**[Kylie Witt]:** Great, next question. "In 2022, how do I teach these so-called 'new' study designs to students in Units Three and Four when they were taught Units One and Two from the so-called 'old' study design in 2021?"

So, we realise that 2022 is a year of transition and there are a couple of extra things you'll need to think about. I'm going to ask Catherine to take you through that because she's got some really nice diagrams that will help you understand that and plan for it. Next slide, please, Sam.

**[Catherine Bryant]:** Thank you, Kylie. All right, so in order to answer this question about planning, we're going to have, we're going to just rely on this graphic here. And we're going to show you all of the different elements that you're going to be using when you're planning your teaching and assessment program.

So as you know, of course already, there are many different elements that you need to consider when you're planning out everything for your yearly or your two yearly VCE program. And of course, the most important place that we want you to start is of course, the study design. And we've got the study design indicated there at one o'clock on our sun diagram. So please make sure you're using the latest version.

As Kylie mentioned, there has been an update to the wording in the study design. So please find it on your study page and download it. Don't rely on a printed out version. It's also important to remember that in 2022, all units, so Units One, Two, Three and Four are going to be implemented of the revised study design.

OK, so the first place that you're going to start of course, is the outcome statements and the task statements and the key knowledge and the key skills will flow from those. And there's been several important changes made to the revised study design, of course, in terms of the key knowledge and the key skills. And let's look at some examples of those now.

So in this slide, we're just using Unit Three as an example, but there are changes of course, in Units One, Two and Four as well. But we're just using this one just to demonstrate what we mean. So one important thing that we can see here is that as we know in the revised study design, students are responding now to viewed texts in their outcomes.

So if we look here at Outcome Two, we can see the outcome statement says 'analyse and use information from spoken and viewed texts'. So, and then when you go and have a look on the actual page in the study design, and you read the key knowledge and the key skills, you'll see that that is reflected in the wording there for those.

Another change in the study design is that several of the outcomes involve students responding to a combination of different kinds of stimulus texts at once. And we can see it again here in this outcome. So students are responding to both spoken and viewed texts in the one task.

And again, you'll see the wording in the key knowledge and the key skills is also updated to reflect this integrated sort of task that we have here. So of course, when you're teaching, when you're planning out your teaching and assessment program, it's really important to make sure that you teach everything exactly as it's written in the study design so that your students don't have a gap in their skills and their knowledge.

And of course there are other key knowledge and other key skills that are in the study design in addition to the ones that I've just pointed out to you on this slide. So it's really important that you go back and you have a really careful read of everything. In each outcome there is an introductory paragraph as well, so please read the whole thing, 'cause it's all there for a reason. And it's all meant to be read at once.

Okay, if we go back to our diagram now, of course the next thing that we need you to look at very closely is the table of themes, topics, and subtopics. Now, what you'll need to do of course is have a look at which of the themes, topics and subtopics students were taught in Units One and Two in 2021.

And then what you'll need to do is pull out the revised study design and put those two tables of themes, topics, and subtopics side by side, and you'll need to compare them. And you'll see that some of, there are some similarities in the themes, topics and subtopics that are in the revised study design. So look for those, and if you see similar ones, of course, you'll need to tick those off. And then through doing that, you'll be able to identify which ones are still left and they will be gaps that you will need to fill with your students.

Let's have a look again at the table of themes, topics and subtopics. Now, of course, we're just using this screenshot today from the Vietnamese First Language study design, but you'll see if you look in the Japanese First Language study design or the one for Chinese First Language, Korean First Language or Indonesian First Language. You'll notice that we have a brand new prescribed topic, which is there with the beautiful red box around it. So we're highlighting that one for you today.

Of course, we still have the same structure of our table. We still have our three themes. These were renamed and again, some of those topics you'll see, are a little bit similar to the previous study design. So using that process, you should be able to check off what has already been covered. So do pay attention to the new prescribed topic, studies of Australia, that one does need to be taught to students in 2022, because all of this, everything on this table needs to have been covered.

All right, let's go back to our diagram now where we're looking at all of the different elements that need to be involved in planning and teaching, planning your teaching and assessment programme. So our next things that we're drawing your attention to of course, is the grammar list. I'm sure you've seen that, and it has been updated. The text types, there is a list in the new study design that has been updated and in the new study, in the revised study design rather, the text types that are listed are for productive use only. So that is what the students are expected to be able to produce themselves.

The writing styles, there has been no change to the writing styles. So there's five kinds of, five styles of writing and they are not changed. So if you're looking for information about the text types and the writing styles, we do have information for you. It's in a downloadable Word document in the Advice for teachers. So you can use that for guidance about those two things.

In the past, of course, they were included in the back of the study design. Now they're an electronic document that you can find on our website and the way that you find that is to go to your study page and then you can find it from there. I'll just, if Sam, you could show us the next slide.

We do now have the Advice for teachers for Chinese First Language up and Vietnamese First Language has been published. The other Advice for teachers documents will be uploaded very soon. So teachers of Japanese First Language and Indonesian First Language and Korean First Language, please check, yours will also be going up very soon. These two documents that I'm referring to, however they are the same across all five languages.

So if you're teaching Japanese First Language, Korean First Language or Indonesian First Language, you are welcome to have a look at the Chinese First Language page or the Vietnamese First Language page to find it. So the way that you find it is from your study page, you'll see there's a link called 'Advice for teachers', go there. And then if you hit that button called general assessment advice, you'll open up a new page. And then Sam, if you could show us what that page looks like, thank you.

You'll need to scroll down a little bit, and then under the heading 'support materials' there, you'll see the downloadable two Word documents. So those are there to help you. They are not mandated. So the VCAA is not saying that must be taught in that way. However, that is a support document that is there for you, and it's there to help you, so you may use that if you wish.

Okay, so this is a very long answer to the question. We're going back to our planning diagram and here are final two things that we wanted to point out to you. Of course, this is not an exhaustive list. You have no doubt other things that you'll be using to consider when you're doing your planning, such as your school's timetable, your school calendar, your own particular students, the kind of resources that you have available to you. All of that would also of course be part of the things that you need to consider.

But just for the purposes of the VCAA documentation that we have available to you, these are two additional things that we'd like you to know about. So of course we have performance descriptors. So it's really important to have those available and to show those to your students when you're doing your assessment, so they know how they're going to be assessed.

Now for the revised five First Language studies, the VCAA is currently in the process of revising those and updating those. So they will be published on the Advice for teachers page. And so yes, please check your Advice for teachers page when it goes up and come back regularly and they will be put up there soon.

Now, the second thing of course, that we wanted to draw your attention to is the principles of assessment. Some teachers may have heard us talking about these things before, for other teachers, this might be new, but these are really important things to consider when you're doing your assessments. So let's just talk about those for a few minutes.

Now, there are four assessment principles that we want you to think about. So assessment should be valid and reasonable. It should be equitable, it should be efficient, and it should be balanced. These can be downloaded from that link. So when we send you out the slides, of course, you'll have that link there.

And of course these four principles are just really sensible and are a good idea to have in the back of your mind anyway, doesn't matter really which level you're teaching, whether it's VCE or not. And these are not specific to Languages either. So if you were going to have a discussion with any of your colleagues at school, this would also be just as useful to them too.

So let's unpack these just for a few minutes. When we say that assessment should be valid, what we mean is that it should be fair and it should be reasonable. It should be the same as the designated task type in the study design. So if you're assessing something else, that's not the designated task type in the study design, then it wouldn't be valid. We want assessment of course, to be conducted under fair conditions for all students. And we really want teachers to be giving very clear instructions to their students.

So giving clear instructions means telling them ahead of time what's going to happen, what they're going to be required to do, how they're going to be assessed. Are they allowed to have certain materials with them, when it will be happening, all of those kinds of things. And of course telling them how they're going to be assessed by giving them those criteria ahead of time.

When we say assessment needs to be equitable, what we mean is that everyone in the room has equal chance of being able to achieve the task. So it wouldn't privilege anybody in particular or disadvantage anybody in particular based on their background or where they happen to be or who they happen to be.

If you're giving students a choice of task, which is completely up to you, you need to be very careful that each of the task options that you're giving are comparable in scope and demand. So comparable in scope and demand means it's the same level of difficulty, and that each student is going to be doing the same sort of tasks, the same task.

It's completely up to you, whether you want to give them a choice or not. You could even give the whole class one task, and that would be fine too. But if you really want to give them a task, you need to be very careful about that. So make sure it's on the same theme, topic and subtopic, because some subtopics are more difficult than others and so on and so forth.

We have two more assessment principles, of course. So efficient means we're not making it any bigger than it needs to be. So we're doing, we're not adding additional workload onto students unnecessarily. We're not over assessing them on the outcome or under assessing them. We can give students a limited timeframe to complete the task. And we're just doing it as part of the regular teaching and learning program. So you're not adding an extra layer of anything onto the students' timetable or learning program in that way.

When we talk about balanced, what we mean is we're giving them lots of opportunities to demonstrate what they can do. It's not always the same kind of task. So in terms of the VCE Languages study designs, there's a lot of tasks that are actually prescribed. So teachers are actually told, well, your task must be this kind of task.

But we do want students to be able to demonstrate what they can do in different sorts of forms, wherever that's possible. Of course, you're going to be using the suitable criteria, and you're going to make sure that you're assessing the key knowledge and the key skills.

So that's a summary of assessment principles. If you would like to know more about assessment principles, please use that link and download the document. And of course, if you would like to clarify anything about that, you're also very welcome to ring us up and to talk to us if you have any questions about that.

Okay, so that is our very long answer to say how you might go about planning for next year and all the different elements that you need to be considering when you're setting up your teaching and learning program. Okay, so I'm going to hand back to Kylie who has another question from a teacher.

**[Kylie Witt]:** "In the study design, it says that assessment must be completed within a limited timeframe. I wonder how long it would be suggested for written assessments?"

Okay, so you're probably asking for an answer that you won't get and the VCAA deliberately does not provide information other than you must complete assessment within a limited timeframe. Catherine mentioned balance and efficiency before, and this is the sort of thing you have to think about.

How long do we require in order to show that we have achieved what is needed to be learned?

So the key knowledge and key skills, your students must be able to demonstrate that they have mastered those. But it is up to the school and the teacher to decide on the timeframe. So we deliberately don't tell you how long is reasonable. You know your students, you know your teaching situation, you know the limitations of your classroom and your timing.

And you also can look at the tasks and say to yourself, when you're planning, how long do my students need to show that they can do this? And to show that they know this, what kind of setup is appropriate? And it's entirely up to you. So for example, if you have created a task that you think needs an 80 minute period to do comfortably, then you use 80 minutes.

If you have created a task that you know your students will be able to do in less time, then it's okay to use less time. So that's something that you have to judge for yourself. Catherine did mention though, don't over assess, don't under assess. So if it's a large outcome that requires a lot of, there's one of the outcomes for example, the Unit Four, Outcome Two, for example, requires looking at different texts, analysing them and coming up with a response. It would be fairly clear to say that that can't be done in, let's say 30 minutes. That will require a much longer time.

So it's up to you to balance the time you have available with the time you think your students will need. And you need to assess whether your students can do what is outlined in the task, but you don't need to over assess them. So again, you will strike that balance. And what is important is that you are able to measure each student and what is the best that that student can produce.

You need to be able to give them opportunities to perform at their best, in a reasonable timeframe. So again, up to you using common sense, the assessment principles and the guidance provided by the study design.

We'll move on to another question. This has come up. "Do I have to teach the new topic 'Studies of Australia'?"

Now this is new to this study, so yes you do. It is one of the prescribed topics and it's in one of the prescribed themes. So as you can see from this table, studies of Australia is prescribed. You must teach it, but I'll qualify that a little bit. You must teach it, but you can choose whether you teach it in Unit One, Two, Three or Four.

The possible exception of course is 2022 because no student will have studied this topic in 2021 because it doesn't feature in the current study design. So next year, everyone in Units Three and Four will have to use, will have to study this topic. After that, when you turn over to a time when you are planning all four, without looking backwards at a previous study design, it's up to you where you teach this.

The other thing that's worth thinking about is that only the topic 'Studies of Australia' is prescribed. The subtopics are open to choice. So we have given you some examples to get you thinking about how you might study this topic with a Language lens. We've given the example of cultural diversity, migration, Aboriginal and Torres Strait Islander histories and cultures. In this case, it's Vietnamese migration to Australia. In the other languages, there might be other suggested subtopics.

The other thing we've always said is these are suggested these italics. So it might be that you have thought of a really good subtopic that is related to a topic 'Studies of Australia'. If you are confident that your chosen subtopic fits that topic, fits the theme and can be studied appropriately so that it fits the key knowledge and key skills, then you're allowed to do that.

There's an example in the Advice for teachers that focuses on the Aboriginal and Torres Strait Islander histories and cultures from a First Language point of view. So have a look at that, but again, that's just a suggestion and it's just a suggested approach to this. So make that you think about how your students and how your context suits this topic. So yes, you do have to do the topic, but you do it in a way that suits you and your students and your language. Thanks, Sam.

Okay, that's the end of the questions that were sent into us. I noticed there's one more in the Q and A, we've got a couple of other slides that we'll just run through as reminders. And then we'll have a look at the question and answers. So just a reminder, we've talked mainly in this webinar about school-based assessment. And the main thing to remember about school-based assessment is exactly that. It is school based.

So you decide most of the important things in terms of how things are taught, what is taught, how things are assessed. All of those things are school-based decisions apart from when the study design mandates how that's done. So always go back to that study design, the study design tells you what you must do. Everything else about how that happens in a school setting, that's up to you.

The other thing that you need to remember though, is of course there is some external assessment associated with this study. There are two pieces of external assessment. There's the oral examination, which takes approximately 10 minutes. And there's the written examination, which takes two hours and has some reading time associated with it.

We are working on performance descriptors for the school-based assessment tasks. Again, these are not mandated, they are suggestions to help you. So have a look at those when they're published and if you like them and they work for your students, use them. If you need to adapt them, then by all means do that.

There will also be a sample written examination produced, and that will be publicised to you through the bulletin and through notices to schools. So keep an eye on those publications as well. If we could move on again and look if you have any problems at all, or any questions, we're more than happy to help you. There are two of us here in the room today, and we have a third Languages Unit member, Maria Dikaiou. So you can contact any one of the three of us anytime you need some help and we will try and help you.

So thank you so much for coming. Thank you for listening to us, and we hope that it was helpful.

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