**Catherine Bryant** - Thank you very much everyone for joining us this afternoon. Welcome to our webinar and this webinar is about the VCE Chinese language culture and society study design, which has been revised and re accredited for 2023 to 2027. And we are going to be focusing today on area of study one in this new study design. Thanks very much everyone for joining us.

Before we go any further, I'd like to acknowledge the traditional owners of the many lands that we're working on and meeting on this afternoon. I'm on the land of the Boon wurrung people, and I pay my respects to their elders past and present and to all of the other elders of the different lands that you are on this afternoon. So, the purpose of our webinar this afternoon is we're going to be just focusing mainly on areas of study one in the new study design for Chinese language culture and society. And it's going to in... The intention is to support teachers to teach and assess outcome one. It's also going to cover a little bit about the prescribed text list that comes in for units three and four.

I'm Catherine Bryant, I work in the languages unit and I'm very excited to be joined this afternoon by Nina Wei who has very kindly agreed to come along and to help us out and to co-present this webinar with us. Hi Nina. So just a reminder that this is actually part of a bigger programme of implementation professional learning that the VCAA is running. It's actually part three, so part one was our little pre-recorded video that went on study design in May, which presented a very sort of broad overview of the changes that have been made. In June, we ran our first live webinar, which presented an overview of everything in the study design. That was recorded, so there is a recording available on the study page that you are welcome to have a look at if you haven't seen it already, or if you want to go back and check anything, it's going to be up there for the life of the study, I believe. So please go back and review that anytime you need a refresher.

And then today it's our second live webinar and we are focusing in just on area of study one and also like the other webinar, this one is being recorded and the video will be appearing later on soon, hopefully on the VCE Chinese language culture and society study page. So, if you miss something tonight or if your internet drops out or something goes wrong, you're always welcome to go back and review it later. Okay, so what we're going to do this afternoon is we're going to give you a reminder about the overall structure of the revised study. We're going to focus on the culture and society in Chinese speaking communities strand. We're going to have a look at the topics for this strand. We're going to unpack the outcomes and the key knowledge and the key skills in the strand. So, we're going to look quite closely at the study design, and we'll go into it in quite a bit of detail. We're going to talk about social inquiry skills and what that means.

And Nina is going to give you some ideas for tips and a few, some suggestions for how you might go about helping your students to develop those skills. We're going to touch on the prescribed texts, which are now in a list which have been published on the website. And then we're going to go over just briefly, what other things are in the pipeline, what other things are coming to support you to deliver this study in 2023. So, the new study design, which has been revised and re accredited is on the study page. This is where you are going to find everything that you need to know for this particular VCE study. And this is what we're talking about today.

So, we are focusing on the study design, we're not actually talking about the exam. So, if you have a burning question about the exam, please hold onto it. But unfortunately, we don't have information about the exam just yet because that information hasn't yet been released, okay? So, we will be providing exam information later on, but it won't be happening today, okay, so please be patient. We're focusing on the study design, which is the mandated document, this is where you need to start. Okay, so let's just do a quick reminder. In this study, we have two strands, okay? The Chinese, sorry, Chinese language strand is the grey there and that appears in area of study two and three. If you are unclear about anything to do with the Chinese language strand do go back and rewatch the video of our first webinar, okay? That is available on the website. There's some tips and suggestions in there about how you can go about planning for that.

Today, we're going to be focusing on the blue, which is the culture and society in the Chinese speaking communities strand. Okay. When we look at the whole study in one go, we can see that there are the two strands that are happening concurrently. So, they're in parallel and so when we talk about our outcome one, that is what we are talking about today. So, we're going to talk about outcome one in unit one, unit two, unit three and unit four. And this is what they look like when you look at them in isolation, they've each got names and the names form the focus for each outcome. And you can see that they will start at unit one with Confucianism, and that's where students are going to begin their particular study for this part of the study. So, there's just a reminder that I wanted to give everybody at the front of the study design, there is this statement. And it's about entry to this VCE study.

So, I think it's useful just to have a quick look at this and you can find it on page seven. It's actually in the current study design, it hasn't changed, but sometimes people miss these things. So, the intention is that this study is for students who have already studied Chinese, as part of their secondary education. Students will have typically studied the language for at least 100 hours prior to the commencement of unit one. So, they come into unit one, knowing some Chinese. They've done about a hundred hours. But when we say they've done about a hundred hours, we really mean that they've been learning Chinese language.

So, they've been learning, speaking, reading, writing, listening and that's from the Victorian curriculum, or maybe it's the Australian curriculum. When you look at the Victorian curriculum and the Australian curriculum, there's a really strong communicative focus. They wouldn't have come to unit one of this study with, really having any formal learning about Chinese philosophy. Okay, they might have picked up a few ideas by learning about Chinese culture, but they haven't done a lot of any real information about Chinese philosophy.

So, when they come to unit one and they start outcome one and they start with Confucianism, we are assuming that they're beginners really in this space, okay. Now the content for outcome one for this strand is prescribed in the study design. So, when you have a look in your study design at page 10, we've got this table and it outlines what the topics are. So, this is a really important table to know about that the reason why they start with Confucianism in unit one is because it's one of the most fundamental and important ideas and it underpins everything else that they will go on to learn in unit two and three and four.

So, it's meant to be organised in a very logical sequence. In unit three and four, they're going to start to apply what they learned in units one and two to those broader contexts and broader situations. And so, the knowledge and the understanding about the philosophy that they gained in units one and two continues to develop right through units three and four. They don't stop knowing about that and they don't stop that learning. It's a bit like riding a bike. So, once they have learned that skill, they keep doing it and then they continue to demonstrate what they know and what they can do, but they're doing it at a slightly higher level and they're showing what they can do with it. So, they're really applying their understanding of it to different ideas. And this is a slight difference from the current study design.

Okay, now let's also have a close look at what we mean by social inquiry skills. This statement is in the study design too. So, teachers may or may not have seen this, but let's have a close look at what it says. So, when we talk about social inquiry skills, we mean students are developing the capacity to gather and evaluate a range of source material, they're analysing and they're communicating their findings. Further, they reflect on different cultural perspectives and then they explain comparative approaches. Students will be required to demonstrate their understanding of social and cultural issues relevant to the Chinese speaking world.

So, if you are new to teaching this sort of study, this might seem a little bit daunting and you might be thinking, well, how do I go about teaching these sorts of skills to students? We have some tips here from Nina. Who's going to run through a few suggestions about different approaches that you might like to try. Now there's many ways of doing this, this is just one way but I'm going to hand over now to Nina who's going to run through some of her ideas. Thanks, Nina.

**Nina Wei** - Hello, thank you. Hi everyone. Thank you for joining us. I know as a language teacher myself, normally I would start with my teaching unit with vocab, and I would expect that I'm... I'll be the knowledgeable one and was teaching those social inquiry skills quite put us in a, out of our comfort zone. So, I'm just trying to introduce my way, that I will teach at my school. So, it's, so according to the unit, we'll start, normally start with a visual. So, I'll put it up in the white board or I project it in front of the class with the image either... It's I used Chinese painting before, I used photos before, sometimes use posters can be helpful with more information there, but I find it really interesting to see how the students react when you just put a very simple photo in there.

And we'll start this class with a little discussion of what you see from the photo. And what I found is actually needs to be trained the skill, to look at the details, which is useful for, I think, across the board with improving their viewing skills. Pay attention to the details and can you link it with your prior understanding and there, and then the next block I put it there it's to talk about the inferring and questioning that you can get from the photos. Like what the photo is confusing you, what part of the photo that you don't understand, it doesn't look fit in. And the next block is called research, engage the students with a range of resources, covering various perspectives. That's what in humanities is called primary source, like first-hand resources or secondary resource like our textbooks or a summary of what we got. So basically, it's someone has digested the first-hand information and put up their interpretation.

So, it's always useful to get students access to some firsthand information. And for example, the teacher, as a Chinese teacher, we are normally providing firsthand information if you talk about your understanding. And doc... The second point in the research block is document and visible thinking routine, which is to emphasise on you need to keep track on what happened in the class. What did the students say and what, visible thinking routine there's actually a phrase that you can Google it's from Harvard University, they're Project Zero? But I'm sure some of the teachers have heard of this project that they emphasising you need to put down and see how you come to your conclusion. Basically, to train the student not to jump into conclusion. So, I see this photo, I got a emotional reaction and I have my conclusion of what the photo is about, but basically write down or even do a mind map of what I just said, that process. And the last bit is assessment. So that assessment needs to be designed according to the outcome and needs to be challenging yet accessible to all students. So, I want to give you an example to go through this four blocks to make it more comprehensive or more easier for us to imagine what they will be like.

So, when teaching unit one, Confucianism, I'll put up a Chinese painting, I think many of you may have seen this painting that it's Confucius the historical figure sitting on the right side of the image. And there's a group of students surrounding him. So basically, it's his classroom. And when I'll put that in front of the classroom at the beginning of the lesson, and then when the students come in, that's the first thing they see and immediately they started to think, what does it mean? And it doesn't really matter whether they're right or wrong. So, they can see the historical figure, they can see it's a classroom environment and they can see there's a hierarchy in positioning so the teacher is sitting higher, and they can see their social interactions in that photo or in the drawing.

So, you basically touch on a lot of core principles of Confucianism already. And then when you go into discussions, for example, why the teacher is sitting there surrounding by students, that's confusion... Confucianism ideas of how important it is in social interactions, in education. And then the students can raise questions of what they're talking about and what that image represented the social values. Like what kind of virtues are there, what the five relationships in Confucianism, and then you touch on the skills of well we'll go into the skills later on. What I meant by research next one is I will give the students maybe a mind map starting with education or starting in the middle with social action, social interaction. That's basically what Confucianism really is about, right? And then maybe there is a film clip that they can watch I know there is a film Confucius and there are the classic literatures, translated one, maybe parts of them in another handout. And then maybe there are images of how Confucius was worshipped in the temples.

So, what I meant by engage the students with a range of resources, it could be a photos of Confucius in the temple. that's considered firsthand information. That's what happened in reality. And it could be people, Confucius biology, I'm sorry, biographic description of what Confucius' story. It could be a textbook, a page of textbook. So, a range of different genres, a range of different models, a range of different perspective. They're all about Confucianism and then link him to Chinese people's thinking pattern maybe put the historical figures into the temples and praise for their virtues, and then maybe go details with what we have those five core relationships, how it impacts on the family structures and how it impacts on the social structures, how you rule your family as you... Rule the country as you rule the family and all that core knowledge, the key knowledge can be embedded in those readings and viewings and discussions. That's what we call the whole comprehensive research. And for thinking routine, I would highly recommend the teachers to Google it. There's a very comprehensive website on harvard.edu. They have those core thinking routines that can help you, for example, what I used to think, now I think that table they can follow or think pair share that we all know.

**Catherine Bryant** - That sounds like it would really support the whole idea of reflection too.

**Nina Wei** - Yeah.

**Catherine Bryant** - Cause reflecting is one of these skills. So that sounds like a really practical way of supporting the students to do that reflecting.

**Nina Wei** - Yeah. And yeah, we'll go into details of how to develop assessment, but for what I did this is for my class, I put a range of different Confucius figure, like pictures of Confucius and ask questions of... Through viewing the development of the appearance change of people's reaction of Confucius, what kind of core principles you can analyse, or you can see reflected there or represented there. So, I think it's more, when you're teaching those social inquiry skills, it's more, you put on a historical and cultural and it's a dynamic lens into it. So yeah

**Catherine Bryant** - And also, I think it's useful to have an unpacking of what we mean by research. We don't mean students are just put in front of the internet and they run wild and look for materials. You're very carefully selecting key pieces of information and historical sources, and then you're giving them to the students, and they are researching those things that you've given them. So, they're not just being left to find stuff. I think that's an important thing for teachers to know as well.

**Nina Wei** - I think and also that's where you can control. So-

**Catherine Bryant** - Absolutely.

**Nina Wei** - They're not running off with random perspectives.

**Catherine Bryant** - Yes.

**Nina Wei** - On the internet. Of course, I also understand it's a lot of pre- preparation before the class but once you're done, you get a range of material.

**Catherine Bryant** - Absolutely. Yeah. And they don't have time to be looking on the internet probably either. So yeah, that's great. Thank you so much. Let's continue. What we're going to do is we're going to actually look quite closely at each of the outcomes. We don't have a great deal of time, so we won't spend too much. I want to make sure we get to units three and four as well. But on these slides, what we've done is where there are those... Those key kind of social inquiry skills, like the verbs, I've coloured them in yellow. This is something that you would need to do yourself.

So, after today's webinar, please go and read the study design yourself and do your own highlighting and gain your own understanding of it. You're going to need to do that work. So maybe you need to sit down with a colleague and read it together or something like that. But please look at this document. This is the only mandated document for this VCE study. It's not the old study design. So, you need to try and forget about the current study design and do a really close reading of this and what's in here is all you need.

So, there's no textbook or anything like that. This is what you are going to teach the students. Now I've also coloured in the content in grey. So, we've done a little bit of highlighting already for you. So, in outcome one, they're going to discuss and analyse in English key features of Confucian ideas and their impacts on relationships in Chinese speaking communities. And Nina just gave us some great ideas about what that could look like in the classroom. If we read the actual introductory statement, this is a really important part of each outcome in the study design. So, there's a paragraph there and sometimes I worry that people might skip it and go straight to the outcome or go straight to the key knowledge and the key skills. Please don't skip it because it's got a whole lot of really important information in it, and you're meant to read the whole thing.

So, start at the top of the page and read it all in one go because this bit sort of sets the context for what comes next okay? So, we're going to read this carefully today. All the grey bits, that's the content. You can see it all there, so we are talking about significance and impact of Confucianism, we're talking about core principles. We're talking about how it relates to Chinese social harmony. And then we are looking at moral beliefs and what it means in terms of daily activities of Chinese people, okay? It also talks about students looking at representations of Confucianism and I think that's what Nina was talking about with the artefacts, you know, a range of different things where you can see how it's recorded and how it's communicated. And then we're talking about how Confucianism is one of the most important schools of thought and how it influences social interactions. So already we haven't even looked at the key knowledge and the key skills and we've got a whole lot of really important information here. Okay?

So, the next step is to... Is to look at the key knowledge and the key skills. Now, when you're using this, this is what you need to teach to your students, okay? You don't need to look at any other external document. All right. So, this is it, don't add extra things in, because actually when the study review panel came together and developed the study design, things like workload for students and for teachers were looked at quite carefully. So, don't think that you need to add extra things in, this is it, all right? So again, we've got key skills there and we've got our yellow verbs highlighted. They're all these things that students are doing, there all the skills that they're developing. And then the grey information is what you are teaching to your students for the outcome. Nina, have I missed anything there? Do you want to add anything about that content there?

**Nina Wei** - Well, I think it's pretty comprehensive, so, and it's really, I want to back up on that point. So, we really need to read that introduction paragraph and also, we don't really need to go comprehensive understanding of the development of Confucianism. So, there are still year 12 level of a general understanding of what Confucianism, the five principles really are. And that that's good enough.

**Catherine Bryant** - Yes. I think that's a really important point. This is not like university level sort of thing or anything like that. These students have not seen these ideas before. We can assume that this is the first time they've really studied it. And within one unit, it's only actually one outcome. So, it's only about a third of one outcome. So, they're really sort of starting to scratch the surface. It's quite introductory, isn't it really? So, if you were to say, oh, which type of Confucianism is it? What would you say if someone asked you that Nina?

**Nina Wei** - I think still go back to the study design, 'cause we try to narrow it down to a collective mindset and of how they're pursuing the family and social harmony. I think that's the main thing and Confucianism really is about social relations. So, I put a really simplified, over simplified way for my students. So, whenever you think of social interactions as Confucianism and the big emphasis, it's collectivism.

**Catherine Bryant** - Okay. Right.

**Nina Wei** - And I think that foreshadowing the later content as well.

**Catherine Bryant** - All right. Let's talk about the later content. Oh, now before we go any further, let's talk in a little bit more detail about social inquiry skills. In that that table there on the right-hand side, you'll see there's a nice collection of verbs there. I've pulled those out of the study design. We do have a document that you may not have seen that might go towards providing an explanation for what each of those verbs mean. If you are wondering, well, what does investigate really mean? And what's the difference, you know, or what does examine mean or what does interpret mean? We do have a document on our website that you're welcome to refer to, it's called glossary of command terms. Now this was actually developed for a different purpose. This document was developed to support teachers to know how to use these particular words when they're developing assessment, but it does provide a useful explanation. And it's not for Chinese language, culture and society, it's for all VCE studies.

So, this applies to biology or to mathematics or to history or anything. Some of them would need to be adjusted to use in your classroom because it might not work for a mathematics sort of situation, or it might not work for a history sort of situation. So do just know that this is definitely not a set of rules. It's only meant to be just a supporting document and you would need to probably make some adjustments, but look, if you're wondering, oh, what does it really mean? Then do have a look at this document. There's a link there. You're welcome to have a look at that. All right, let's continue on. We're going to go through the outcomes. So, unit one, outcome one, they've learned all about Confucianism. Unit two, outcome one, they're going to continue that study. And what they're doing is they're going to add in Daoism and Buddhism, all right? So, the outcome statement is research a selected Chinese myth or legend and produce a response in English about its connection to Confucianism, Daoism and/or Buddhism. So, they're not dropping Confucianism, they're holding onto what they've learned about Confucianism and they're now adding some more Chinese philosophies on. And as we just talked about with Nina, research means they're researching information that you're giving them, okay?

So, you need to carefully select some ideas and you provide them to the students, and then they're going to delve into that information and explore it, so just keep that in mind. Now let's have a look at the introduction for this. So, they're extending their knowledge of Chinese philosophies. So, they're consolidating their learning about Confucianism and then they're going to be introduced to Daoism and Buddhism. And the way they're going to do that is through the exploration of creation myths. And they're going to look at English language source materials and examples of artefacts. So maybe some photographs or pictures or examples. Interesting, a range of different things that like Nina was explaining to us a minute ago. And then they're going to look at Chinese cultural practises. And through that, they're going to develop an understanding of traditional values.

Let's have a look at the key knowledge and the key skills, because you'll see they flow on from this and they sort of support this too. So, we've got our key skills there, they're in the yellow, we've got our content in the grey. And you can see there when we look at the key knowledge, it gets quite specific. Actually, there's some quite specific content that students will be learning. So, you'll see there again, it's key features of the philosophy it's the interrelationship between those philosophies and the world and the relationships between humans and the environment. And then there's some specific creation myths that are mentioned there. There's specific archaeological evidence and then they're going to look at specific deities. Nina, would you like to add something here?

**Nina Wei** - Well, I think again, it's, there's a different emphasis. If you read really closely to the knowledge part, again, we are trying to narrow it down because they are very broad and big topics. This part, not only that we add upon our understanding of the key principles, in a way it's narrowing down to key features of Confucianism and adding key features of Daoism and Buddhism or Buddhism. And the emphasis, the second dot point, the interrelationship among those... Between those philosophies is what we emphasise. Again, like when we talk, when we teach Confucianism, we emphasise on their education, social interactions. This unit, I would emphasise on how they work as a team or three different type of teaching philosophies.

So that actually it's quite counterintuitive with our students of thinking of what religion really is. That's also, I think it's a good thing to challenge their assumption of what Chinese religion really is because by now we know that Confucianism is really about social life. Daoism is really about spiritual wellbeing, it's as a whole being. And Buddhism is about karma and the circle of life. So, they emphasise on different aspect of life and also, they answer different questions when you go through life problems. So, they work as a team, I think that's the main thing. And this unit, we trying to understand those three philosophies through creation mythologies, through those legends throughout, and also that follows that pattern as well that you already built in, when we talk about Confucius and people worship him as a God in temple.

Here, we have Guan Gong and Ma Zu also as real historical figures and then you worship them in temples. Again, so you can all still use that pattern, four blocks of teaching pedagogy, if you call it, yeah, to help you to teach them in a more comprehensive or not comprehensive, concrete way. For example, I would use a really big feature that new built lately in China, a big Guan Gong feature there and to start my lesson and then we'll go into what kind of virtue he represent, how he was worshipped in Confucianism, sacred places in Daoist temples and in Buddhist camp temples, what the appearance... How the appearance is same across those different three different temples or what's the differences, what they emphasise on differently. So, through very concrete examples as a starting point to infer and extend our teaching to those core philosophies. I think that's my way and I find it really practical.

**Catherine Bryant** - Okay, thank you very much. All right. So, let's talk about the development of tasks now, for units one and two teachers have some choices to make about the sort of tasks that they might like to give to students for assessment and for units three and four that is more prescribed when you look in the study design, it tells you what it needs to be. So, the decisions that you need to make around this can probably, for some teachers, if you are a little bit new to this, feel a little bit daunting, but there is some advice that we can provide about how you might like to go about developing a task. So, in terms of the design of the task, Nina, could I hand over to you?

**Nina Wei** - Yeah. Thank you. Yeah. So, for the... I think there are some universal principles across all studies that when we design a task for this strand, it needs to be compliant to study design requirements. It needs to provide evidence for our teaching and for their understanding. So, through the assessment process, we are collecting evidence to show where the student's at and to see if, to get feedback for our teaching as well. And for multiple entry points for accessibility, what I meant is that the students can analyse, for example, the example I've given with the Confucius figures and images and changes throughout time. They can analyse the continuities and changes through those visual figures to show the virtues they worshipped or praised in that society in the culture, or they can use the five relationships.

So how Confucianism is impacting on individual relationships, family relationships. So basically, it means the students can use their own framework that they've developed through the engagement with different materials, through the research process to answer the, your, to respond to your task. And the differentiation is when we design a task really, we go back to the Bloom or SOLO taxonomy, whatever used in your school what you're comfortable with that we need to have under... Well, we do have an understanding of our students' abilities that most students can reach a certain level of skills and we're trying to challenge them to higher level skills basically, and to make links of a block of information, for example, the core principles and a block of other information that we collect as firsthand information and how to make a link with it and provoke an original interpretation from the students.

So basically, we turn the table around from language teaching, as you know it all, to, they need to have the question, they need to do the research and they need to generate their own interpretations through the research, through the learning process. And basically, your assessment task is to document a process. And different types, for unit one and two I think we have more flexibility of what kind of task you can design with questions and shorter response or designing a sequence of questions to one common stimulus. It could be a scenario. I love using scenarios and ask them to analyse because it looks more authentic and it makes it more interesting, to use real life scenarios if you can. And also, the other point is for the sequence of questions, don't, the skills are built upon each other.

So, in increasing the difficulties or you're challenging them to get to the higher skills for those taxonomy, but for the information part, I would emphasise that make sure they can use... That they can start new. So that means if they answer the first question wrong, they can still get marks for the second and third question. So, it's not wrong all the way. And also, for the last type of task, extended response. I think it's more, it's higher level of skills already. They need to produce a structured response within a time limit that you think is reasonable and they need to provide their own evidence. They need to link it with the culture and historical context, and then they need to have their original ideas, then reach a conclusion. So, I think this isn't really a list of examples of what class we can come up with, but the main focus is whether you can collect evidence of their understanding. And so, it's a documentation for the student's learning. And also, it's a feedback process.

**Catherine Bryant** - Hmm. Okay, great. We have a dot point there at the bottom or the two dot points at the bottom really are about the content in the study design and which bits of those teachers might decide to assess in the outcome task. It's worth noting that if we go back to say, for example, unit two, outcome one, we look at the key knowledge. There's a lot of material there those students are going to be taught in the unit of work.

So, say a teacher might look at this for maybe two or three weeks or however they want to allocate the time, we don't know, but there's going to be a little unit of work and that they're going to, students are going to be working through these sorts of ideas and this kind of content. When it actually comes time for the teacher to develop the task, the teacher will make a decision about which of the key knowledge and the key skills will be assessed in the outcome. It's... Well, it may be unlikely, or it may be difficult for a teacher to assess all of that key knowledge and key skill in one outcome task. And that's why when you are developing your task, it's useful to remember that you are going to be assessing a representative sample of the key knowledge and the key skills, as long as it aligns with the outcome statement. And the students might not know which particular example they're going to be given, or which particular type of stimulus or what it's exactly going to be, but the teacher would want to make that decision.

Obviously, they need to be assessing the students on something that the students have been taught. Okay? So, you need to remember that one as well. Now I'm just looking at the time, it's time to get onto units three and four. And of course, when we look at units three and four, we have prescribed texts. Okay? So, this is a picture of the prescribed text list, which was recently developed to support the revised study design. These are going to come in in 2023 and 2024. They're available on the Chinese language culture and society study page. And of course, they're relevant for area of study one, and they're also relevant to the written exam. So, let's just keep that in mind. These are going to appear, there'll be references now in the study design to texts studied. You'll see there, I've highlighted it in blue. It appears now throughout the outcome throughout in the outcome statement, it's in the introduction, it's in the key knowledge and it's in the key skills. It's interwoven into unit three and unit four outcome one, texts studied.

So, these are the texts that we are talking about. We're not just talking about any old texts; we're talking about the prescribed texts. So, and then on the right-hand side there, you'll see there's a task statement. So, this is the task that teachers need to give. They do still have some decisions to make, whether you want to make it an essay or a written analysis or a report. And there's no word limit given, and no time allocation specified. Now that's deliberate. That's because teachers will make those decisions themselves based on how much time you have in your period in the day. And what is a reasonable amount of content for a student to be able to generate in an outcome task. You would want to make sure that your average student could manage it. Okay? So how you want to set that up is up to you. Keep in mind all of those principles, the assessment principles that we did talk about in our previous webinar, if you're not sure what I'm talking about, please go back and view it again. So, you want to make sure that things are valid, reasonable, balanced, accessible, and efficient. All right.

So, in our unit three prescribed texts, we have three texts and I'll just touch on these briefly. We're not going to go into what each text says, for example, or unpack the texts for you. That's something for probably a different professional learning session. What we are focusing on is the study design itself. These lists have... This list has only been applied at the moment for two years. Okay? So, it's only 2023, 2024. There is a chance that that might get reviewed and something might be changed for 2025, 2026, 2027. So, our focus today is primarily the study design, but I just wanted to show this to you so that you know what they are. We did get some questions from teachers saying, how can I find that first one, the chapter?

So, if people are having difficulty finding accs... Or getting access to these things, please do contact us I might have some ideas to help you. It looks like rather a lot, but it's actually only about 30 pages of reading. There's even some pictures in there. At the end there's a lot of glossary notes, bibliographical references and things like that, so it's not even that much. The Chinese Whispers Podcast is about half an hour of listening. That's also freely available. And then the movie, whether you want to download it or stream it on some streaming platform, if you can, or if you want to purchase it on DVD and then ask your school librarian to upload it onto your platform, if that's something that you're able to do. There's lots of different ways of viewing this. But the main thing that I wanted to point out was that these three texts are going to be used together. Okay?

So, in all three of the texts, there are a lot of opportunities to make connections between them to notice links, to make comparisons. So, the idea is that a teacher would use them together 'cause they really, really complement one another and they support one another. So, for example, in the movie, there are lots of illustrative examples of what's mentioned in the chapter and in the podcast. Okay? So, you would probably start with the chapter and with the podcast to introduce the ideas. And then you might look at the movie together with students and look for examples and notice connections and things like that. So, they're really meant to be taught together 'cause they form a kind of a whole if you like. Let's have a look at the words in the study design for unit three, outcome one.

So, in this outcome, students are going to discuss in English the influence of one or more of the three major Chinese philosophies on an aspect of the Chinese speaking world, making reference to texts studied. Okay. So, texts studied is in the outcome statement. And so, we are talking about the prescribed texts. So, and you can see there, the blue text that I highlighted there, that's showing you, it mentions texts studied, texts studied, prescribed texts, texts, texts. These are the specific texts that we are talking about. Let's have a little bit more of a look now, you can see the yellow, they are those verbs that are talking about what students are actually doing. And you'll see, as the students go through unit three and unit four, they start to become a little bit more demanding. They're a bit more high level compared to what they're doing at unit one and two.

And then if we look at the content, which is in grey, we can see a lot of it is about the three Chinese philosophies. Okay? So, students have already seen the three Chinese philosophies in units one and unit two so that aspect of it won't be new. It will be actually probably quite familiar, but what is going to be new is how they're going to be applying their understanding of those three philosophies to the ideas that are presented in the prescribed texts. If we have a look at the key knowledge and the key skills, we'll see it flows on from that introductory statement. And you can see the first two dot points are really sort of consolidating and extending what they did in units one and two. So, it's the key ideas, it's the significance and its role in shaping Chinese culture and society. Nina, would you like to mention anything about these?

**Nina Wei** - Yeah. Thank you. And well, first point I want to mention is this, I really enjoyed this new prescribed list. It's also in line with our pedagogy of engage the students with multimodal texts. So, you have a viewing, you have listening, sorry. You have viewing, you have listening, and then you have reading of texts. And for, again for the key knowledge, we have narrowed down of focus on the debate around individualism and collectivism. Again, you build on the concept of how those three philosophies work as a team, and then you look at individualism versus collectivism in that point. And also, we have put, how it, those three philosophies shaping cultural identities. I think that's also emphasised on how we understand China as a civilization rather than as an ethnic nation in that part.

**Catherine Bryant** - Thank you. Thank you so much. All right. And we've only got a few minutes left, so I just want to make sure we don't miss out on looking at unit four. So again, when we look at our outcome statement, it makes specific reference to the prescribed texts. And in this particular case in 2023 and 2024 for the prescribed texts, we have two. And again, if you are having trouble finding these things do contact me. There might be some suggestions that I can give. The documentary, you could buy it as a DVD or if it's not available for streaming. And then we have the book, and we have some specific chapters. Okay.

So, when it says that there are specific chapters, your students only need to read those specific chapters. There's no expectation that they go and read the whole book or anything like that. So again, I just want to emphasise that this is for 2023 and for 2024, there may be a change in 2025. we are not sure yet. And again, just like with unit three, these two texts have been selected specifically to support one another. Okay?

So, there are lots of connections that students can make. There are lots of comparisons, there are some different perspectives going on, some really interesting contrasts. So, there's some really rich discussion I think that students will be able to have in the classroom about all of the different ideas that are being presented in these two texts. Let's have a look at the wording in the study design. So, they're going to in investigate the impact of social and economic development on contemporary Chinese values and produce a written response in English with reference to texts studied.

If we look at our yellow, we look at our skills they're investigating, they're exploring, considering, exploring, understanding. And it continues on from units one, two and three. And then if we look at the content there, we'll see it's in the grey. They're looking at the social and economic development of contemporary China. They're considering contemporary Chinese social and cultural values. They're looking at aspects of life in contemporary China, and they're looking at one or more of the following aspects. So, it might be economic change might be technological change. It might be social and political change.

And whichever one of those aspects it will be, will largely be coming from the prescribed text. Okay. Let's have a look at the key knowledge and the key skills. You can see the last one, the last dot point there in the key knowledge is the role of Confucianism, Daoism and Buddhism in shaping contemporary Chinese values. So that's like they've been learning to ride the bike in units one and two, been developing the skills, developing the understanding of the full philosophies and they keep riding that bike.

So that it's like something that they've learned. They don't unlearn it, so they keep using those as a kind of a lens if you can imagine they've got a pair of glasses on, they're looking through everything through that understanding now that they've developed, and they'll be able to make some comments and make some observations about what's going on in contemporary China, using that knowledge that they've got. Nina, what did I miss? Did I miss something? What would you like to say about this one?

**Nina Wei** - I think again, it's built on the previous units. And again, I want to emphasise on how much I enjoy this prescribed texts that have a contrast in between. So Last Train Home is more of at the bottom of the society, individual stories. And then the other one, the Young China one is the elite and urban young people. So, you have real individual stories to help you lead the students, link it back to those traditional values and how those values change or are being challenged in contemporary Chinese society. And I think it's really useful to put those two texts together.

And if we go back to the four blocks again, I think it's really easy to start with looking at the cover, looking at the poster of the documentary. One is you can vividly see the landscape, the train is coming from the nature, the environment and the other one, you can see the city lights. So, one is really the urban regional China and their travel, the journey to city and back home. And the other one is the contemporary, modern, the neon lights and how you see young people doing selfie on the front. So, you can see the contrast and I think both have plenty to analyse those stories and very authentic and very up to date.

**Catherine Bryant** - They're real people too. They're real stories about real people's lives, right?

**Nina Wei** - Yeah, and also, we have a contrast of one Chinese director and the other one is a American scholar that wrote those stories. Yeah.

**Catherine Bryant** - Okay. And look, I think there's so much to unpack in these texts. So, somebody hopefully will run a professional learning session for teachers to really delve into all of these texts and to really pull apart, what are their themes? What are the issues? What are the values? I think there's an opportunity for someone to do that. That's not what the VCAA will be doing though. I just want to let you know, we are focusing on the study design, but if there's a teacher out there who'd like to volunteer to run a session or, you know, maybe contact the subject association that might be something that they can offer to support teachers to really, you know, understand what these texts are about and get ready for teaching them next year. All right.

Let's just wrap up. Just a reminder, there's going to be external assessment, of course, the examination specifications are coming. My colleagues in the examinations unit are working very hard on those. We do know that there's going to be an oral examination and a written examination. And this information is written in the back of the study design, of course. So that's not new. Also, we do have coming very soon support materials, which will be hopefully something that you can, you know, really use and find useful. They will have examples of teaching and learning activities. And there'll also be some performance descriptors that you can use to assess your SAC tasks. And there will also be a resources list, which will be a suggestion of some, you know, some useful materials that you might like to have a look at. Examination specifications, of course, and a sample exam will be coming.

So, thank you so much for joining us on your busy Wednesday afternoon. I know teachers are really, really busy at the moment. We really appreciate you setting aside this time. There's three of us who work in the languages unit, myself and Kylie and Maria. If you have a question about anything at any time, you are always welcome to give us a call or send us an email. Please feel free to do that and I'm going to say a big, big thank you to our expert teacher of this particular VCE study. Nina Wei, thank you so much for joining us.

**Nina Wei** - Thank you for having me.

**Catherine Bryant** - It was great that you could come and offer some really great practical, helpful suggestions for teachers. Well, thank you so much. I think we might say goodbye.

**Nina Wei** - Thank you.

**Catherine Bryant** - Thank you everyone, bye.

**Nina Wei** - Bye.

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