



VCAA Bulletin Supplement 1

Newly accredited VCE Studies: LOTE summary

Introduction

During 2003, the study designs for 17 languages were revised and reaccredited for the period beginning 2005. In 2004 two new VCE language courses have been introduced. They are Indigenous Languages of Victoria Revival and Reclamation and Chinese Second Language Advanced. The study designs for all these languages will be in schools by early Term 2 2004. A professional development program to introduce the changes to all studies is being developed to support the implementation.

Revised and reaccredited languages

General Information

The languages that were revised and reaccredited for the period 2005 to 2008 are: Arabic, Chinese First Language, Chinese Second Language, French, German, Greek, Indonesian First Language, Indonesian Second Language, Italian, Japanese First Language, Japanese Second Language, Korean First Language, Korean Second Language, Spanish and Vietnamese. Classical Greek and Latin are accredited from 2005–2010.

The guiding principles for the language review are common across all of these languages and are based on the need for consistency and continuity.

The major change to the language study designs is to the length of the end-of-year Written examination. The effect of this change has been to modify sections of the Written examination and consequent change to their weighting within the examination component of the Study Score. The overall organisation of the areas of study and curriculum content over the four units has been retained. The rationale and aims of the studies are unchanged. The number and content of the outcomes in each unit has remained the same, with the exceptions of Latin and Classical Greek. The length and structure of the Oral examination (where applicable) and the use of dictionaries in the Written examination have also remained unchanged. The study designs have been updated with specific consideration of the needs of each language for effectively addressing the VCE language curriculum, and the 'Advice for teachers' and 'Suitable resources' sections have been significantly expanded.

Enquiries about the content of the study designs can be directed to Maree Dellora, Manager, Languages Other Than English, on (03) 9651 4620, or email: dellora.maree.r@edumail.vic.gov.au



Second Language study designs

Arabic, Chinese Second Language, French, German, Greek, Indonesian Second Language, Italian, Japanese Second Language, Korean Second Language, Spanish and Vietnamese

The study designs for these languages all follow the same curriculum model, which is referred to as the Second Language model. General information regarding the review of these languages in 2003 is provided above and should be considered in conjunction with the following information.

These sections have been revised and updated where appropriate:

1. The prescribed themes and topics, and suggested sub-topics
2. The text-types, in particular those for productive use by students
3. Vocabulary and grammar lists (in some cases)
4. Duration and structure of the Written examination
5. Advice for teachers
6. Suitable resources.

Assessment

The School-assessed Coursework requirements for Second Language studies are unchanged from 2004. The Oral examination is unchanged. The end-of-year Written examination has been reduced to a two-hour examination (plus 15 minutes reading time).

The specifications for each section of the Written examination from 2005 are as follows:

Length	2 hours, plus 15 minutes reading time	
<i>Section 1</i> Listening and responding	<ul style="list-style-type: none"> • 4 ½ – 5 minutes total listening time for one reading of the texts Part A: Response in English 2 to 3 texts Part B: Response in the language 1 to 2 texts	<ul style="list-style-type: none"> • The nature of the tasks is unchanged. • The lengths of the individual texts will not be specified, but one text will be longer than the other/s.
<i>Section 2</i> Reading and responding	Part A: Response in English 1 to 2 texts Part B: Response in the language 1 to 2 texts <ul style="list-style-type: none"> • Questions on the text/s no longer require an extended response. 	<ul style="list-style-type: none"> • The nature of the task in Part A is unchanged. • The nature of the task in Part B is changed. • The total number of texts in Parts A and B is between 2 and 3 texts. • The total length of the texts has been reduced to 300–350 characters, 1000–1200 cha, 1000–1100 <i>ji</i>, 350–450 words.
<i>Section 3</i> Writing in the language	<ul style="list-style-type: none"> • Choice of 5 tasks • Responses of 200–250 characters, 500–650 cha, 400–500 <i>ji</i>, 200–300 words. 	<ul style="list-style-type: none"> • The nature of the task in this section is unchanged. • The word limit for the student response has been increased.

The contribution of the School-assessed Coursework and the examinations to the Study Score is unchanged. Percentage contributions to the Study Score are as follows:

Unit 3 School-assessed Coursework:	25 %
Unit 4 School-assessed Coursework:	25%
Examinations: Oral component:	12.5%
Written component:	37.5%

However, within the written component of the examinations, the changes have resulted in different weightings for the sections of the end-of-year Written examination.

Written component

Section 1 Listening and responding	Part A	7.5%
	Part B	7.5%
Section 2 Reading and responding	Part A	10%
	Part B	5%
Section 3 Writing in the language		7.5%
		37.5% (contribution to Study Score)

The specific information for Chinese Second Language Advanced is provided below.

Chinese Second Language Advanced study

Chinese Second Language Advanced is a VCE Unit 3 and 4 Second Language course designed for students with some experience in an education system where Chinese is the medium of instruction. The course was introduced in 2004 and has been updated for inclusion in the new *Chinese Second Language Study Design and Chinese Second Language Advanced Study Design*, which is effective from 2005. General information regarding the review of Chinese Second Language is provided above and should be considered in conjunction with the following details.

Chinese Second Language and Chinese Second Language Advanced are set out in the same study design and vary only in the specifications for the use of vocabulary, School-assessed Coursework and the Written and Oral examinations.

The course and assessment information for Chinese Second Language Advanced provided in Supplement 2 to the February 2004 *VCAA Bulletin*, No.10, refers to the implementation of this new course in 2004. The changes for 2005, set out below, are consistent with the changes to other Second Language studies. The School-assessed Coursework given in this supplement has not changed for 2005.

The following sections of the current *Chinese Second Language Study Design* have been revised and updated to cater for the Chinese Second Language and Chinese Second Language Advanced courses:

1. The prescribed themes and topics, and suggested sub-topics
2. The text-types, in particular those for productive use by students
3. Vocabulary and grammar lists (refer to Supplement 2 to the February 2004 *VCAA Bulletin*)
4. Duration and structure of the Written examination
5. Advice for teachers
6. Suitable resources.

Assessment

The School-assessed Coursework requirements for Chinese Second Language Advanced are unchanged from 2004. The Oral examination is unchanged. The end-of-year Written examination has been reduced to a two-hour examination (plus 15 minutes reading time).

The specifications for each section of the Written examination from 2005 are as follows:

Length	2 hours, plus 15 minutes reading time	
<i>Section 1</i> Listening and responding	<ul style="list-style-type: none"> • 4 ½ – 5 minutes total listening time for one reading of the texts • 2 to 4 texts in total <p>Part A: Response in English 1 to 2 texts</p> <p>Part B: Response in the language 1 to 2 texts</p>	<ul style="list-style-type: none"> • The nature of the tasks is unchanged. • The lengths of the individual texts will not be specified, but one text will be longer than the other/s.
<i>Section 2</i> Reading and responding	<p>Part A: Response in English 1 to 2 texts</p> <p>Part B: Response in the language 1 to 2 texts</p>	<ul style="list-style-type: none"> • The nature of the task in Part A is unchanged. • The nature of the task in Part B is changed. • The total number of texts in Parts A and B is between 2 and 3 texts. • The total length of the texts has been reduced to 350–450 characters.
<i>Section 3</i> Writing in the language	<ul style="list-style-type: none"> • Choice of 5 tasks • Responses of 250–300 characters 	<ul style="list-style-type: none"> • The nature of the task in this section is unchanged. • The length for the student response is unchanged.

The contributions of the School-assessed Coursework and the examinations to the Study Score are unchanged. However, there are changes to the relative weightings of the sections of the end-of-year Written examination. These are the same as those outlined for Chinese Second Language above.

This information should be read in conjunction with the information given above for Chinese Second Language.

First Language study designs

Chinese First Language, Indonesian First Language, Japanese First Language and Korean First Language

The study designs for the listed languages are all based on the First Language curriculum model. General information regarding the review of these languages in 2003 is provided in the introduction above and should be considered in conjunction with the following information.

These sections have been revised and updated where appropriate:

1. The prescribed themes and topics, and suggested sub-topics
2. The text-types
3. Grammar
4. Duration and structure of the Written examination
5. Advice for teachers
6. Suitable resources.

Assessment

The School-assessed Coursework requirements for the First Language studies are unchanged from 2004. The Oral examination remains unchanged. The end-of-year Written examination has been reduced to a two-hour examination (plus 15 minutes reading time).

The specifications for each section of the Written examination from 2005 are as follows:

Length	2 hours, plus 15 minutes reading time	
<i>Section 1</i> Listening and responding	<ul style="list-style-type: none"> • 3 to 4 minutes total listening time for one reading of the text • one text only 	<ul style="list-style-type: none"> • There are no longer two parts in this section. • The student will be given an indication of the length of the required responses.
<i>Section 2</i> Reading and responding	<ul style="list-style-type: none"> • Synthesis of information from 2 texts • The length of the student response has been reduced to 350–400 characters, 800–1000 cha, 900–1100 <i>ji</i>, 200–250 words. 	<ul style="list-style-type: none"> • The nature of the task and number of texts is unchanged. • The total length of the texts has been reduced to 350–400 characters, 1200–1400 cha, up to 2000 <i>ji</i>, 350–450 words.
<i>Section 3</i> Writing in the language	<ul style="list-style-type: none"> • Choice of 5 tasks • Evaluative or imaginative writing 	<ul style="list-style-type: none"> • The nature of the task in this section is unchanged. • Length of the required response has been reduced to 400–450 characters, 1000–1200 cha, 1000–1200 <i>ji</i>, 300–450 words.

The contribution of the School-assessed Coursework and the examinations to the Study Score are unchanged. Percentage contributions to the study score are as follows:

Unit 3 School-assessed Coursework:	25 %
Unit 4 School-assessed Coursework:	25%
Examinations: Oral component:	10%
Written component:	40%

However, within the written component of the examinations, the changes have resulted in different weighting for the sections of the end-of-year Written examination.

Written component

Section 1 Listening and responding	12.5%
Section 2 Reading and responding	15%
Section 3 Writing in the language	12.5%
	40% (contribution to Study Score)

Latin

The Latin Study Design has been revised and been reaccredited for the period 2005–2010. General information regarding the review of this language in 2003 is provided in the introduction above and should be considered in conjunction with the following information.

In many respects the revised Latin Study Design does not vary significantly from the current study design. The main changes that have been introduced through the review process are the reduction of the end-of-year examination to a two-hour examination (plus 15 minutes reading time) and a specific expansion of one of the areas of study in Latin and its associated outcomes.

The study design has been updated to include additional information for students and teachers.

A summary of the changes to the Latin study design are:

1. the areas of study have been extended to include the study of literary, stylistic and structural techniques
2. the wording of Unit 4 Outcome 1 has been modified to include literary, stylistic and structural techniques
3. a list of common terms used in the analysis of literary, stylistic and structural techniques has been included in the study design
4. the prescribed seen texts and specified lines have been updated
5. the 'Advice for teachers' section has been updated and includes a section offering sample learning activities organised around all of the outcomes for each unit
6. the end-of-year Written examination has been adapted to the two-hour format and includes changes to Section 2 Part B to reflect the inclusion of literary, stylistic and structural techniques in the areas of study.

Unit 3

There are no changes to the outcomes, key knowledge and skills or assessment specifications for Unit 1 or Unit 2, or to the outcomes, key knowledge and skills, assessment tasks or the School-assessed Coursework specifications for this unit.

Unit 4

Modifications have been made to the current Unit 4 Outcome 1. Outcome 2 is unchanged.

Outcome 1 has had stylistic and structural techniques added to the description of the outcome which now reads:

Analyse and explain the literary, stylistic and structural techniques used in Latin texts.

The assessment task for Outcome 1 has also been modified to require students to respond to questions on a passage of approximately 50 lines related to literary, stylistic and structural techniques used in a seen passage.

Assessment

The end-of-year examination has changed significantly to accommodate the two-hour examination and to reflect the modified areas of study.

Section 1 of the Written examination has been reduced in scope to reflect the outcomes in the School-assessed Coursework, and now only assesses translation of unseen texts. Section 2 now has three parts, with the separation of interpretation and analysis of the seen text into discrete parts.

The lengths of passages in all sections of the examination have been changed.

Length	2 hours, plus 15 minutes reading time	
Section 1	Translation of unseen text • Translation	Passage of approx 90 words for translation
Section 2 Part A	Comprehension and analysis of the prescribed seen text • Content and context questions	Passage of no more than 22 lines
Section 2 Part B	Interpretation of the prescribed seen text • Questions on use of literary, stylistic and structural techniques	Passage of no more than 22 lines
Section 2 Part C	Analysis of the themes and ideas from the prescribed seen text • Questions requiring discussion of themes and ideas	Passage of no more than 22 lines

The contribution of the School-assessed Coursework and the examination to the Study Score is unchanged. Percentage contributions to the study score are as follows:

Unit 3 School-assessed Coursework:	25 %
Unit 4 School-assessed Coursework:	25%
Written examination:	50%

However, the weighting of the sections of the Written examination is different.

Written examination

Section 1	22.5 %
Section 2 Part A	7.5%
Part B	10%
Part C	<u>10%</u>
	50% (contribution to Study Score)

Classical Greek

The Classical Greek Study Design has been revised and reaccredited for the period 2005–2010. General information regarding the review of languages in 2003 is provided in the introduction above and should be considered in conjunction with the following information.

The Classical Greek course offered in Victoria will continue to use the NSW end-of-year Written examination. There have been some changes to the course to align the outcomes more closely with the organisation of the NSW course. While much of the current areas of study remains the same, there has been significant reorganisation of the outcomes and one instance of content change.

The major changes to the Classical Greek Study Design are:

1. students may use monolingual and/or bilingual dictionaries in the Written examination
2. the prescribed seen texts have been updated, in keeping with the NSW course requirements
3. the 'Advice for teachers' section has been updated and includes an extended section offering examples of learning activities organised around the outcomes for each unit
4. the number, organisation and emphasis of the outcomes have been modified. In some cases, outcomes have been combined, in others outcomes have been relocated and adapted to a different unit. This provides progressive development of appropriate knowledge and skills within the course. There is one new outcome in Unit 2.

Unit 1

- The number of outcomes in Unit 1 has been reduced from 4 to 3. The emphasis is now on comprehension of the content of a seen passage of Classical Greek text (Outcome 1), the ability to parse words in a seen passage of Classical Greek text (Outcome 2), and the demonstration of recall of Classical Greek paradigms (Outcome 3).

Unit 2

- The four outcomes in Unit 2 have been changed. The emphasis is now on comprehension of the content of an unseen passage of Classical Greek text (Outcome 1), memorisation and recall of Classical Greek vocabulary and associated grammatical rules (Outcome 2), identification and evaluation of language use and literary technique in a seen passage of Classical Greek text (Outcome 3) and demonstration of an understanding of relevant historical events using the medium of Classical Greek (Outcome 4).
- Outcome 4 is new and introduces an emphasis on productive language skills. This is reflected in the *Key knowledge and skills* specified for the outcome.

Unit 3

- The number of outcomes in Unit 3 has been reduced from 3 to 2. The emphasis is now on the ability to translate passages of Classical Greek text into English (Outcome 1) and the analysis of the grammar of a seen passage of Classical Greek text (Outcome 2).
- The assessment tasks and mark allocation for each outcome in Unit 3 have changed to reflect the change to the outcomes. The Outcome 1 assessment task requires translation into English of one seen passage and one unseen passage of Classical Greek text, and is allocated 35 marks. The Outcome 2 assessment task requires a response to questions on the grammar of a seen passage of Classical Greek text, and is allocated 15 marks.

Unit 4

- The number of outcomes in Unit 4 has been reduced from 3 to 2. The emphasis is now on the ability to interpret a seen passage of Classical Greek text, in terms of the author's purpose and technique (Outcome 1), and understanding of the cultural/historical context of a seen passage of Classical Greek text (Outcome 2).
- The assessment tasks and mark allocation for the outcomes in Unit 4 have been modified to reflect this change. The Outcome 1 assessment task requires students to write an essay examining the purpose and technique used in a passage of Classical Greek text, and is allocated 25 marks. The Outcome 2 assessment task requires a response to questions on the cultural/historical context of a passage of Classical Greek text, and is allocated 25 marks.

Assessment

The contribution of the School-assessed Coursework and the examination to the Study Score is unchanged. Percentage contributions to the study score are as follows:

Unit 3 School-assessed Coursework:	25 %
Unit 4 School-assessed Coursework:	25%
Examination:	50%

The changes to the outcomes for Units 3 and 4 are reflected in the descriptions of the assessment tasks and the marks allocated to each outcome within the unit. The specifications for the end-of-year examination remain unchanged.

However, the weighting of the assessment tasks within the Unit 3 and Unit 4 coursework are different.

School-assessed Coursework

Unit 3

Outcome 1	2 tasks	35 marks	17.5%
Outcome 2	1 task	15 marks	7.5%

Unit 4

Outcome 1	1 task	25 marks	12.5%
Outcome 2	1 task	25 marks	12.5%
			50% (contribution to Study Score)

New study in the VCE

Indigenous Languages of Victoria Revival and Reclamation

The original pilot VCE Indigenous Languages of Victoria Revival and Reclamation study has been reviewed and revised. It is now accredited for the period 2004–2008 for Units 1 and 2, and 2005–2008 for Units 3 and 4.

The study allows for schools and other providers to offer one or more of the Indigenous languages of Victoria for study within the VCE or VCAL. Consultation on the establishment of a program and on the choice of language should be undertaken together with the local Indigenous language community. The protocols to be followed are outlined on pages 40 to 42 of the study design.

The Indigenous Languages of Victoria Revival and Reclamation study is the first accredited study at senior secondary level to focus on the knowledge and skills needed to revive and reclaim language for active use. One of the study's core values is the intergenerational transfer of knowledge and each student is expected to contribute at least one resource to be added to the total pool for this language.

The target language is taught using the reclamation method. This method is suited to the revival of a language where few or no community members speak their language fluently but where some words remain in everyday speech and/or have been recorded orally or in writing. It is therefore suited to the learning of any of the Indigenous languages of Victoria.

Areas of Study

In each unit the student works in three broad areas of study:

- Victorian/Australian Indigenous languages overview
- Skills for language reclamation
- Creative use of the target language.

Victorian/Australian Indigenous languages overview

In the Victorian/Australian Indigenous languages overview the student learns about the rich variety of the Australian Family of Languages, their key characteristics, their common and diverse histories since colonisation and their relevance to contemporary society.

Students utilise a variety of strategies to explore key features of the languages and similarities and differences between the languages in different parts of Australia. Students examine:

- sound and writing systems
- vocabulary and vocabulary building
- grammar
- other means of communication such as drawing and painting, and hand signs.

The overview is important because it allows the student to apply parallels from other languages to assist in the revival and reclamation of the target language.

Skills for language reclamation

In this area of study the student gains knowledge and skills needed to revive and to reclaim the target language. This includes:

- protocols for community consultation
- accessing linguistic and cultural knowledge including vocabulary, grammar through community knowledge, historical records, archival collections, electronic databases
- using a variety of tools and strategies to access information.

Students also learn skills needed to process, analyse and evaluate the language material they have gathered, and to evaluate different approaches to language reclamation.

Creative use of the target language

In the third main area of study the student learns to use elements of the target language in an expanding range of real and realistic contexts. To be able to do this, the student draws on the knowledge and skills gained in the first two areas of study. In this area the student is encouraged to use the target language to communicate with others both orally and in writing.

Vocabulary and grammar, symbolic representations and interpretations and text-types are treated according to purpose and function in each of the three areas. All areas of study are underpinned by culturally appropriate perspectives and styles.

Assessment

Assessment is through assessment tasks in Units 1 and 2. In Units 3 and 4, School-assessed Coursework contributes 60 per cent to the Study Score and the end-of-year examination contributes 40 per cent.

All assessment related to the active use of the target language is school-assessed. This gives the study design the flexibility to enable local communities to select the target language of choice.



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