

CCAFL Framework



# Grammar

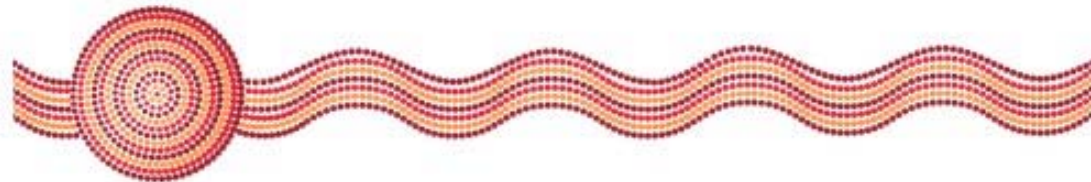
Implementation

Year 11 2024    Year 12 2025



# Acknowledgement of Country

**The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.**



CCAFL Framework



# Grammar

Implementation

Year 11 2024    Year 12 2025

Presenter: Anne Fisher



# CCAFL Languages affected by the new Framework

**This information applies to the following languages offered in the VCE:**

Armenian, Bengali, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Karen, Khmer, Macedonian, Persian, Portuguese, Polish, Punjabi, Romanian, Russian, Serbian, Sinhala, Swedish, Tamil, Turkish, Yiddish

# New CCAFL Framework and studies

## A different approach to grammar

- Supports teachers to realise the aims and objectives of the curriculum
- Establishes a suitable standard for the teaching and learning at senior secondary level
- Presented in a new layout with additional information

Grammar

Sub-element

Example sentence

Example function

# Acknowledgement of prior learning

- Designed for students who typically have studied the language for at least 200 hours prior to undertaking the study of a language at senior secondary level
- Only new grammar suitable for teaching and learning at senior secondary level is included in the Grammar section
- Revising and reusing prior learning is a normal part of teaching, but is not new learning and is not listed

# Grammar table content example

Grammar	Sub-elements	Example sentence	Example function
Verbs Indicative mood	Present tense	De meeste mensen gaan ieder jaar op vakantie en omdat het in Nederland vaak regent, zoeken Nederlanders de zon op in een zuidelijk land in Europa.	Objective 1 Exchanging information, ideas, opinions and experiences <ul style="list-style-type: none"><li>describing people, objects or circumstances</li></ul>

# Example sentences

## Complex sentences

- demonstrate the grammatical sub-element that is new learning at senior secondary level
- give an indication of other grammar that the students are expected to be familiar with by including them in the sample sentences
- demonstrate the level of complexity that students are expected to be able to understand and produce



# Functions

Objective 1	Interacting in the language
Area of Study 1	
Objective 2	<u>Analysing language</u>
Area of Study 2	
Objective 3	Creating meaning in the language
Area of Study 3	

# Example functions

Grammar	Sub-elements	Example sentence	Example function
Pronouns	Demonstrative pronouns	Ganito talaga ang tamang paraan ng pagluto ng adobo.	<p>Area of Study 1</p> <p>Exchanging information, ideas, opinions and experiences</p> <ul style="list-style-type: none"> <li>convincing or persuading others</li> </ul>
Prepositions	Correct use of word modifiers	Pinili niyang sumakay ng barko, bumiyaha nang matagal, at nang makapagbakasyon siya nang tahimik sa mas malinis na isla sa Pilipinas.	<p>Area of Study 2</p> <p>Analysing, evaluating and synthesising</p> <ul style="list-style-type: none"> <li>making connections</li> </ul>
Phrases	Connective phrases	Sa paggawa niya nito, naunawaan niya ang sistema ng pag-aaral sa Australia.	<p>Area of Study 3</p> <p>Expressing ideas and perspectives</p> <ul style="list-style-type: none"> <li>linking ideas</li> </ul>

# Example functions

## Area of Study 1

Exchanging information, ideas, opinions and experiences

- convincing or persuading others

## Area of Study 2

Analysing, evaluating and synthesising

- making connections

## Area of Study 3

Expressing ideas and perspectives

- linking ideas

# For further information check:

- VCAA website
- VCAA Bulletin

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