Curriculum second stage:
VCE languages assessment task plan

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| School/Provider details |
| School/Provider name: |  |
| Contact name/s: |  |

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| **Minimum standards for an accredited senior secondary course:** **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)* |

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| **Evidence requirement** | Complete this template or provide a comparable assessment task plan for each language as follows:* Units 1–4: plan for each assessment task assessing unit outcomes
* Units 3 and 4: plan for each School-assessed Coursework (SAC) task and/or School-assessed Task (SAT).

Please adapt the template as required for tasks with additional requirements. |
| **What the VCAA is assessing** | The school/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 consistent application of assessment criteria and practices. |
| **Compliance is measured against** | * VCE study design applicable for the year of delivery
* VCE assessment principles: [www.vcaa.vic.edu.au/Documents/vce/VCE\_assessment\_principles.docx](http://www.vcaa.vic.edu.au/Documents/vce/VCE_assessment_principles.docx)
* any additional documents as prescribed in the study design and located on the study’s webpage. For example, text lists, playlists, VCAA Bulletin items
* the VCE and VCAL Administrative Handbook, particularly the section ‘Scored assessment: School-based Assessment’.
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| **Resources** | * VCE study webpages: [www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx](http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx)
* VCE assessment principles: [www.vcaa.vic.edu.au/Pages/vce/generaladvice/index.aspx](http://www.vcaa.vic.edu.au/Pages/vce/generaladvice/index.aspx)
* VCE and VCAL Administrative Handbook: [www.vcaa.vic.edu.au/Pages/schooladmin/handbook/handbook.aspx](http://www.vcaa.vic.edu.au/Pages/schooladmin/handbook/handbook.aspx)
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| **Advice on completing this form*** An assessment task plan (questions 1 to 11) must be completed for each assessment task used in Units 1 to 4 for each VCE language.
* Some fields contain examples to assist in completing this form. These examples will be automatically removed when new text is entered into the field.
* Schools/Providers that have established documentation in place; e.g. assessment tasks, are invited to attach these as appendices.
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Assessment task plan

In each VCE language, teachers and schools determine the assessment tasks to be used at Units 1 and 2. In Units 3 and 4, specified assessment tasks are set by the VCE study design. Specified assessment tasks in Units 3 and 4 are referred to as School-assessed Coursework (SAC) tasks.

1. VCE study

Please select from this drop-down list.

1. Unit number/title

Click here to enter text.

1. Outcome number and outcome statement

Click here to enter text.

1. Specific key knowledge and key skills being assessed by this assessment task

Click here to enter text.

1. Proposed week of delivery for this assessment task (e.g. Term 1, Week 4)

Click here to enter text.

1. Task type/s that will be used for this assessment task

Click here to enter text.

*Example: Essay or Written report.*

*Please refer to the applicable VCE study design.*

1. Description of the assessment task

Click here to enter text.

*Example: Task constructed as a set of short and extended response questions.*

*Students respond to stimulus materials based on contemporary material.*

1. Task conditions (include information on the lesson allocation, the amount of time allocated to each task, length of the task/s, conditions under which the task will be run, degree of supervision, access to resources, etc.)

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. Instructions provided to students about the assessment task

Click here to enter text.

1. Materials students can use for the assessment task

Click here to enter text.

*Example: Pens, highlighters. Laptop, textbook or other materials for research purposes (removed when writing commences)*

1. Authentication management for this assessment 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 materils 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.*