

Remote Learning and the VCE



INFORMATION ON DELIVERING THE VCE AT VIEWBANK COLLEGE

Caring for Excellence



Index

- 1. Timeline – Slide 4
- 2. Units 3 & 4 Teaching and Assessment Program – Slide 5
- 3. Units 3 & 4 2020 Adjusted Study Designs – Slide 6
- 4. 2020 Adjusted Study Design Example – Slide 7
- 5. Unit 3 School-based Assessment - Authentication – Slide 9
- 6. Authentication of SATs – Slide 10
- 7. Unit 3 Practical School-based Assessments – Slide 11
- 8. Changes to Unit 3 SACs and SATs – Slide 12
- 9. Scheduling of Unit 3 SACs – Slide 13
- 10. Special Consideration – Slide 14
- 11. Resources for students, teachers and parents – Slide 15
- 12. Units 1 & 2 Teaching and Assessment Program – Slide 17
- 13. Units 1 & 2 SACs – summary – Slide 18

A decorative graphic consisting of two thick green curved lines that sweep across the page from the top-left to the bottom-right. In the top-left corner, a dashed blue circle is partially visible. In the top-right corner, a dashed grey circle is partially visible. On the right side, a solid blue circle is partially visible. There are two small orange dots: one on the left green curve and one on the right green curve.

VCE Units 3 & 4



VCE Units 3 & 4 Timeline

GAT

- October or November

End-of-year Exams

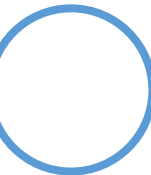
- A compressed exam schedule in December

School-based Assessment

- Unit 3 must continue as prescribed in the Study Design (*exception – History subjects*)
- Unit 4 has been reviewed with adjustments made to current Study Designs

VCE study scores will continue to be a combination of school-based assessment and external exams.

Unit 3 has been extended by 2 weeks and will finish FRIDAY JUNE 26, 2020





Units 3 & 4 Teaching and Assessment Program

Unit 3

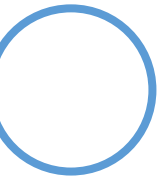
The teaching and assessment program remains unchanged as outlined in each study's original Study Design.

- (Exception – History studies)

Unit 4

The teaching and assessment program has been reduced or modified (as advised by the VCAA) where possible to relieve some pressure on students.

Refer to VCAA website for the *adjusted* Study Designs



Units 3&4 2020 Adjusted Study Design to be used

ENGLISH AND ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Plain English
Speaking Award
(PESA)



Adjusted Study Design for 2020

Teachers should note that they should only access the 2020 Adjusted Study Design. Deletions are in red coloured text and strike through while changes are in blue coloured text and highlighted. It is imperative that the revised 2020 Adjusted Study Design is used for the remainder of 2020.

Examinations will be based on the key knowledge and skills contained in the 2020 Adjusted Study Design. The 2020 Adjusted Study Design includes adjustments to the key knowledge and skills and the scope of the assessment. Teachers can be assured that students will only be externally assessed on the content in the 2020 Adjusted Study Design.

Adjusted Study Design for 2020 only



[VCE English and English as an Additional Language Study Design Study Design \(pdf - 229.41kb\)](#)

Details on the adjustments to the areas of study, outcomes and assessment for VCE English and English as an Additional Language Study Design Units 1-4 for **2020 only**.

- Examinations will be based on the key knowledge and skills contained in your subject's **2020 Adjusted Study Design**.
- The **2020 Adjusted Study Design** includes adjustments to the key knowledge and skills and the scope of the assessment.
- Students will only be externally assessed on the content in the **2020 Adjusted Study Design**.
- However, due to fewer SACs in each study for Unit 4, the distribution of assessment weighting for school assessed work has changed.

2020 Adjusted Study Design Example

The VCAA has undertaken a review of the Unit 4 component of every Study Design with a focus on reducing school-based assessment tasks, where possible, to relieve some pressure on students to acknowledge the move to remote and flexible learning arrangements.

Victorian Certificate of Education

ENGLISH AND ENGLISH AS AN ADDITIONAL LANGUAGE

STUDY DESIGN



Area of Study 2

Presenting argument

In this area of study students build their understanding of both the analysis and the construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

This area of study focuses on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of ~~an oral presentation of~~ their points of view. Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience.

Students use discussion and writing to clarify their thinking and develop a viewpoint on an issue, to plan and prepare an argument and its supporting evidence, ~~and to develop and prepare any materials to support an oral presentation.~~ Students identify approaches to positioning the audience that are appropriate to the issue. ~~Students also consider how oral conventions may be used to influence the audience and refine these through rehearsal.~~ Students develop, ~~test and practise~~ argument, critically analysing their own developing text. ~~Students reflect on their intentions in positioning the reader and consider how their use of language expresses their argument. They explore options for language use for audience engagement and persuasive effect. They use the conventions of spoken texts appropriately, draw on evidence soundly and include accurate acknowledgment.~~

- Unit 3 School-assessed Coursework: ~~25~~ **30** per cent
- Unit 4 School-assessed Coursework: ~~25~~ **20** per cent
- End-of-year examination: 50 per cent.

Source: [VCAA Covid-19 Advice](#)

The background features a large, light green curved line that forms a partial circle on the left and right sides. In the top-left corner, there is a dashed blue circle. In the top-right corner, there is a dashed grey circle. On the right side, there is a solid blue circle. Additionally, there are three small orange dots: one on the left side of the green curve, one on the right side of the green curve, and one on the right side of the solid blue circle.

VCE Unit 3

School-based Assessment

Unit 3 School-based Assessments –Authentication

As Unit 3 School-based Assessments are being conducted in a remote environment, adjustments are taking place to ensure authentication and integrity.

- Schools will highlight to students the rule that states, *‘students must not cheat or assist other students to cheat, including taking any action that gives or attempts to give them or another student an unfair advantage’*.
- Students will complete the [Authentication Record SAC](#) form for each SAC.
- Where there are multiple classes for a particular study, students in all classes access school-based assessments simultaneously. These studies will have their SACs scheduled to occur on Fridays (College approach)

Conducting School-based assessment in a remote environment:

- Will be undertaken on Stile where there is the ability to open, give students access, close and remove access to the assessment activity.
- Students will be made aware they will have a limited window of time to complete and return the assessment.
- Students will read and sign the Authentication Record. This will be the last page of the SAC. Once we are back at school, other task(s) to support the authentication process may be set.

A list of ways that teachers can ensure integrity and authenticity of School-based Assessments can be found [here](#).

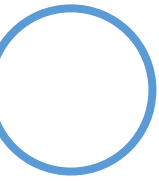
Authentication of SATs

- A proportion of a School-assessed Task (SAT) can be completed remotely, as long as students thoroughly document the authentication process in their folio and regularly check-in with a teacher. This may also be done via video documentation during the marking process.
- Teachers can also ask students to demonstrate their understanding of the SAT when, or around the time, they submit their work. If any part, or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.
- Authentication records for SATs form part of ***the administrative information for school-based assessment in 2020*** specific to each study.
- For example: Media can be found [here](#)
- The date for entering Unit 3 SAT scores is extended to 12 October 2020.

What about portfolio SATs?

Portfolios can be organised to be dropped off at the College, then collected again.

- Teachers will organise this through their relevant Domain Leader.
- Students will be notified by their subject teacher about drop-off and collection arrangements



Unit 3

Practical/Oral/Listening/Performance School-based Assessments*

Any Unit 3 school-based assessments needing to be completed on site in recognition of their practical nature and the facilities required for an authentic assessment will occur

1. A student / small groups of students can engage in these activities while adhering to current Victorian Chief Health Officer social distancing advice.
2. On-site assessments will be prioritised with appropriate timetabling and arrangements to ensure adherence to social distancing measures.
3. Subject teachers will organise through the relevant Domain Leader.

*please note: if SACs/SATs can be done remotely, then they should be done remotely. These inclusions are for studies which may require the use of specialist equipment and /or facilities.

Art
Biology
Chemistry
Drama
Media
Music Performance
Physical Education
Physics
Product Design and Technology
Psychology
Studio Arts
Visual Communication Design

Changes to Unit 3

School-assessed Coursework (SACs) or Tasks (SATs)

School-based assessments will be **modified** to suit a remote learning environment. In doing so, teachers will

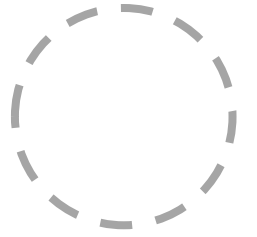
- Select the most appropriate type and form of SAC/SAT for the outcomes from the range of options prescribed within each of the VCAA Study Designs.
- Review and adjust SACs/SATs to suit the online environment. This may mean considering the amount of time required to compensate for remote delivery (students may take longer than normal).
- Modify current instructions related to the activity to ensure they are clear and not open to misinterpretation.
- Ensure there is clear communication with students, which details when and how the assessment is to be conducted.

The VCAA recommends the delivery of *formative* SACs to maintain the continuity of the learning program. The SACs could be the tasks already developed or a modified version that is more achievable through remote delivery.

- SACs are designed to be assessing key skills and content outlined in the Study Design as the student is learning. They should not be summative in nature, that is, should not be assessing final mastery as an end-point, nor assessing all areas of an outcome at once.
- Each SAC will still have assigned '*formative tasks*' to help build student knowledge understanding and application that will lead up the SAC.



Scheduling of Unit 3 School-assessed Coursework

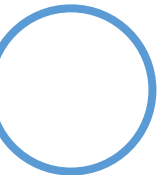


Teachers will

- Request a SAC week on the *google form* sent by SDH (*VCE Updates Channel* in the *All Staff MS Team*)
- Check the College SAC schedule for confirmed date/s.
- Follow College SAC notification procedures.

Students will

- Check COMPASS Learning Tasks for SAC notifications
- Communicate with their subject teacher about SAC instructions and requirements.



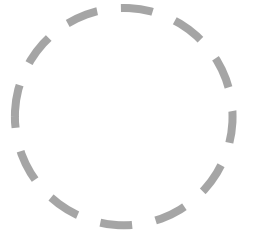


Special Consideration:

Special provision

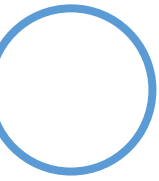
- There are students entitled to special provision. In the remote learning setting this includes rest breaks and extra time.
- Teachers can monitor student activity through the video call on Teams.
- Students should notify you via private chat when they are ready to take their rest break.
- Extra time is added at the end.

Teachers - please refer to information supplied by Sean Hiller in *VCE Updates Channel* in the **All Staff Team**.



SEAS

- Encourage students to document any hardships/tech and other difficulties which could be used to support a future SEAS application.
- Teachers might need to keep email communication from students on file and of course, don't forget to chronicle any such instances for future reference.



REASSURING STUDENTS

FOR STUDENTS

- The VCE is flexible which means that Viewbank College can respond in a way that best supports you to achieve your outcomes
- You will be able to attain the VCE, sit your exams and receive an ATAR
- The school year has been extended to enable this and to ensure no student is disadvantaged.
- It is a challenging time. Turn to your teachers and parents for guidance and support.
- Tertiary institutions are committed to ensuring entrance in 2021 will be open and available.
- ***Finishing Yr 12 is a rite of passage and you will get there!***

FOR TEACHERS

Andrew Fuller: *Remote learning tips and ideas for teachers* [here](#)

FOR PARENTS

Andrew Fuller: *Supporting young people through the corona virus* [here](#)

Michael Grose: *Forget the Parenting Rule Book* [here](#)



VCE Units 1 & 2

Units 1 & 2 Teaching and Assessment Program

Formative Work:

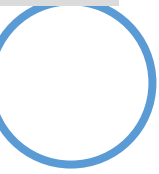
- Is part of the normal activities/learning program
- Is used to:
 - Develop understanding and application of knowledge and skills
 - Check for understanding
 - Refine our learning program.
 - Provide feedback to students to help them improve and grow.
- Will contribute to the S/N of the Unit, but will not be reported as a grade or percentage.

School Assessed Coursework (SACs)

Unit 1 SACs will

- Be SACs that have been modified for the remote learning environment.
- Assess some of the key skills and knowledge *progressively*, not all and at end (this would be a *summative SAC* and not in accordance with VCAA advice).
- Have their scores (as a percentage%) recorded on Learning Tasks. They don't have to be undertaken in exam or test conditions but should be authenticated as students' own work.

The College advice to all teachers has been to continue as normal but we will not be requesting students to obtain a medical certificate if they are absent from a scheduled Unit 1 SAC.






Units 1 & 2 SACs— summary



What remains the same?

- The rigor of the SAC task
 - Students need to perform their best
 - Best preparation for Units 3 & 4 studies in 2021
 - SAC Notification (one week prior), results (as a percentage) and feedback to go on Learning Tasks as per usual.
 - The process for redemption remains the same. Notify the Level Leader for instructions.
 - One or more formative learning tasks that prepare students for the upcoming formative SAC.
- 

What's changed?

- In the event of absence, students are not required to provide medical documentation.
 - Formative SACs do not need to be undertaken in test conditions but should be able to be authenticated.
- 