 1–4 key science 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 task type/s will be used for this SAC task?

Click here to enter text.

*Example:* analysis and evaluation of stimulus material, a comparison of food molecules*.*

*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 involve students annotating three practical activities from their logbooks. Their annotations will be based on a set of 6 to 8 guiding questions that link concepts and skills involved in all three practical activities.   
How will the task be designed?   
What stimulus materials will be used? E.g., Students will use their logbooks as a basis of responding to a set of guiding questions.  
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: 60 minutes in one period

Students should be advised whether the use of a VCAA Data Booklet (annotated or not annotated) and a scientific calculator will be permitted

Task distributed under test conditions

10 minutes: reading time

50 minutes: writing time

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 given to students?*

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

Click here to enter text.

*Example: Pens, 2B pencil, highlighters, laptop,* logbook, scientific calculator, annotated VCAA Data Book, pre-written notes*, textbook or other materials* as background material*, handwritten notes*

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

Click here to enter text.

*Example:*

*If the task relates to a report of a student investigation or annotations of practical activities from a logbook, then practical work prior to the SAC task is undertaken under teacher supervision, and logbooks are collected by the teacher at the end of the laboratory session. Logbooks are then re-distributed to students at the beginning of the SAC task, and the SAC task is undertaken under teacher supervision. All notes, annotated materials and logbooks with be submitted with this task.*

*Any supplementary or research work undertaken outside of class time must be accompanied by a VCAA authentication form, available on VASS.*

*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.*