Curriculum and Assessment Plan: VCE English and English as an Additional Language (EAL) Units 1 and 2

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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 VCE English and EAL 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
* differentiation for EAL students must be addressed
* [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 and VCAL Administrative Handbook, particularly the section ‘Scored assessment: School-based Assessment’.
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| **Resources** | * [the VCE English and English as an Additional Language study page](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx)
* [VCE assessment principles](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx)
* [VCE and VCAL Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)
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| **Advice on completing these plans*** A curriculum delivery plan for Units 1 and 2 must be completed for each unit the senior secondary education provider is applying for permission to deliver the VCE. Use the template provided.
* 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:[ ]  Differentiations for EAL students are included.[ ]  Selected texts adhere to text selection requirements.[ ]  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.[ ]  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. |

Units 1 and 2 Curriculum delivery plan

A curriculum delivery plan must be completed for each unit the senior secondary education provider is applying for permission to deliver. **Note:** Senior secondary education providers that have permission to deliver VCE English, also have permission to deliver VCE EAL therefore curriculum and assessment information for both studies must be provided.

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 the learning activities that will be used to provide appropriate opportunity for students to demonstrate satisfactory achievement of the outcome. Ensure differentiations for EAL students are included. | 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. Ensure differentiations for EAL students are included.  |
| **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. Support Materials found on [the VCE English and English as an Additional Language study page](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/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 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>
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| **Unit 1, Outcome 2:** <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:** |  |  |
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| **Unit 2, Outcome 2:** <insert outcome statement> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
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Name the text/s for English and EAL that students will read and study in Units 1 and 2.

**Unit 1 English:** Click here to enter text.

**Unit 2 English:** Click here to enter text.

**Unit 1 EAL:** Click here to enter text.

**Unit 2 EAL:** Click here to enter text.