**[Kylie Witt]:** Welcome everyone to Video 1 of a series of two this video is designed to give you an overview of the VCE First Languages Study Designs that will be in use from 2022 to 2026. So some of you are joining us as new teachers, for you this will be the study design that you use from next year. And many of you are joining us as teachers who are familiar with the previous study design, which is in its last year of delivery in 2021.

So we're producing two videos to show you some of the changes for those of you who are familiar with the previous study design, and to introduce everyone to key features of the revised study design that has been accredited as I said, from 2022 to 2026. I'm joined today by my colleague, Catherine Bryant from the Languages Unit. We have a third member in the Languages Unit, Maria Dikaiou, but she's not with us today. But at the end of this video I'll be saying to you, please contact any one of the three of us if you need further information. Thanks Catherine.

Before we go too far, I'd like to acknowledge that we are all joining today's session from across Victoria. And that means that we're meeting on many lands, and in particular the lands of traditional custodians. So I'd like to acknowledge the traditional custodians of these many lands across Victoria on which we are living, learning and working from today. I'm on the land of the Wurundjeri people. We acknowledge the traditional custodians of the Kulin nations. When acknowledging country, we recognise Aboriginal and Torres Strait Islander people's spiritual and cultural connection to country. We acknowledge the continued care of the lands and waterways over generations. And we celebrate the continuation of a living culture that has a unique role in this region. As we share of our knowledge in teaching and learning, we pay our respects to Elders past, present and emerging, for they hold the memories, traditions, culture, and hopes of all Aboriginal and Torres Strait Islander peoples across the nation. And we hope that they will continue to walk with us on our journey.

So as I mentioned we're here to talk about the VCE First Languages. And in fact, the new study design for 2022 and beyond. That means we're talking about Chinese First Language, Indonesian First Language, Japanese First Language, Korean First Language and Vietnamese First Language. And we'll talk about all Units from 1 to 4 albeit fairly briefly. And we'll outline as I said, some of the key elements of the revised study design. Thanks Catherine.

And the purpose of this video is to support VCE teachers in implementing and delivering this study design. I'd just like to remind people, I hope you're aware of this. But just in case, the study designs can be downloaded from the VCAA study page for your language. Thanks Catherine.

So what will we cover in this video? We'll start with the fact that there are a number of key changes as I mentioned. We've looked at all aspects of the content and checked to make sure that they're contemporary and relevant to students of today. That includes writing styles, text types, prescribed themes and topics, grammatical elements, and character lists. Where appropriate they've been updated. We've added something called cross-study specifications, which if you have been involved in second languages you may have already seen. And we've added the concept of visual and viewed texts. In addition, imaginative writing as a writing style has been retained in this study design and strengthened because it's a very important skill to be developing in the contemporary world.

Studies of Australia has been introduced as a prescribed topic. The key knowledge and the key skills have been updated. And to make it even clearer how they need to be looked at and taught and learnt, they've been separated into clear lists in their own right. So they used to be combined, they're now separate. There's a stronger emphasis been placed on intercultural competence across the study, and a reflection on the ways in which culture influences communication. That's becoming increasingly important, and so that's been more strongly emphasised throughout the study design.

In Unit 4, there's an extended study of language and culture. And we'll actually unpack that further in the second video. So we strongly encourage you to come back and watch the second video in order to get more information about that. And likewise, the outcomes and the task information has been updated and that will also be covered in Video 2. So without further ado, I'd like to invite Catherine to unpack a couple of those items that I mentioned in more detail. Thanks Catherine.

**[Catherine Bryant]:** Thanks Kylie. So as Kylie mentioned, one of the new additions to the revised first language study designs is there's a new section now at the front and it's called cross-study specifications and it features this new graphic that you can see on the screen.

There are two underpinning concepts, communicating and understanding languages and cultures. And they support a stronger emphasis on intercultural competence across the study, and more of a reflection on the ways in which culture influences communication. These also ensure a greater coherence with the F-10 Curriculum and the VCE. If you have a look there at the people in different colours, you can see that each one represents a macro skill. And we now have the one represented in green which is viewing. So as Kylie mentioned, this is a new addition. So it's important to know about this.

Also in the cross-study specifications, we have information about three kinds of communication. So it talks about interpersonal communication which requires interaction with other speakers of the language in oral or written form. Interpretive communication which is the location, the interpretation, and the analysis of information. And presentational, which is using the language to present information to other people.

Also in the cross-study specifications in the area called understanding languages and cultures, you'll see that there's a focus on the three key words there, connections, comparisons and communities. And this draws on students' existing knowledge to make connections. They're making comparisons between different perspectives. They're reflecting on how culture influences language use. They're also conducting an in-depth study, which we'll talk about in a little bit more detail later on. And that draws on the notion of community and how it expresses itself through language and culture. And finally, students who take this study are familiar with at least two cultures in their communities, and understanding this relationship and their responses to it may redefine what these communities mean to them.

So as Kylie mentioned at the beginning, one of the important changes is that this study has introduced visual texts and viewed texts. And this is the fifth macro skill of viewing, and it involves the analysis and the interpretation of visual texts. When we talk about visual texts, we're talking about something that provides cultural or linguistic information through a visual mode. And these texts could also of course include a small amount of spoken or written information. Throughout Units 1 to 4, visual texts have been included now as stimulus texts. And the reason why these have been included is to really reflect the importance of interpreting visual texts for success in the current digital world. And this reflects real world skills and knowledge.

And in the study design, there's a statement there that says viewed texts could include photographs, charts, drawings, paintings, films, menus, maps, posters, diagrams, or advertisements. But it's important to know that that's not an exhaustive list. And of course, teachers are very welcome to find other examples of suitable viewed texts that they could show to their students as appropriate stimulus materials.

One of the things that's been updated is the list of text types. So each study design has a list. And of course, teachers are going to be using a very wide range of text types in the teaching and learning of the language. So it's important to know that the text types that they're using for the teaching and the learning of the language are not prescribed. However, in the study design we have a list of text types for productive use, and these are recommended for productive use. And I won't read those to you because it'll take a little bit of - you can read them for yourself, and we encourage you to download your study design and to have a close look at those yourself.

So the other thing that Kylie mentioned is writing styles. We have our five kinds of styles of writing that have been retained. And in fact in the revised study design, imaginative writing has been strengthened as Kylie mentioned because it is considered an important skill. So it's important to be aware of the general features and main characteristics of each of the five writing styles. And teachers can find out information about that in the Advice for Teachers document. In the previous study design, that information was in the back of the study design. However, in the revised study design, the Advice for Teachers will be an electronic document that you can find via a link on your study page.

Our next thing that we're going to talk about is themes, topics and subtopics. In the revised study design, we still have prescribed themes, prescribed topics and suggested subtopics. However, they have been updated. You will see that there was the theme in the previous study design 'Global issues' that has now been renamed and it's called, 'The world around us'. Underneath the world around us theme is a prescribed topic, a new one called 'Studies of Australia'. And then under that is a suggested subtopic, 'Aboriginal and Torres Strait Islander histories and cultures'.

I will now show you, we'll now have a little bit more of a detailed look at the table. So the example that we have here has actually been taken from the Vietnamese First Language study design, and each of the study designs for the five languages are different. So it's important if you're teaching Chinese First Language, Indonesian First Language, Japanese First Language, or Chinese First Language, or Korean First Language, that you download your own and have a close look at this table because they are all a little bit different.

So as you can see, this table is presented in the same way as the previous study design. We have three columns and each column is a prescribed theme. And the names of these themes have been updated. Underneath those we have our nine prescribed topics and they are shown there with the dot points and the black text in bold. Now it's important to know that the prescribed themes and the prescribed topics are prescribed. So they are mandated. Teachers must teach all of those from Units 1 to 4.

Underneath those you can see in the smaller italic writing, they are the suggested subtopics. And there are many for each of the prescribed topics. So it's important to know teachers don't have to teach each and every one of those. And they are suggested, so teachers may have their own idea for a subtopic that would fit well under the prescribed topic and teachers are welcome to use those.

It's also important to know that just as in the previous study design, the sequence that teachers deliver these prescribed themes and prescribed topics is not fixed. So teachers may make their own decisions about the sequence that they teach them. Some of these prescribed themes and topics may lend themselves better to Units 1 and 2, and some might work better for Units 3 and 4. However, it is important to remember that each unit of work that you design for your teaching and learning program and your assessment program must cover one theme, one topic, and one subtopic. And when the students undertake the take the SAC, it must be on that subtopic.

Just wanted to also draw your attention one more time that under the right-hand side column there, which has been renamed 'The world around us', at the bottom there we have our new prescribed topic, 'Studies of Australia'. And there are some suggested subtopics there. So teachers are welcome to use one of those or come up with their own one. If they think there's an engaging one that they can think of, that's fine. So I'm now going to hand back to Kylie and we are going to wrap up this first video.

**[Kylie Witt]:** Excellent, thank you Catherine. Thanks for that information, very comprehensive. Just one last thing before I say, thank you. And that is that as we've mentioned earlier, you can download information from the study page. That's where we post updated information. That's where the links to things like the Advice for Teachers will be available.

So two really important things. Keep visiting the study page at regular intervals and consider subscribing to the VCAA Bulletin, because we also announce any new developments and additional resources that we publish, we always announce those in the bulletin. So if you subscribe to the bulletin and you visit your study page regularly, you will find support there.

I'd also like to invite you to watch our second video. You'd be aware that we left a couple of items out of this video. So please watch the second video. And if you have any questions as a result of either of these videos, we encourage you to contact one of the three of us on the details that you can see here on this slide. So thank you very much for watching and we hope to see you in the next video. Thanks again Catherine.

**[Catherine Bryant]:** Thanks Kylie, bye.

**[Kylie Witt]:** Bye.

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