VCE Persian Units 1 and 2: 2024–2028; Units 3 and 4: 2025–2028

VCE Persian Planning Tool – SAMPLE

This sample illustrates one way of developing a program for VCE Persian. Please refer to the [study design](https://vcaa.edugate-cms.eduweb.vic.gov.au/Documents/vce/persian/2024PersianSD.docx) for further information.









For further support, please refer to the [VCE Persian study page](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/persian/Pages/Index.aspx) on the VCAA website.

VCE Persian Unit 1 VCE Persian Units 1 and 2: 2024–2028; Units 3 and 4: 2025–2028

|  |
| --- |
| Concepts and topics not covered in Units 1 and 2 must be covered in Units 3 or 4. Each of the concepts and topics must be covered at least once by the end of Unit 4. All perspectives must be addressed over the two years of the study. |
| Concept | Topic | Subtopic (Suggested subtopics on the study design page) | Perspective  |
| *Two prescribed concepts for Unit 1: Select three of the topics below and for each topic, choose a related subtopic. Allocate the remaining topic to Unit 3 or 4.* |
| Identity | Inclusivity, diversity and belonging |  |  |
| Living in Australia |  |  |
| Sustainability | Sustaining language and culture |  |  |
| Natural environment |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit 1 | Assessment task(refer to study design page 30) | Concept(choose one per outcome) | Topic(choose one per outcome) | Subtopic(refer to *‘Suggested Subtopics’* document on the VCAA website) | Perspective(choose one per outcome) |
| Outcome 1Exchange meaning in an informal, personal spoken interaction in Persian. |  |  |  |  | * Personal
* Community
* Global
 |
| Outcome 2Analyse information from texts in Persian related to different aspects of the subtopic studied and respond in writing to short-answer questions about the texts in English. |  |  |  |  | * Personal
* Community
* Global
 |
| Outcome 3Produce original writing in Persian on the subtopic studied that includes information to support ideas and opinions. |  |  |  |  | * Personal
* Community
* Global
 |

VCE Persian Unit 2 VCE Persian Units 1 and 2: 2024–2028; Units 3 and 4: 2025–2028

|  |
| --- |
| Concepts and topics not covered in Units 1 and 2 must be covered in Units 3 or 4. Each of the concepts and topics must be covered at least once by the end of Unit 4. All perspectives must be addressed over the two years of the study. |
| Concept | Topic | Subtopic (Suggested subtopics on the study design page) | Perspective |
| *Two prescribed concepts for Unit 2: Select three of the topics below and for each topic, choose a related subtopic. Allocate the remaining topic to Unit 3 or 4.* |
| Legacy | Innovation |  |  |
| Persian-speaking culture |  |  |
| Responsibility | Society |  |  |
| Youth |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit 2 | Assessment task(refer to study design page 34) | Concept(choose one per outcome) | Topic(choose one per outcome) | Subtopic(refer to *‘Suggested Subtopics’* document on the VCAA website) | Perspective(choose one per outcome) |
| Outcome 1Engage with the ideas, opinions and/or information raised in a listening text in Persian and develop the exchange through an extended response in writing in Persian. |  |  |  |  | * Personal
* Community
* Global
 |
| Outcome 2Produce writing in Persian for a specified purpose and audience, using relevant information from a reading text in Persian. |  |  |  |  | * Personal
* Community
* Global
 |
| Outcome 3Deliver a spoken presentation in Persian that accurately expresses meaning to Persian-speakers on the subtopic related to Australia that has been studied. |  |  |  |  | * Personal
* Community
* Global
 |

VCE Persian Unit 3 VCE Persian Units 1 and 2: 2024–2028; Units 3 and 4: 2025–2028

|  |
| --- |
| Concepts and topics not covered in Units 1 and 2 must be covered in Units 3 or 4. Each of the concepts and topics must be covered at least once by the end of Unit 4. All perspectives must be addressed over the two years of the study. |
| Concept | Topic | Subtopic (Suggested subtopics on the study design page) | Perspective |
| ***Four prescribed concepts for Unit 3: Topics not covered in Units 1 and 2 MUST be covered in either Unit 3 or 4.*** |
| Identity | Inclusivity, diversity and belonging |  |  |
| Living in Australia |  |  |
| Legacy | Innovation |  |  |
| Persian-speaking culture |  |  |
| Responsibility | Society |  |  |
| Youth |  |  |
| Sustainability | Sustaining language and culture |  |  |
| Natural environment |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit 3 | Assessment task(refer to study design page 38) | Concept(choose one per outcome) | Topic(choose one per outcome) | Subtopic(refer to *‘Suggested Subtopics’* document on the VCAA website) | Perspective |
| Outcome 1Participate in a spoken role-play in Persian to negotiate an agreed future action. | Three- to four-minute role-play in Persian focusing on a negotiated future action. |  |  |  | * Personal
* Community
* Global
 |
| Outcome 2Analyse and synthesise information from texts in Persian related to different aspects of the subtopic. | Responses in Persian to specific short-answer questions using information extracted from written texts related to a selected topic. A visual text may be included. |  |  |  | * Personal
* Community
* Global
 |
| Outcome 3Write in Persian for a specific context, purpose and audience. | Approximately 250-word piece of writing in Persian suited to the context, text type and writing style (descriptive, informative or personal) required in the response. |  |  |  | * Personal
* Community
* Global
 |

VCE Persian Unit 4 VCE Persian Units 1 and 2: 2024–2028; Units 3 and 4: 2025–2028

|  |
| --- |
| Concepts and topics not covered in Units 1 and 2 must be covered in Units 3 or 4. Each of the concepts and topics must be covered at least once by the end of Unit 4.All perspectives must be addressed over the two years of the study. |
| Concept | Topic | Subtopic (Suggested subtopics on the study design page) | Perspective  |
| ***Four prescribed concepts for Unit 4: Topics not covered in Units 1 and 2 MUST be covered in either Unit 3 or 4.*** |
| Identity | Inclusivity, diversity and belonging |  |  |
| Living in Australia |  |  |
| Legacy | Innovation |  |  |
| Persian-speaking culture |  |  |
| Responsibility | Society |  |  |
| Youth |  |  |
| Sustainability | Sustaining language and culture |  |  |
| Natural environment |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit 4 | Assessment task(refer to study design page 42) | Concept(choose one per outcome) | Topic(choose one per outcome) | Subtopic(refer to *‘Suggested Subtopics’* document on the VCAA website) | Perspective(choose one per outcome) |
| Outcome 1Present information in a spoken presentation and participate in a discussion about the content of the presentation in Persian. | Four- to five-minute presentation and discussion in Persian, including a presentation of up to 90 seconds. |  |  |  | * Personal
* Community
* Global
 |
| Outcome 2Identify information from texts in Persian related to different aspects of the subtopic studied and use relevant information to write an extended response. | Approximately 250-word written response in Persian, incorporating information from two or more texts. |  |  |  | * Personal
* Community
* Global
 |
| Outcome 3Produce an extended piece of original writing in Persian. | Approximately 300-word piece of writing in Persian, suited to the context, text type and writing style (evaluative, imaginative, persuasive or reflective) required in the response. |  |  |  | * Personal
* Community
* Global
 |

VCE Persian Planning Tool - Checklist

|  |
| --- |
| Concepts and topics not covered in Units 1 and 2 must be covered in Units 3 or 4. Each of the concepts and topics must be covered at least once by the end of Unit 4. All perspectives must be addressed over the two years of the study. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 1** | Concept | Topic | Perspective |  | **Unit 3** | Concept | Topic | Perspective |
| [ ]  Identity | [ ]  Inclusivity, diversity and belonging | [ ]  Personal[ ]  Community[ ]  Global | [ ]  Identity | [ ]  Inclusivity, diversity and belonging | [ ]  Personal[ ]  Community[ ]  Global |
| [ ]  Living in Australia |
| [ ]  Living in Australia | [ ]  Personal[ ]  Community[ ]  Global | [ ]  Legacy | [ ]  Innovation | [ ]  Personal[ ]  Community[ ]  Global |
| [ ]  Persian-speaking culture |
| [ ]  Sustainability | [ ]  Sustaining language and culture | [ ]  Personal[ ]  Community[ ]  Global | [ ]  Responsibility | [ ]  Society | [ ]  Personal[ ]  Community[ ]  Global |
| [ ]  Youth |
| [ ]  Natural environment | [ ]  Personal[ ]  Community[ ]  Global | [ ]  Sustainability | [ ]  Sustaining language and culture | [ ]  Personal[ ]  Community[ ]  Global |
| [ ]  Natural environment |
| **Unit 2** | Concept | Topic | Perspective | **Unit 4** | Concept | Topic | Perspective |
| [ ]  Legacy | [ ]  Innovation | [ ]  Personal[ ]  Community[ ]  Global | [ ]  Identity | [ ]  Inclusivity, diversity and belonging | [ ]  Personal[ ]  Community[ ]  Global |
| [ ]  Living in Australia |
| [ ]  Persian-speaking culture | [ ]  Personal[ ]  Community[ ]  Global | [ ]  Legacy | [ ]  Innovation | [ ]  Personal[ ]  Community[ ]  Global |
| [ ]  Persian-speaking culture |
| [ ]  Responsibility | [ ]  Society | [ ]  Personal[ ]  Community[ ]  Global | [ ]  Responsibility | [ ]  Society | [ ]  Personal[ ]  Community[ ]  Global |
| [ ]  Youth |
| [ ]  Youth | [ ]  Personal[ ]  Community[ ]  Global | [ ]  Sustainability | [ ]  Sustaining language and culture | [ ]  Personal[ ]  Community[ ]  Global |
| [ ]  Natural environment |