Curriculum documentation for authorisation as a Single Study Language Provider

**Stage 2 – Curriculum and Assessment plan**

General information

Who should complete this application form?

**New Single Study Language Provider (SSLP) applicants and selected Single Study Language Providers intending to deliver VCE languages studies in 2023 are required to submit the Stage 2 Curriculum and Assessment documentation for authorisation as a Single Study Language Provider.**

The selected SSLPs that are required to submit this documentation and apply for reauthorisation will be notified by email by the VCAA.

What is the process for authorisation as an SSLP?

1. Participation of SSLPs at information session

**New SSLP applicants and selected SSLPs** are invited to attend a WebEx meeting, at which providers can ask questions related to the Curriculum and Assessment plan. Providers are requested to view the support videos on the [VCAA website](https://www.vcaa.vic.edu.au/administration/schooladministration/authorisation/Pages/SingleStudyProviders.aspx) prior to attending the WebEx meeting. At the meeting, the Languages Unit will provide a short overview of key requirements, but the main purpose of the meeting is to address any questions that may have arisen during the application process. Attendance is essential, as the meeting will not be recorded for later viewing.

The information session is scheduled for **Wednesday, 13 July 2022, from 5.30 pm – 6.30pm.**

**Please register for this meeting on the** [VCAA website](https://www.vcaa.vic.edu.au/administration/schooladministration/authorisation/Pages/SingleStudyProviders.aspx).

2. Submission of applications by SSLPs

**All SSLPs** must complete and submit Application for authorisation as a Single Study Language Provider (Stage 1; see the [VCAA website](https://www.vcaa.vic.edu.au/administration/schooladministration/authorisation/Pages/SingleStudyProviders.aspx)), which provides the VCAA with information about the SSLP and its VCE language studies for delivery in 2023.

**New SSLP applicants and selected SSLPs** also need to complete and submit Curriculum and Assessment documentation for authorisation as a Single Study Language Provider (Stage 2; see the [VCAA website](https://www.vcaa.vic.edu.au/administration/schooladministration/authorisation/Pages/SingleStudyProviders.aspx)). The selected SSLPs that are required to submit this documentation and apply for reauthorisation will be notified by email by the VCAA.

**All forms and documentation must be submitted by email by Monday, 1 August 2022.** Please use the updated templates that have been emailed to providers. These templates are also available on the [VCAA website](https://www.vcaa.vic.edu.au/administration/schooladministration/authorisation/Pages/SingleStudyProviders.aspx).

Applications that are submitted after the due date will not be considered for the 2023 academic year.

Submissions must be emailed to [student.authorisations@education.vic.gov.au](mailto:student.authorisations@education.vic.gov.au). Attachments must be Windows-compatible Word or PDF files less than 10 MB.

3. Assessment of applications by the VCAA

The VCAA reviews the applications and documentation for evidence of compliance between August and October 2022.

All applications will be assessed and SSLPs contacted by email by the end of **October 2022.**

Information about Part 2 – Curriculum and Assessment plan

What is the VCAA assessing?

For each VCE study, students must have the opportunity to develop the key knowledge and key skills required to satisfactorily complete all the outcomes within a unit. The delivery of all studies must meet the VCAA’s administrative requirements. This is an aspect of delivering the course to the standards established by the awarding body (the VCAA).

|  |  |
| --- | --- |
| **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 VCE First Language or 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 * the VCE and VCAL Administrative Handbook, particularly the section ‘Scored assessment: School-based Assessment’. |
| **Resources** | * [VCE Languages study webpages](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) * Videos produced by the Languages Unit, available on the [VCAA website](https://www.vcaa.vic.edu.au/administration/schooladministration/authorisation/Pages/SingleStudyProviders.aspx). * WebEx meeting – Wednesday, 13 July 2022, at 5.30-6.30pm. Please register via the [VCAA website](https://www.vcaa.vic.edu.au/administration/schooladministration/authorisation/Pages/SingleStudyProviders.aspx). |
| **Advice on completing these plans**   * For Units 1–4: complete the Overview of prescribed themes, topics and suggested sub-topics (page 6). * A curriculum delivery plan for Units 1 and 2 (pages 7-8) and Units 3 and 4 (pages 9-10) must be completed for each unit the senior secondary education provider is applying for authorisation. Please use the template provided. * For **Units 3 and 4 only**: A School-assessed Coursework (SAC) plan (pages 11-12) must be completed for each SAC task planned for delivery in Units 3 and 4. * 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:  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.*  All of the prescribed themes and topics outlined in the study design are covered across Units 1–2 and then Units 3–4, as indicated in the tables on page 6 of this form.  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.  In each unit of work, the teaching and learning activities include examples from all of the macro skills: listening, speaking, reading, writing and viewing *(****NOTE:*** *viewing not required for CCAFL Languages)*.  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.  When the outcome task requires students to respond to stimulus text/s, the correct number of texts is indicated.  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. | |

**Curriculum and Assessment Plan**

*Please complete all fields.*

Provider name

Click here to enter text.

VCE language study

Please select from this drop-down list.

*Schools providing Chinese Second Language and Chinese Second Language Advanced (SLA) simultaneously may complete the information for both studies on the same form if they wish. Please include modifications for Chinese SLA where relevant.*

Accreditation period(s) for the study design used to prepare this submission

Click here to enter text.

*Please refer to the VCE study page for your language to find the most recent version of the study design.*

**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 for the purpose of assessing an application for recognition as a Single study language provider. The VCAA does not intend to collect personal information through this form. To the extent that the information collected is or could become personal information, that information will only be used or disclosed by the VCAA in accordance with the Privacy and Data Protection Act 2014 (Vic). When an individual’s personal information is provided to the VCAA by a third party, the VCAA requests that the individual is made aware 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, if any, and request its correction if inaccurate. Initial enquiries regarding access to personal information held by the VCAA in relation to this form can be made by contacting the VCE Curriculum Unit on (03) 9032 1699. The VCAA Privacy Policy can be found at [www.vcaa.vic.edu.au/Footer/Pages/Privacy.aspx](http://www.vcaa.vic.edu.au/Footer/Pages/Privacy.aspx)

Overview of Prescribed Themes and Topics, and suggested Sub-topics: Units 1 and 2

|  |  |  |  |
| --- | --- | --- | --- |
| Unit and Outcome | Theme | Topic | 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

|  |  |  |  |
| --- | --- | --- | --- |
| Unit and Outcome | Theme | Topic | Sub-topic |
| **UNIT 3** | | | |
| Outcome 1 |  |  |  |
| Outcome 2 |  |  |  |
| Outcome 3 |  |  |  |
| **UNIT 4** | | | |
| Outcome 1 |  |  |  |
| Outcome 2 *(CCAFL – include Task A and Task B)* |  |  |  |
| Outcome 3 *(not applicable for CCAFL)* |  |  |  |

Units 1 and 2 Curriculum delivery plan

The following curriculum delivery plan must be completed for each unit for which the Single Study Language Provider is applying for authorisation. Please use the following template.

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.

**Please watch the video on the VCAA webpage if you need help filling out this section.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 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 Advice for Teachers located on the VCAA website: [www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx](http://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx)  Ensure that the examples cover all of the macro skills: listening, speaking, reading, writing and viewing. *(****NOTE:*** *viewing not required for CCAFL Languages)*> | <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:** | |  |  |
|  |  | |

Units 3 and 4 Curriculum delivery plan

The following curriculum delivery plan must be completed for each unit for which the Single Study Language Provider is applying for authorisation. Please use the following template or provide a comparable curriculum delivery plan.

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 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 key skills for the outcome | List 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 Advice for Teachers located on the VCAA website: [www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx](http://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx)  Ensure that the examples cover all of the macro skills: listening, speaking, reading, writing and viewing.*(****NOTE:*** *viewing not required for CCAFL Languages)*> | <See the VCE study design.> |
| * <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:** <insert outcome statement> | | | |
| **Anticipated teaching time allocation:** | | | |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 4, Outcome 3:** <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 VCE First Language and VCE Second Language 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 following two pages for each of the Units 3 and 4 assessment tasks.**

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: three- to four-minute role-play, responses to specific questions.*

*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/Documents/vce/VCE_assessment_principles.docx) *(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.*