Curriculum and Assessment Plan:   
VCE Vocational Major Literacy

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| Senior secondary education provider details | |
| Senior secondary education provider name: | Click here to enter text. |
| Contact name/s: | Click here to enter text. |
| Contact telephone: | Click here to enter text. |
| Contact email: | Click here to enter text. |
| Principal name: | Click here to enter text. |
| Principal contact telephone: | Click here to enter text. |
| Principal contact email: | Click here to enter text. |
| What is the accreditation period and title of the VCE Vocational Major 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.* | Click here to enter text. |

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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.   (*Education and Training Reform Regulations 2017*, Schedule 8.2)  **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 to provide a curriculum and assessment plan for VCE Vocational Major (VM) Literacy as follows:   * for Units 1 to 4: a curriculum and assessment plan identifying how students will meet the requirements of each outcome. |
| **What the VCAA is assessing** | A senior secondary education provider must be able to demonstrate 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 VM study design applicable for the year of delivery * VCE VM assessment principles * 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 2024* |
| **Resources** | * [VCE VM study webpages](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/VCEVMStudyDesigns.aspx) * [VCE VM assessment principles](https://vcaa.vic.edu.au/Documents/vce/VCEassessmentprinciples.docx) * [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx) |

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| **Advice on completing these plans**  A curriculum and assessment plan must be completed for each unit for which the senior secondary education provider is applying for permission to deliver. Use the template provided.  Senior secondary education providers that have established documentation in place; e.g. assessment tasks and tools, are invited to include these as attachments. | | |
| **Checklist**  Prior to submitting this document, ensure the following points are checked: | | |
|  | Correct study design is being used. |
|  | Correct outcomes, key knowledge and key skills are being taught and assessed. |
|  | Students have opportunities to demonstrate the key knowledge and key skills required to satisfactorily meet the requirements of each outcome within the units. |
|  | The curriculum and assessment design is based on applied learning principles and practices. |
| ☐ | An assessment task used to demonstrate achievement of one outcome in a VCE VM unit is not used to demonstrate achievement in any other VCE VM unit, VPC unit, VET unit of competency or VCE study. |
|  | Authentication management is appropriate. |

Units 1 and 2 Curriculum and assessment plan

A curriculum and assessment plan must be completed for each unit for which the senior secondary education provider is applying for permission to deliver. Use the template 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 are underpinned by the Pillars of Applied Learning, the VCE Assessment principles and provide appropriate opportunities 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 VM 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 opportunitiesfor students to demonstrate satisfactory achievement of the outcome | List and describe the assessments that students will complete to demonstrate satisfactory achievement of the outcome |
| **Unit 1, Outcome 1:** <insert outcome statement – see the VCE VM 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 VM Literacy support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMLiteracy/Pages/Index.aspx). Ensure that any activities directly sourced from a public resource are contextualised to your school’s/provider’s approach> | <Select and describe as appropriate. Refer to the VCE VM study design for guidance. Include evidence of assessment tools and estimates of when assessment tasks will occur.> |
| * <Insert as appropriate. See the VCE VM study design> | * <Insert as appropriate. See the VCE VM study design> |
| **Unit 1, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
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| **Unit 2, Outcome 1:** <insert outcome statement – see the VCE VM study design>. | | | |
| **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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Outline how the units will provide learning opportunities that build on each student’s strengths, commencing with their point of need, interests and experiences.

Click here to enter text.

Outline how community members such as employers, cultural leaders and other community leaders will engage with the school/provider and students to build mutually beneficial connections.

Click here to enter text.

Provide an example of how the assessment methods will ensure students are afforded multiple opportunities to demonstrate achievement levels.

Click here to enter text.

Units 3 and 4 Curriculum and assessment plan

A curriculum and assessment plan must be completed for each unit for which the senior secondary education provider is applying for permission to deliver. Use the template 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 are underpinned by the Pillars of Applied Learning, the VCE Assessment principles and which provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes. 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 the learning activities that will be used to provide appropriate opportunities for students to demonstrate satisfactory achievement of the outcome | List and describe the assessments that students will complete to demonstrate satisfactory achievement of the outcome |
| **Unit 3, Outcome 1:** <insert outcome statement – see the VCE VM 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 VM Literacy support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMLiteracy/Pages/Index.aspx). Ensure that any activities directly sourced from a public resource are contextualised to your school’s/provider’s approach> | <Select and describe as appropriate. Refer to the VCE VM study design for guidance. Include evidence of assessment tools and estimates of when assessment tasks will occur.>> |
| * <Insert as appropriate. See the VCE VM study design> | * <Insert as appropriate. See the VCE VM study design> |
| **Unit 3, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
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| **Unit 4, Outcome 1:** <insert outcome statement – see the VCE VM study design> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
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| **Unit 4, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
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Outline how the units will provide learning opportunities that build on each student’s strengths, commencing with their point of need, interests and experiences.

Click here to enter text.

Outline how community members such as employers, cultural leaders and other community leaders will engage with the school/provider and students to build mutually beneficial connections.

Click here to enter text.

Provide an example of how the assessment methods will ensure students are afforded multiple opportunities to demonstrate achievement levels.

Click here to enter text.

Exemplar: Unit 1 Curriculum and assessment plan

**The following is an example of the level of detail required in your response for the curriculum and assessment plan for Unit 1.**

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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 | List and describe the assessments that students will complete to demonstrate satisfactory achievement of the outcome |
| **Unit 1, Outcome 1:** Literacy for personal use | | | |
| **Anticipated teaching time allocation:** Term 1 Week 1 – Term 1 Week 8 | | | |
| **Key knowledge:** | **Key skills:** | **‘Coming of age’ movie:**   * Students use note-taking and paraphrasing skills to document character development as they view the film. They summarise the themes and identify key literary points in the plot (opening, development, resolution, etc.) * Character analysis: Using their own notes, students select three characters and report on the growth the character has made throughout the film, using evidence to justify their opinions. Students must ensure they answer the question ‘How has the character changed from the beginning of the film to the end?’ in a reflective journal. * Explore the themes of the film using whole class or small group discussions, making notes of the key points discussed. * Compare the structure of the movie to a contemporary teen movie. Compare, contrast and evaluate audience perspective structures and themes. * The teacher conducts explicit instruction on features of reflective writing to build punctuation and grammar, including use of first person and third person, consistent use of tense, language choices to engage an audience and paragraphing to maintain audience interest. To practise, students can further edit one of their pieces of writing already completed.   **Biographies – people who make a difference:**   * Read books and watch movies about real people. Evaluate the difference between biographies and autobiographies. Discuss the concept of perspective and context, as well as the need to consider other perspectives. * Apply note-taking skills, complete further research on a chosen individual and present work to the class to share learnings while peers take notes. Create a written report based on presented material and research. | * Students work in groups to organise either a visit to a community organisation or a guest speaker who they believe has ‘made a difference’. Formative assessment of student progress with the task – creating timelines, paperwork, questions to ask, permission forms, etc. * Summative assessment of a reflective journal entry using a rubric. * Summative presentation of journal task using student choice of technology or format assessed with performance criteria. * Formative assessment of written report drafts, focusing on the development of spelling, punctuation, grammar, tense and layout of report. * Summative assessment of writing skills in the form of a written report of a chosen biography. |
| * the structures and features of a range of different text types such as narrative, informative, persuasive, instructional, letters, media articles and releases, film, email, digital messaging and workplace reports * the ways in which purpose, context and audience influence the structure and language of different text types * the way visual and auditory cues, language and other strategies are used to create meaning * plagiarism and its ramifications * the uses of paraphrasing, note-taking and summarising * the process of planning, drafting, revising, editing and proofreading both handwritten and digital texts * the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling | * read, watch, listen to and understand a range of text types for a variety of audiences and purposes * use the skills of annotation to identify the layout, designs and structural elements of print, visual and film texts * identify, through annotations and summaries, the purpose, audience and context of different text types * infer the meaning of content from the context * listen and contribute to small group and whole class discussions * identify reliable sources to be used for research * compare the structure, language and presentation of different text types * evaluate the effectiveness of content in terms of purpose and audience * plan, create, draft, edit and refine a range of individual responses to different text types * apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling |
| **Unit 1, Outcome 2:** Understanding and creating digital texts | | | |
| **Anticipated teaching time allocation:** Term 2 Week 1 – Term 2 Week 10 | | | |
| **Key knowledge:**   * the structure of different webpages and digital texts * the purpose, audience and types of different digital texts * the differences between digital texts such as webpages, podcasts and social media * the features and importance of digital security * the principles of copyright and the conventions of attribution * safe and respectful practices in the digital world * the etiquette and conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others in discussion * the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling | **Key skills:**   * read, watch, listen to and understand digital texts * plan, create and edit a range of digital texts appropriate to audience and purpose * demonstrate respectful digital interactions * compare and contrast online digital texts * listen and contribute to small group and whole class discussions * critically evaluate the reliability and effectiveness of a range of digital texts * apply the conventions of referencing and acknowledge attribution, where applicable * access and cite information from a variety of sources to create new content, reflecting personal interests or individual pathways * apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling | **Sustainable business practices – an online/digital exploration:**  Research three Australian organisations and their sustainability or climate action policies:   * Critically evaluate information on company websites, in news articles or news reports, or via their social media accounts or any other applicable sources. * Complete note-taking/summaries of each organisation’s key policy points and strategies in place. * Make observations on accessibility of information via the organisation’s digital platforms (e.g. social media vs website), to be recorded in their digital portfolio. * Complete a table highlighting similarities and differences between organisation policies and how digital platforms are used to communicate goals and strategies to intended audiences (e.g. consumers vs government). * Conduct a class discussion on student findings around reliability and validity of information researched: ‘What makes information reliable?’ * PMI chart of sources accessed to complete the assignment. * Peer feedback undertaken using assignment rubric – Students are to provide written feedback to each other and discuss feedback in a respectful manner. * Reflection/findings of organisations and their policies – Students determine the overall impact and effects of an organisation’s policies. Which organisation has the strongest policy and why? (Two paragraphs.) * Bibliography – Sourcing/referencing to be completed using appropriate style. * Case study – Class discussion and structured questions on the phenomena of ‘fake news’.   **Sustainable practices – Our school’s approach:**   * Group task: Students work in small groups to create a sustainability/social governance policy for their school. * Class discussion on group work and what is an appropriate online interaction: Students are to come to an agreed-upon consensus regarding rules/values/code of conduct established for the group task. These are rules/values that will be applicable to both the digital collaboration space and physical classroom discussions; the rules/values are to be displayed on the relevant digital platform and physically in the classroom. * Research the school’s current sustainability practices. Each member of the group completes individual research and reports findings to the group. Students look on a school website, or speak to staff or school council members, policymakers, student representatives, etc. All findings are to be collated into the group’s digital folio. Students are to examine other schools’ policies. * Survey the school community to gain an understanding and expectations of the school’s sustainable practices. Each group is to develop a survey using a digital platform for an intended audience (e.g. students, staff or parents). * Plan, create and edit a sustainability policy for the school, which includes procedures for the school to follow to develop/maintain sustainable practices. These procedures are based on students’ findings from research and survey results. All material should be checked for copyright restrictions and cited correctly. * Students to complete a self-reflection and peer assessment task after summative assessment of the presentation. | **Sustainable business practices – an online/digital exploration:**   * digital folio documenting collection of evidence to support findings (notes/summaries, completed structured questions, comparison table, PMI chart of sources, peer feedback and rubric, bibliography) * ‘fake news’ structured question responses * application of the conventions of literacy throughout the submitted folio * final folio to include amendments made based on peer and teacher feedback and reflection task with overall evaluation of organisation policies   **Sustainable practices – Our school’s approach:**   * code of conduct formalised in digital portfolio * research submitted via the group’s digital portfolio (teacher to have access to folio throughout the task) * survey link and results analysed * school sustainability policy for the school website: * groups create a podcast/video for the school website **or** * oral presentation to principal team with supporting digital/visual presentation * self-reflection and peer assessment task   Extension task:   * promotional material for social media platforms |