**Anne Fisher** - Courses based on the CCAFL Framework 2021 will be introduced at Year 11 in 2024 and Year 12 in 2025. It's a new Framework and there are some significant differences between studies based on this Framework and the current CCAFL courses.

Auslan is also a CCAFL language and is based on a modified version of the Framework. The materials for Auslan will be available in 2023. Because this is a new CCAFL Framework, it includes terms that will be familiar and others that may be new to CCAFL teachers and some that are used differently in the studies based on the new Framework compared to how they may have been used in the past. This presentation will go through terms associated with the VCE study designs for CCAFL languages based on the new CCAFL Framework, explain the terminology and indicate where you can find out more.

Each State and Territory has its own local course for each CCAFL language that is offered there. However, what they all have in common is the curriculum and the end of year written examination. These have been developed nationally through collaboration between States. While school-based coursework and local requirements for Senior Secondary qualifications will vary from State to State, the core curriculum and language-specific materials for each CCAFL language course are the same. This means that a student in Western Australia, Tasmania, or any other State, is equally prepared for the end of year written examination as a student from Victoria studying the same language. The oral examinations for CCAFL studies are State-based and may vary between Jurisdictions. The content organisation of the new Framework focuses on what students need to do to achieve the Objectives, to learn language, and to use language.

The basic areas common to all language learning are catered for without dominating the organisation of the VCAA CCAFL study design as in the past. For example, listening, speaking, reading, viewing and writing are recognised as fundamental skills but ones that are used in combination and purposefully, they're not used discreetly as content organisers but are integrated throughout the curriculum and assessment. This is reflected in the organisation of the content of the Framework including the written examination specifications. We'll look at each area one by one starting with the Objectives.

The Framework has three Objectives, but each Jurisdiction may have its own terms for these core elements of a study. In the VCE, the Objectives of the Framework are referred to in school-based coursework as Areas of study. So, for example, in the VCE study designs, Objective one, interacting in the language is referred to in each Unit as Area of Study one. In the VCE, these three Areas of study are used to organise the content of each Unit, encouraging students’ knowledge and skill development and continuity of practise over time.

Obviously, the learning of language underpins the study and use of any language. This study recognises that the cognitive demands of learning a language are separate and additional to the demands of using a language. Learning language includes developing awareness of the relationship of culture to language and understanding language as a system. It requires knowledge of vocabulary, relevant to the Topics and Subtopics being studied, and grammar structures and functions that allow students to interact with others to analyse language and to create their own meaning in the language. In other words, the vocabulary and grammar to address the Areas of study. Students need to be familiar with a range of Text types and Writing styles as outlined in the study design, students also need to learn to use dictionaries of all types effectively and to reflect on the limitations of resources and technologies for use in effective communication.

Just to give a little bit more information about the grammar, the grammar for these studies is presented in a table that includes language structures, a term most teachers will be familiar with. Language structures include the grammatical items nominated for study at senior secondary level in the language and sub-elements that give a bit more detail. These are not necessarily the only grammar structures that students will learn, but they form the basis of the grammar at these levels and give a clear idea of the expected level of content. In addition to language structures, language functions are also presented in the grammar table.

The grammar table includes complex sentences associated with each sub-element, and then a link to the Objectives or Areas of study in the VCE and how the sub-element might be used to allow students to interact, analyse, or create meaning in the language. The complex sentences indicate to teachers and students, firstly, the grammar sub-elements in context, secondly, the expected level of language use at this level for students, and also, what prior learning students can reasonably expect to know and use. The functions are just one example of how a grammatical sub-element can be used to address the functions of the Objectives. They're not intended to limit the applications for the grammar by students or in stimulus material.

The third part of the content structure together with the Objectives or Areas of study and learning language is using language. As mentioned previously, this study recognises that the cognitive demands of using a language are separate and additional to the demands of learning a language. The study provides Topics organised under Concepts to focus the content included in using language, although there is a lot of scope for creative choice by teachers when they decide on subtopics related to the Topics for use in class. There are four Concepts and two Prescribed Topics associated with each Concept for each language. Topics are provided in the study and vary between languages, so be careful to check that the Topics being taught are those from your specific language study design. Over the two years of the course, students will study a total of eight Topics through subtopics chosen by the teacher.

When considering subtopics, teachers need to ensure that a range of Perspectives are included. Students should be able to address subtopics that focus on a Personal perspective as well as subtopics with a Community perspective or Global perspective. These Perspectives do not have to be covered in the same subtopic, the choice of subtopics and Perspectives provide the context for language use that students will experience through their learning. The Themes and Topics of the current Framework have been replaced with the Concepts, Topics, and Perspectives.

There are four Concepts common to all CCAFL languages at this level, these are; Identity, Legacy, Responsibility, and Sustainability. Each language has two Topics aligned to each of the Concepts, giving eight prescribed Topics per language. By studying the eight prescribed Topics, the Concepts are covered in the learning programme, and again, please note that the Topics vary between languages so be sure to check the Topics in the study design for your specific language. Now, let's have a look at some of the specific terms used in the VCE CCAFL study designs based on new Framework.

Authentic is the first one. When we use the term authentic, it refers to the language used. This doesn't mean that a student has to be at the doctor surgery to act out a skit about going to the doctor, it means that the language used is appropriate for a real-life situation set at the doctors. Another example might be a task that requires students to write an email in their response. This context is a real-life situation but there's no expectation the students will send the email or that the recipient is actually a real person, what is important is that the student uses language authentic to the context, purpose, and audience of the email as outlined in the task. Creating meaning in the language might refer to speaking or writing, and generally relates to the productive language generated by a student.

It's more than just the act of speaking or writing though, when students communicate in the language, they need to consider factors that might impact on meaning so that they're conveying what they intended to. This requires students to demonstrate awareness of language as a system and to consider cultural factors that influence meaning. They also need to think about how they present themselves to other speakers of the language through the language they use, self-representation, we'll look at that in a moment. Intercultural competence is something that language teachers are very familiar with, and we know that learning a language embodies intercultural understanding in a profoundly personal way.

For the individual student, the study of language is a lived empirical experiment in understanding how people value cultures, languages, and beliefs, and how they form identity. Students adapt their own worldview through the process of engaging with people from a range of communities and cultures, creating personal connections and cultivating mutual respect. Language study provides direct insights into the changing nature of culture and how it influences language, behaviours, and personal community and national identity. Language students are required to engage with diverse cultures in ways that recognise commonalities and differences, creating those connections and cultivating that mutual respect.

The more sophisticated these understandings become, the better the communication between individuals and groups can be. Mediating between languages may be new, this is one of those terms that sums up a whole raft of insights that students engage with during language learning. In order to say what you want to and intend to, a person must understand the content, but also understand that others may not have the same starting point when thinking about that content. The differences might be based on experience, education, climate, or a range of factors, but might also be a cultural or linguistic difference. If you want to be understood, you have to account for what the person you are communicating with will make of what you say.

A perfect literal translation of an Australian idiom for example, may not convey the intended meaning in another language. What might someone make of "I don't know him from a bar of soap", or "she's got Buckley's". These are silly examples, but the principle applies equally to common everyday language as well. Think about cultural knowledge and language influences on meaning. Self-representation may also be a new term. When students become more fluent in a language, they can sometimes be surprised by the response they receive from people they're communicating with. They may have used perfectly constructed language but not be received in the way they thought they would be. This could be because the formality or level of politeness they've used is slightly out, or because the relationship between the speakers required some other courtesy that they did not provide. This can be difficult for students because they're projecting an image of themselves that they may not have intended and in fact may not like, for example, a student who uses street colloquialisms may not actually feel comfortable when treated as a streetwise person, so this may be a direct consequence of the way they present themselves in the language.

And someone who habitually uses overly polite language might not like being thought of as too self-important or standoffish or old-fashioned in some language contexts. Now, these are sophisticated language considerations and maybe beyond the scope of Senior Secondary study depending on the language, however, students still need to be aware of the impact they're making and the things that can influence this. In time, they can look for ways of projecting the personal image they want through their use of language, this is what is being referred to when we use the term self-representation.

Visual texts. Visual texts include a wide range of texts such as films, cartoons, photographs, posters, artworks, maps, and many, many more. Care must be taken when selecting visual texts for school-based assessment tasks to ensure that the information required in the student response is located in the visual aspects of the text. Maps, charts, and graphs with extensive written information may not be suitable as visual texts in this context. Where very small quantities of incidental written texts do appear, the visual image may be used in an assessment task, for example, on the condition that the written text doesn't convey meaning. If the image still conveys the intended message when all the visual elements are removed and only the written text remains, the image is inappropriate as a visual text for assessment purposes.

Research in VCE CCAFL study designs is about ensuring that students are communicating in an informed way on the subtopics that they're studying. That's why it's possible to research the subtopics in class, as a group, or as a class, and it's also why the source of information can be in any language. If a subtopic has a focus on Australia, for example, Australian native fauna, it may be difficult to get resources in the language on this subtopic. This doesn't mean that it's an unsuitable subtopic because it may provide the opportunity for students to exercise their skills in mediating between languages really well. Nevertheless, a student writing an informative article about koalas should be providing accurate information to speakers of the language and not just making things up about koalas. That's why there's a research element in some Outcomes. There's no in-depth study in the VCE CCAFL studies based on the new Framework, so the extended research in the language from the previous study design is not a requirement of this study.

I hope this information is helpful in unpacking some of the terminology used in the VCE CCAFL study designs based on the new CCAFL Framework. There's a list of terms used in the study included in the study designs. Further information will be provided in Support materials on the VCAA website for each language as this material becomes available. Thank you for viewing this presentation.

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