Enrolment of students in VCE Modern Languages Units 3 and 4: Instructions for schools

All students seeking to enrol in Units 3 and 4 of a VCE Modern Language must complete a **Declaration for enrolment in VCE Modern Languages Units 3 and 4**. This applies to students enrolling in

Arabic, Armenian, Bengali, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, French, German, Greek, Hebrew, Hindi, Hungarian, Italian, Karen, Khmer, Macedonian, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Spanish, Swedish, Tamil, Turkish and Yiddish.

Students must submit the completed declaration form to their home school principal or principal’s delegate before they are enrolled in the study.

Schools should advise Language students in Years 9 and 10 about this requirement to ensure they make informed choices for their VCE studies.

Section 1

The student completes Section 1, declaring they have either less than seven years or more than seven years of education in a school where the language was the main language of instruction.

A student will be considered a **Second Language Learner** if they have completed all of their schooling in Australia

OR

they have accumulated less than seven years of education in a school where the language they are enrolling in was the main language of instruction.

A student will be considered a **First Language Learner** if they have accumulated seven or more years of education in a school where the language they are enrolling in was the main language of instruction.

If a student has had more than one period of attendance in a school where the language studied was the main language of instruction please add these lengths of time together.

Section 2

The principal or delegate completes Section 2 and provides a copy of the form to the student.

**Advice for the Certifying Principal**

As the certifying principal, you should be satisfied that the student’s declaration is correct and where ambiguous, seek to sight further evidence from the student.

Further evidence may include:

* passport or birth certificate
* international school reports
* international movement record.

**Recording the Student VCE Modern Language Learner Status on VASS**

Schools are responsible for recording student information on VASS before the enrolment cut-off date for VCE Units 3 and 4.

The Record Modern Languages Status entry screen on VASS enables schools to record a student’s First or Second Language status for enrolment in VCE Modern Language Studies Units 3-4. The student’s language learner status as either a First or Second will be automatically calculated when the years and months of schooling (where the language was the main language of instruction) is saved.

This process does not need to be undertaken for any of the VCE languages that have separate study designs for first and second languages, for example, Chinese.

Once complete, generate a Modern Languages Status Report and have the principal sign it off as a true and accurate record. This report, along with the student’s declaration form and documented evidence (passport or birth certificate, international school reports etc) should be retained at the school. Schools may be requested to present these materials to the VCAA for audit purposes at a later date.

Students can view their Language Learner status on the Student Full Details Report.

**How the VCAA will use this information?**

The VCAA will use the two language learner categories in the study score calculation process for VCE Modern Languages.

For each applicable study, study scores will be calculated based on Second Language Learners. The outcomes from these calculations will then be applied to all students. This process maintains the rank order of all students within the study but ensures that the study scores of Second Language Learners are not impacted by First Language Learners.

First and Second Language learners will follow exactly the same curriculum and sit exactly the same examinations. School-based assessment should not be modified due to a student’s language learner status.

Questions and answers for teachers of VCE Languages

**Do I need to know if students are considered First or Second Language learners?**

No, you do not need to know the language status of your students. It should not affect your approach to teaching and school-based assessment practices.

**Do first- and second-language learners enrol in the same class?**

Yes, they enrol in the same class and follow the same VCE Study Design.

**When designing the teaching and learning program for Units 3 and 4 VCE Languages, do I need to create a different plan for the two groups of students?**

No, you do not need to develop two different teaching and learning programs. First and Second Language learners enrol in the same class, use the same Study Design, learn the same key knowledge and key skills, and demonstrate the same outcomes, regardless of their status as First or Second Language learners. However, it is still appropriate for you to cater to the different needs of students and differentiate classroom activities, as you would for any group of students.

**When designing school-assessed coursework tasks, do I need to give more challenging tasks to First Language Learners?**

No, all students in the class undertake the same school-based assessment tasks, regardless of whether they are First or Second Language learners. You should continue to design tasks that meet the needs of the whole group. Assessment tasks should be accessible for lower-performing students while also providing an opportunity to extend top-performing students. To do this, ensure that tasks include language and ideas with a range of difficulty levels. Be guided by the [assessment principles](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx), which state that assessment must be valid and reasonable, equitable, balanced and efficient.

**When conducting school-assessed coursework tasks, do I need to give both groups of students the same conditions?**

Yes, all students will sit the same school-based assessment task under the same conditions, regardless of their language status. All students should have the same access to materials and the same amount of time to complete the task. Again, be guided by the [assessment principles](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx), which state that assessment must be valid and reasonable, equitable, balanced and efficient.

**How should I assess the school-based assessment tasks for each group of students?**

Use the same assessment criteria for all students, regardless of their language status. To establish the student ranking, you may continue to use the VCAA published performance descriptors to make a holistic assessment of students’ performance of the key knowledge and the key skills.

**When conducting school-assessed coursework tasks, do I need to adjust the marks or the ranking for either group of students?**

No, there is one ranking for the whole class. The ranking is based solely on each student’s level of performance in demonstrating the key skills and the key knowledge in the outcome. The ranking will be unique to each assessment task that is delivered. For more information about ranking, seek the advice of your Principal or VCE Coordinator, and refer to Section 2.4 of the [VCE and VCAL Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) .