**Catherine Bryant** - Welcome to this video. My name is Catherine Bryant. I work in the languages unit at the VCAA, and the purpose of this video is to support VCE teachers in implementing and delivering the revised and re-accredited Chinese Language, Culture and Society Study Design. In this video, I'll provide you with information about the Study Design review process, the structure of the revised Study Design, the revisions and the changes that have been made, the outcomes and tasks, I'll touch on the prescribed text list and I'll direct you to further support and resources that will become available soon.

So I'll just begin by giving you a very brief overview about the review of the Study Design. It began back in June 2019, when teachers were surveyed about the Study Design. And the results of that survey enabled the VCAA to determine that a minor review was needed. The review took place throughout 2020 and 2021, with the appointment of a writing panel. And the panel reviewed the feedback that the teachers had provided, and that enabled the panel to develop a consultation draught, which was published and was made available to teachers from April to May, in 2021. Their comments were considered and used to develop the final version of the Study Design, which was approved by the VCAA board and by the VRQA. And the Study Design was published in Term 1 of 2022. You can find the new Study Design on the VCE Chinese Language, Culture and Society Study page, if you scroll down to the bottom. And, just a reminder, that the current Study Design is to be used until the end of 2022.

The revised and re-accredited Study Design isn't going to be coming in for use until 2023. The review panel looked at some specific things when developing the revised Study Design. In particular, these included the suitability of topics, the Chinese character list, the Chinese grammar list, key knowledge and key skills, the practicalities of delivering the school based assessment tasks, the workload in Units 3 and 4 for both teachers and students, as well as the weighting of the English and the Chinese language components. In the Study Design, there are two strands.

The first one is Culture and Society in Chinese Speaking Communities. And this appears throughout the Study Design as Area of Study 1. In this strand students use English to learn about Chinese culture and society. To help make this presentation clear, this strand will be shown using the colour blue on the slides in this video. The second strand is the Chinese Language strand. This strand appears throughout the Study Design as Area of Study 2 and Area of Study 3. In this strand students develop knowledge and skill to read, listen, write, view and speak the Chinese language.

Throughout this presentation, this strand will be shown using the colour grey on the slides. Before I go any further, it's worth noting that there are many important aspects of this Study Design that have not changed. Firstly, the statement in the Study Design about the entry requirements have not changed. VCE Chinese Language, Culture and Society is still designed 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 1. The eligibility criteria has also not changed. The strands and their names and their structure is the same. The number of outcomes are the same.

The school assessed coursework for Unit 3 and Unit 4 will still each contribute 25% to the study score. And in terms of external assessment, the level of achievement for Units 3 and 4 is still assessed by two end of year exams, an oral exam and a written exam. And together they will contribute 50% to the study score. Okay, so on this slide, we have a summary of changes for the first strand, Culture and Society in Chinese Speaking Communities. And the main thing that has been changed is the topics. They have been reviewed, redistributed and renamed to facilitate a more effective and more logical skill development. Students are going to be introduced to key concepts of philosophy at Units 1 and 2 level. And this will foreground the development of their understanding of philosophy and the other topics that will follow at Units 3 and 4 level. Some of the terminology has been updated and there have been some adjustments made to the key knowledge and the key skills to support these changes.

There's been some adjustments to the Unit 3 and 4 tasks to support these changes. There's been a small reduction to the mark allocation for Outcome 1, in both Unit 3 and in Unit 4. And this is to allow for a slight increase in the mark allocation for one of the Chinese Language Outcomes. And this change was made in response to teacher feedback that the amount of time and effort dedicated to learning the language needed to be better rewarded. Okay, so let's now look at the summary of changes for the Chinese Language strand. The main change is that the topics are no longer prescribed in the outcomes. So the topics have been removed from the outcomes and the topics will now appear in the table of prescribed topics and suggested subtopics, that teachers will use to make decisions about which subtopics they want to teach in which Outcomes.

Very minor adjustments were made to the topics themselves. The Chinese character list and the grammar list were reviewed and they were refined. But it's important to note that the character list hasn't changed in its length. The list of text types was reviewed and the Study Design now includes only text types that students can reasonably be expected to produce by the completion of the study. Imaginative writing has been added to outcomes in both Unit 2 and Unit 4. Viewing has been added to some outcomes in both Unit 2 and Unit 4. The Unit 2 oral role play task that requires students to make arrangements has been moved to Unit 4, and it's been expanded slightly. The key knowledge and the key skills have been updated to support these changes. And there's been a small increase to the mark allocation for Unit 3 and Unit 4, Outcome 3. And as I indicated on the previous slide that was in response to teacher feedback, that the amount of time and effort needed to develop language skill should be better rewarded.

Okay, so on this slide I'm going to show you the overall structure of the study. If you look on the left you can see Units 1, 2, 3 and 4, and you can see that in each Unit the two strands appear. Shown in blue and in grey. And you can see that in each Unit, each time the culture and society in Chinese Speaking Communities strand appears, it's in Area of Study 1 and it's Outcome 1. And you can also see there that every time the Chinese Language strand appears it's Area of Study 2 and 3, which means Outcomes 2 and 3. And this is the same as the current Study Design. If we focus on the Culture and Society in Chinese Speaking Communities strand, we can see it here in blue. We can see that at Unit 1 students will start with Confucianism and social harmony.

They will then build on that in Unit 2 when they will learn major Chinese philosophies and Chinese myths and legends. In this unit they will be introduced to Buddhism and Daoism. In Unit 3 students will study Chinese philosophies and their impact on Chinese society. Students will continue to build on their knowledge of the three Chinese philosophies that they were already introduced to in Units 1 and 2. And then in Unit 4, they will study social and economic development of contemporary China. So as you can see, these topics are quite similar to the current Study Design, but they have been reorganised and redistributed to provide a more logical sequence of skill development. Now, if we focus on the Chinese Language strand we can see it here in grey and we can see that in both Unit 1 and Unit 2 there are going to be two outcomes each time. And then if we look at Unit 3 and 4 level, the same pattern is repeated.

There are going to be two outcomes each time. When we look at everything together, we can see the overall balance. So in each unit, there are three outcomes. One is going to be in English, learning about Chinese culture and society, and two are going to be Chinese Language outcomes. And this overall balance of the two strands and the overall structure has not changed from the current Study Design. So just a reminder about Units 1 and 2, and this hasn't changed, but all assessments at Units 1 and 2 are school based. So procedures for assessment of levels of achievement in Units 1 and 2 are a matter for schools to decide. For each outcome in Units 1 and 2 teachers may choose one of the suggested tasks that are listed in the Study Design.

Where teachers allow student to choose between tasks, they must ensure that the tasks that they set are of comparable scope and demand. Okay, so let's look more closely now at the outcomes and the tasks. Again, you can see that this slide is colour coded. So the blue is the Culture and society in Chinese Speaking Communities strand and the grey is the Chinese Language strand. And you can see that for Unit 1, there are suggested tasks that teachers can choose from, and they are in the right hand side column. In the middle column, we have the outcome statement. So if we look at Outcome 1, we can see students will discuss and analyse in English key features of Confucian ideas and their impacts on relationships in Chinese speaking communities. And for the task, it may be a magazine article in English or a written research report in English. For Outcome 2, students will listen to spoken texts and respond to questions in both English and Chinese. And for the task, it might be listening to spoken texts, for example, conversations, discussions or speeches to obtain information to respond to questions in English and Chinese. And for Outcome 3, it is read and comprehend simple texts in Chinese and create a simple piece of personal writing in Chinese. And the task for that one might be responding to simple Chinese texts by producing in Chinese sentences a piece of writing, focusing on personal experiences or opinions, a personal diary entry in Chinese, a personal reply to a letter or an email in Chinese.

And you'll notice there that the two Chinese language outcomes now no longer refer to a specific topic or subtopic. And that's because it's been removed and teachers will now instead refer to, on page 11, the table of prescribed topics and suggested subtopics and make their own choice about which one they want to assign to whichever outcome. If we look at Unit 2, again, we have suggested tasks in the right hand column. So for Outcome 1, students will research a selected Chinese myth or legend and produce a response in English about its connection to Confucianism, Daoism and/or Buddhism. The task may be a written research report in English, an exploratory essay in English or another task developed by the teacher that is appropriate for the outcome. For Outcome 2, students will initiate and maintain a spoken interaction in Chinese on the subtopic studied. And the task may be an interview, a discussion or a conversation in Chinese or a role play in Chinese. For Outcome 3, students will read a simple text and view a visual text on the same subtopic and produce a response in either informative or imaginative writing. And then the task may be a short story in Chinese, an informative report or article in Chinese or some other task that the teacher develops that is appropriate for the outcome. If we now focus on Unit 3 and 4 you'll see there are marks attached and we also have prescribed tasks.

For Outcome 1, students will 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. The task will be an essay, written analysis or report in English. For Outcome 2, students will use information from spoken texts to respond to specific questions in writing in Chinese. The task will be listen to spoken texts in Chinese and use the information obtained to answer a series of questions in Chinese. For Outcome 3, students will read two written texts on a selected subtopic and respond in Chinese. And for the task, students will answer questions on the texts in written Chinese and write a 100 to 150 character informative report or informative article on the selected subtopic. If we look at Unit 4, we have for Outcome 1, investigate the impact of social and economic development on contemporary Chinese values and produce a written response in English, with reference to texts studied. For the task they will produce an essay, a written analysis or a report in English. For Outcome 2, students will establish and maintain a spoken exchange in Chinese related to making arrangements and completing transactions. They will do a two to three minute role play in Chinese. And for Outcome 3, they will use a written and a visual text about a selected subtopic to produce an extended personal or imaginative response in written Chinese. And the task will be an approximately 150 character response in Chinese and teachers can select from a letter, a story or a blog post.

Okay, now the Study Design mentions that teachers are to use prescribed texts to teach content in Area of Study 1, in Units 3 and 4. This is also relevant to the written exam, particularly Section 3. And the prescribed text list is published not in the Study Design itself, but on the study page. Now a new set of prescribed texts has been developed and published to support the new Study Design. And this took place in late 2021 with the appointment of a text advisory panel of expert teachers. The panel met in early 2022 and considered a very long list of suitable texts. And the list was approved by the VCAA board, in April, 2022. And it was published on the Chinese Language, Culture and Society study page, in Term 2, in 2022. And the list is to be used for 2023 and 2024. In the Study Design, there's some information about external assessment. It says that the level of achievement for Units 3 and 4 will also be assessed by two end of year exams, which will together contribute 50% to the study score.

There's an oral examination of approximately 15 minutes and a written examination of two hours, plus 15 minutes reading time. Coming soon. So our next set of publications will be the support materials for teachers, formerly called Advice for Teachers. We will also be publishing revised examination specifications for the oral and written exams and also a sample written examination. So please keep an eye out for those. So the VCAA will be holding a live webinar and teachers are invited to join us for that webinar. It's going to be held on the 8th of June. And if, after watching this video and having a read through the revised Study Design you still have a question or you still have something that you would like to have clarified, please send us that question. You will have the opportunity to do that as part of the registration process.

So please keep an eye out in the bulletin and in the notice to schools for the information about that webinar coming up on the 8th of June. We would love to see you there. Please join us. Also, if you would like to get in contact with us, in the languages unit directly, you are welcome to do so. There are three of us, myself, Catherine. They are my contact details at the top, there. I have two colleagues who you are also welcome to contact, Kylie Witt who is our unit manager and Maria Dikaiou, my colleague, who is the Languages Programme Manager. Please get in touch with us if we can help you in any way.

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