Curriculum and Assessment Plan: VCE Second Language

Units 1 and 2 (2019 – 2027) Units 3 and 4 (2020 – 2027)

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

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| Senior secondary education provider details | | |
| Senior secondary education provider name: | |  |
| Submission number: | |  |
| Contact name/s: | |  |
| Contact details: | Email |  |
| Telephone |  |
| VCE Second 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 Second 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. |
| **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 and VCAL 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 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**  For Units 1–4: complete the Overview of prescribed themes, topics and suggested subtopics.  A curriculum delivery plan for Units 1 and 2 and 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:  All of the prescribed themes and topics are covered across Units 1–2 and then Units 3–4, 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, writing and viewing.  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.  The teaching and learning activities for each unit of work and outcome match the stated theme, 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 of Prescribed Themes and Topics, and selected Subtopics: Units 1 and 2

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| Unit and Outcome | Theme | Topic | Subtopic |
| **UNIT 1** | | | |
| Outcome 1 |  |  |  |
| Outcome 2 |  |  |  |
| Outcome 3 |  |  |  |
| **UNIT 2** | | | |
| Outcome 1 |  |  |  |
| Outcome 2 |  |  |  |
| Outcome 3 |  |  |  |

Overview of Prescribed Themes and Topics, and selected Subtopics: 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 | Subtopic |
| **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 learning activities 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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| 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 the learning activities that will be used to provide appropriate opportunity for students to develop the key knowledge and the key skills for the outcome | List and describe the school-based 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:** Select as appropriate. See the VCE study design | **Key skills:** Select as appropriate. See the VCE study design | **Learning Activities:** 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. | **School- based Assessment Tasks:** Select and describe as appropriate. See the VCE study design. Include an estimate of when the task will occur. |
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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 the learning activities that will be used to provide appropriate opportunity for students to develop the key knowledge and the key skills for the outcome | List and describe the school-based assessment tasks that will be used to assess students’ level of achievement. Include an estimate of when each task will occur |
| **Unit 1, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** Select as appropriate. See the VCE study design | **Key skills:** Select as appropriate. See the VCE study design | **Learning Activities:** 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.> | **School- based Assessment Tasks:** Select and describe as appropriate. See the VCE study design. Include an estimate of when the task will occur. |
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| **Unit 1, Outcome 3:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** Select as appropriate. See the VCE study design | **Key skills:** Select as appropriate. See the VCE study design | **Learning Activities:** 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.> | **School- based Assessment Tasks**: Select and describe as appropriate. See the VCE study design. Include an estimate of when the task will occur. |
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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 the learning activities that will be used to provide appropriate opportunity for students to develop the key knowledge and the key skills for the outcome | List and describe the school-based assessment tasks that will be used to assess students’ level of achievement. Include an estimate of when each task will occur |
| **Unit 2, Outcome 1:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** Select as appropriate. See the VCE study design | **Key skills:** Select as appropriate. See the VCE study design | **Learning Activities:** 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.> | **School- based Assessment Tasks**: Select and describe as appropriate. See the VCE study design. Include an estimate of when the task will occur. |
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| **Unit 2, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** Select as appropriate. See the VCE study design | **Key skills:** Select as appropriate. See the VCE study design | **Learning Activities:** 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.> | **School- based Assessment Tasks**: Select and describe as appropriate. See the VCE study design. Include an estimate of when the task will occur. |
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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 the learning activities that will be to provide appropriate used opportunity for students to develop the key knowledge and the key skills for the outcome | List and describe the school-based assessment tasks that will be used to assess students’ level of achievement. Include an estimate of when each task will occur |
| **Unit 2, Outcome 3:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** Select as appropriate. See the VCE study design | **Key skills:** Select as appropriate. See the VCE study design | **Learning Activities:** 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.> | **School- based Assessment Tasks**: Select and describe as appropriate. See the VCE study design. Include an estimate of when the task will occur. |
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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 learning activities 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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| 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 the learning activities that will be to provide appropriate used opportunity for students to develop the key knowledge and the key skills for the outcome | List and describe the school-based assessment tasks that will be used to assess students’ level of achievement. Include an estimate of when each task will occur |
| **Unit 3, Outcome 1:** <insert outcome statement> | | | |
| **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 | **Learning Activities:** 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.> | **School- based Assessment Tasks**: Select and describe as appropriate. See the VCE study design. Include an estimate of when the task will occur. |
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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 the learning activities that will be to provide appropriate used opportunity for students to develop the key knowledge and the key skills for the outcome | List and describe the school-based assessment tasks that will be used to assess students’ level of achievement. Include an estimate of when each task will occur |
| **Unit 3, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** Select as appropriate. See the VCE study design | **Key skills:** Select as appropriate. See the VCE study design | **Learning Activities:** 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.> | **School- based Assessment Tasks**: Select and describe as appropriate. See the VCE study design. Include an estimate of when the task will occur. |
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| **Unit 3, Outcome 3:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** Select as appropriate. See the VCE study design | **Key skills:** Select as appropriate. See the VCE study design | **Learning Activities:** 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.> | **School- based Assessment Tasks**: Select and describe as appropriate. See the VCE study design. Include an estimate of when the task will occur. |
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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 the learning activities that will be to provide appropriate used opportunity for students to develop the key knowledge and the key skills for the outcome | List and describe the school-based assessment tasks that will be used to assess students’ level of achievement. Include an estimate of when each task will occur |
| **Unit 4, Outcome 1:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** Select as appropriate. See the VCE study design | **Key skills:** Select as appropriate. See the VCE study design | **Learning Activities:** 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.> | **School- based Assessment Tasks**: Select and describe as appropriate. See the VCE study design. Include an estimate of when the task will occur. |
|  |  |  |  |
| **Unit 4, Outcome 2:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** Select as appropriate. See the VCE study design | **Key skills:** Select as appropriate. See the VCE study design | **Learning Activities:** 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.> | **School- based Assessment Tasks**: Select and describe as appropriate. See the VCE study design. Include an estimate of when the task will occur. |
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| **Unit 4, Outcome 3:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** Select as appropriate. See the VCE study design | **Key skills:** Select as appropriate. See the VCE study design | **Learning Activities:** 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.> | **School- based Assessment Tasks**: Select and describe as appropriate. See the VCE study design. Include an estimate of when the task will occur. |
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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** |  | |
| **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**](https://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx)  *Provide details of how the task plans to adhere to the* [*VCE assessment principle*](https://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx)*s.*  *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** |  | |
| **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**](https://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx)  *Provide details of how the task plans to adhere to the* [*VCE assessment principle*](https://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx)*s.*  *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** |  | |
| **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**](https://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx)  *Provide details of how the task plans to adhere to the* [*VCE assessment principle*](https://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx)*s.*  *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** |  | |
| **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**](https://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx)  *Provide details of how the task plans to adhere to the* [*VCE assessment principle*](https://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx)*s.*  *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** |  | |
| **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**](https://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx)  *Provide details of how the task plans to adhere to the* [*VCE assessment principle*](https://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx)*s.*  *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** |  | |
| **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**](https://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx)  *Provide details of how the task plans to adhere to the* [*VCE assessment principle*](https://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx)*s.*  *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.* |  | |