2021 Curriculum and Assessment Plan: VCE History: Global Empires – Units 1 and 2

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| Senior secondary education provider details |
| Senior secondary education provider name: |  |
| Contact name/s: |  |
| Contact details (email and telephone): |  |
| What is the accreditation period and title of the VCE study design being used to complete this document? |  |

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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)* |

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| **Evidence requirement** | Complete this template or provide a comparable curriculum delivery plan for VCE History as follows:* for Units 1 and 2: a curriculum delivery plan identifying how students will meet the requirements of each outcome.
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| **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 are compliant processes in place to oversee the conduct of assessments.
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| **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’.
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| **Resources** | * [VCE study webpages](http://www.vcaa.vic.edu.au/Pages/vce/studies/index.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*** A curriculum delivery plan for Units 1 and 2 (pages 3–4) must be completed for each unit the senior secondary education provider is applying for authorisation. Use the template provided or provide a comparable curriculum delivery plan.
* Senior secondary education providers that have established documentation in place; e.g. assessment tasks, are invited to attach these as appendices.
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| **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 opportunity to demonstrate the key knowledge and key skills required to satisfactorily meet the requirements of each outcome within the units.[ ]  Assessment task types reflect specifications set out within the study design.[ ]  Timing of assessment task/s is fair. |

Units 1 and 2 Curriculum delivery plan

The following curriculum delivery plan must be completed for each unit the senior secondary education provider is applying for authorisation of. Use the template provided 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). 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 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. Include an estimate of when each task will occur |
| **Unit 1, Outcome 1:** <insert outcome statement – see page 14 of 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/Documents/vce/history/2016GlobalEmpiresAFT.docx](http://www.vcaa.vic.edu.au/Documents/vce/history/2016GlobalEmpiresAFT.docx) – ensure that any activities directly sourced from a public resource are contextualised to your school/provider’s approach> | <Select and describe as appropriate. See page 16 of the VCE study design. Include an estimate of when the task will occur> |
| * <Select as appropriate. See page 14 of VCE study design>
 | * <Select as appropriate. See page 14 of VCE study design>
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| **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> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
|  |  |
| **Unit 2, Outcome 2:** <insert outcome statement> |
| **Anticipated teaching time allocation:**  |
| **Key knowledge:** | **Key skills:** |  |  |
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