Curriculum and Assessment Plan: VCE Extended Investigation (2025 – 2029)

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| Senior secondary education provider details | |
| **Senior secondary education provider name:** |  |
| **Submission number:** |  |
| **Contact name/s:** |  |
| **Contact details: Telephone:**  **Email:** |  |
| **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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| **NOTE:** All schools delivering the VCE Extended Investigation are required to complete the [Statement of School Readiness](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/extendedinvestigation/Pages/Index.aspx).  This statement should be completed and attached to this plan. |

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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 Extended Investigation as follows:   * for Units 3 and 4: a curriculum delivery plan identifying how students will meet the requirements of each outcome. * for Unit 3: a School-assessed Coursework (SAC) plan for each assessment task in Unit 3. * for Unit 4: an Externally-assessed Task (EAT) plan for the Written Report and the Oral Presentation. |
| **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) * Task specifications and advice as published on the study’s [webpage](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Extended-Investigation.aspx) * 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, particularly the section ‘Scored assessment: School-based Assessment’. |
| **Resources** | * [VCE study webpages](http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx) * VCE Support Materials * [VCE assessment principles](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) * [VCE 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 Unit 3 and a Unit 4 curriculum delivery plan must be completed. Use the template provided. * A Unit 3 School-assessed Coursework (SAC) plan must be completed for each SAC task planned for delivery in Unit 3. * An Externally-assessed Task (EAT) plan must be completed for the written report and oral presentation. * 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:  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.  Examples of teaching and learning activities are outlined in the plan.  Assessment task types and requirements reflect specifications set out within 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.  Statement of school readiness has been completed and attached to this plan |

Unit 3 Curriculum delivery plan

The following curriculum delivery plan must be completed for Unit 3.

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).

Unit 3: Designing and conducting research

| 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 assessment tasks that will be used to assess students’ level of achievement. |
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| **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:** <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 Materials located on the Study webpage. Ensure that any activities directly sourced from a public resource are contextualised to your school/provider’s approach> | **School- based Assessment Tasks:**  **<NA - see questions below>** |
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| **Unit 3, Outcome 2:** <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> | | | |

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| 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 Materials located on the Study webpage. Ensure that any activities directly sourced from a public resource are contextualised to your school/provider’s approach> | 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 – see the VCE study design> |
| **Anticipated teaching time allocation:** <insert as appropriate; e.g., Term 1 Week 1 – Term 1 Week 6> |

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| **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 Materials located on the Study webpage. Ensure that any activities directly sourced from a public resource are contextualised to your school/provider’s approach> | **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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What will students be required to submit for satisfactory completion of Unit 3 Outcome 1?

Click here to enter text.

Describe how Outcome 1 will be delivered, including anticipated teaching time allocation and example learning activities

Click here to enter text.

Unit 4 Curriculum delivery plan

The following curriculum delivery plan must be completed for Unit 4. 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).

Unit 4: Completing and reporting research

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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 assessment tasks that will be used to assess students’ level of achievement. |

| Unit 4, Outcome 1: <insert outcome statement – see the VCE study design> | | | |
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| **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 Materials located on the Study webpage. Ensure that any activities directly sourced from a public resource are contextualised to your school/provider’s approach> | **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 2:** <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 Materials located on the Study webpage. Ensure that any activities directly sourced from a public resource are contextualised to your school/provider’s approach> | **School- based Assessment Tasks:**  **<NA - see questions below.>** |
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| **Unit 4, Outcome 3:** <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 Materials located on the Study webpage. Ensure that any activities directly sourced from a public resource are contextualised to your school/provider’s approach> | **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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What will students submit to achieve an ‘S’ for Unit 4 Outcome 1?

Click here to enter text.

Describe how Outcome 1 will be delivered, including anticipated teaching time allocation and example learning activities

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| Click here to enter text. |

Unit 3 School-assessed Coursework (SAC) plan

In Unit 3, there are three specified assessment tasks for VCE Extended Investigation, set by the VCE study design. These three specified assessment tasks are split across Outcomes 1 and 2. Complete the following plan for each assessment task in Unit 3.

1. Unit number/title

Click here to enter text.

1. Outcome number and outcome statement

Click here to enter text.

1. What is the assessment task?

Click here to enter text.

*Example: Essay or Written report.*

*Please refer to the applicable VCE study design.*

1. List the specific key knowledge and key skills being assessed by this assessment task

Click here to enter text.

1. What is the proposed week by which students will have completed this assessment task (e.g., Term 1, Week 4)?

Click here to enter text.

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 assessment task?

Click here to enter text.

*What is printed on the SAC task coversheet provided to students?*

1. What materials will students be able to use for the assessment task?

Click here to enter text.

*Example: Pens, highlighters. 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.*

*Explain how students notes will be authenticated (if applicable).*

*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.*

1. What assessment tool/s will be used to assess the assessment task?

Click here to enter text.

*Example: VCAA descriptors, Modified VCAA descriptors, Commercially developed marking guide, School-developed marking guide.*

Unit 4 Externally-assessed Task (EAT) plan: Written report

In Unit 4, specified assessment tasks are set by the VCE study design. Specified assessment tasks for   
Unit 4 Extended Investigation are called Externally-assessed Tasks (EAT). The following plan needs to be completed for the Written Report in Unit 4.

1. Unit number/title

Click here to enter text.

1. Outcome number and outcome statement

Click here to enter text.

1. How will it be ensured that students will submit the Written report on time?

Click here to enter text.

1. Outline the conditions under which students will prepare their Written report (include information on the lesson allocation, the amount of time allocated to the written report, conditions under which students will prepare the written report, degree of supervision, etc.)

Click here to enter text.

1. How will it be ensured that student work can be authenticated for the Written report?

Click here to enter text.

*How will it be ensured that the preparation for this task is the work of the student?*

1. How will the task specifications, assessment criteria and performance-level descriptors be used to guide students in preparing for the Written report?

Click here to enter text.

Unit 4 Externally-assessed Task (EAT) plan: Oral presentation

In Unit 4, specified assessment tasks are set by the VCE study design. Specified assessment tasks for   
Unit 4 Extended Investigation are called Externally-assessed Tasks (EAT). The following plan needs to be completed the Oral Presentation in Unit 4.

1. Unit number/title

Click here to enter text.

1. Outcome number and outcome statement

Click here to enter text.

1. How will it be ensured that students will be prepared for the Oral presentation on time?

Click here to enter text.

1. How will students be prepared for the Oral presentation? (Include information on the lesson allocation, degree of supervision, access to resources, etc.)

Click here to enter text.

1. How will it be ensured that student work can be authenticated for the Oral presentation?

Click here to enter text.

*How will it be ensured that the preparation for this task is the work of the student?*

1. How will the task specifications, assessment criteria and performance-level descriptors be used to guide students in preparing for the Oral presentation?

Click here to enter text.