**Catherine Bryant** - Welcome to this webinar. This is the overview of the VCE Chinese Language, Culture and Society Study Design that is going to be implemented next year. Before we start, I'd like to acknowledge the traditional owners of the many lands that we're working on and meeting on this afternoon. I'm in the western suburbs of Melbourne, which means I'm on the lands of the Boonwurrung People and I pay my respects to their elders past, present and emerging.

So, welcome to our webinar this afternoon. The purpose of this webinar is to support VCE teachers in implementing and delivering the revised and reaccredited Chinese Language, Culture and Society Study Design, which is going to be coming in next year from 2023 to 2027. My name is Catherine Bryant, I work in the Languages Unit in the Curriculum Division and so, I'll be taking you for this afternoon's webinar. And I'm really excited to be joined by Danyang McAuliffe, who has very kindly offered to donate her time and her expertise this afternoon, as an expert teacher of this VCE study. We do also have another expert teacher who's going to be joining us very soon, Nina Wei. So, thank you in advance, Danyang and Nina, for your support. It's great that we can present this together.

So, the overview, so what we're going to be doing today, we're going to be just covering some structural things about the revised study design. We'll just revise things to do with the strands. We'll go over the outcomes and the tasks. But the main thing we're going to be talking about today is responding to teacher questions about the revised study design. So, we're going to structure our webinar around those questions, and we're going to endeavour to provide you with answers. And we'll also direct you to further things, support and resources that are coming online and that are currently being worked on and that will be published really soon. You may have noticed that we created a little pre-recorded video, a 20-minute-long video and that was put up on the website. And the idea was that you would watch that first. That provides kind of, the big picture about what's changed about this study and then join today's webinar. So, there is a little bit of an assumption that you've had a chance to look at that video. Of course, if you haven't, that's no problem whatsoever. Please just go back and look at it at some stage, it will stay up on the website.

All right, so let's get started on our questions. Oh, sorry. Before we do that, I just wanted to remind you, this is where you can find the updated study design. It's on the website on the VCE Chinese Language, Culture and Society study page. When you scroll down to the bottom, there's a box where you find all the 2023 information. So, please have a look at it that's where you can find it if you haven't found it yet. This is the study design we're talking about in today's session. All right.

So, it's probably useful just to remind you that this study is quite unlike the other VCE language studies in that we have two strands, and the two strands are quite separate from one another, and they're taught in parallel for the whole time. So, in units one, two, three and four, there are two strands that are going along together, and they don't ever meet, really, in terms of content and that's actually how the study is designed. So, in this session, we'll talk about those two strands.

When we're talking about the Culture and Society in Chinese Speaking Communities strand, it appears in blue. And when we're talking about the Chinese Language strand, it's going to appear in grey and we'll tackle things to do with both these strands and we'll might flip flop in between them. Hopefully it's not confusing. Alright, so let's start with a question. So, we've got these two strands, they're going concurrently. How do you think it's a good idea to plan the programme of teaching to cover the two strands? So, you've got two things happening all the time. Danyang, maybe I could hand over to you for a minute. Do you think it's a good idea to teach, when you're teaching this study, do you teach them both concurrently or do you teach them separately? What would your tip be?

**Danyang McAuliffe** - Well because when we teach, it is always related to the outcomes. So, each outcome is only based on one subtopic. So, the focus of the teaching, at the time of preparing for the outcome, should be only one thing, one subtopic. But so, separately would be good. But I think that for language, they have to keep practising their language. So, we're building the speaking bit, the oral, the speaking bit, the oral sessions when they are doing the culture study. So, they would do some speaking practise with, well at my school, we do have an assistant that can help with the speaking. So, we will keep the speaking part going. And also, I think it would be good to build in the characters as well because it takes quite a long time to study the characters. So, we're building some simple reading text with the characters. So, otherwise they will forget them if we don't do it for a few weeks.

**Catherine Bryant** - Yeah.

**Danyang McAuliffe** - They will forget them. But the focus should be on the subtopic when we do the culture bit.

**Catherine Bryant** - Okay and we're going to talk-

**Danyang McAuliffe** - Does that make sense?

**Catherine Bryant** - It certainly does. We're going to talk more about subtopics shortly. I think that's a really good answer. Hi Nina, thanks for joining us. I'm so glad you could make it. We're just talking about the two strands, and do you think it's a good idea to teach them both together, like Danyang's talking about?

**Nina Wei** - Yeah, I do agree. You can't stop teaching languages even when you're focused on outcome one with the culture part. Sorry, my daughter is at the back. Yes, what I do is I have a regular weekly listening practise every week. Well, depends on how your timetable is scheduled. But even when we were doing the culture part, we still have weekly listening because the listening and the oral is such a big component for our subject. So, well throughout the VCE programme, two years, so year 11 for the oral part, it's always an extra thing at the back of everyone's mind. So, it's always an ongoing thing. And based on those progress of your students, we do weekly listening’s as well. So, even when you are teaching the culture part, teaching different outcomes, I still have a routine of weekly listening tasks. It could be one text or two texts, it won't be too long. So, it takes about 20 minutes of the lesson. And then we still have a little catch up for orals -

**Catherine Bryant** - Yeah.

**Nina Wei** - Preparation. So, 10 minutes, 15 minutes each student. I have four periods a week. So, basically, I'll catch one student for each period.

**Catherine Bryant** - Yeah, okay. That's excellent. Thank you so much. Also, it's useful for teachers to remember that even though you've got in each unit, you've got outcome one, outcome two and outcome three, you don't need to always do them in that order. If you want to do outcome three first and then do outcome two and outcome one, that's absolutely fine. There's no rule that says that you must teach them in that sequence. Obviously within unit one, you need to do the three outcomes and then you do unit two and the three outcomes, obviously you can't mix them all up but within each unit, if you want to change the sequence, you can. That's another thing to remember. People who are new to the VCE might not realise that. All right. Well, that's hopefully helpful for everyone to hear. Let's continue on.

We've got some more questions. All right. So, Area of study one, as we know, is our area of study that's to do with culture. And we have a question about resources. If we look at our, we've got it there in blue, there are four outcomes that relate to area of study one. What would your advice be about finding books and finding resources and things like that? Maybe I could hand over to Nina, what would you think about that?

**Nina Wei** - Well, I think our prescribed text is definitely the place to start with and we do have the background materials as well. And as probably the teachers are aware that for the new prescribed list, we have included podcast and documentaries. I think those are very good resources as well. We only prescribed one podcast from China Whisper, but I think the whole series is really good and it's in English and it's dialogue, very easy to comprehend. And I think the whole theme is in line with our rationale when we are doing the whole study design. And I think, yeah, so that's a good starting point.

**Catherine Bryant** - Yeah, so if anyone's listening and they're unsure about what we are talking about with the prescribed texts, we have a new set of prescribed texts that have been approved for this revised study design and that will come into effect in 2023. That list can be downloaded now from the study page. And as Nina said, that is for units three and four. There are some suggested ideas at the bottom of that list, and you could use those for units one and two. The other thing to know about is we're currently in the process of developing a document that used to be called Advice for Teachers but it's supporting materials. And in that set of supporting materials, we will have a suggested list of resources too.

So, that's coming and that might also help you to find some of these ideas that Nina is talking about. All right, so that was really good. Thank you. Hopefully teachers are finding this useful. All right. So, if we move on. In this new study design, we have what we are calling viewed texts. So, our question is what are viewed texts? In the study design, you'll find there's an explanation for viewed texts and it says, "For the purpose of this study, viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations or maps related to the subtopic."

So, viewed texts are texts that provide information through a visual mode. And, of course, they might also include a small bit of spoken information or written information. So, and this list here it's not exhaustive. So, you might have other things that you find that are useful, that could also be used as viewed texts. Don't confuse viewed texts though, with spoken texts. So, a spoken text has audio only. So, it might be a radio show. It might be a podcast or a little conversation or some little spoken interaction. So, a spoken text has sound only and there's no visual elements. If there's some visual elements, then it becomes a visual text, okay? So, by hearing spoken texts, without anything to look at, students are still developing those really important listening skills that Danyang was talking about earlier. Okay.

So, if we look at our study design, you will see that viewing comes in now to some of the outcomes. So, this is unit one and you can see there, our blue is the Culture strand, and the grey is the Chinese Language strand. If I flick towards unit two, I've highlighted there in green. That's where viewing is going to come in, in outcome three. So, you can see it there. And students are not viewing on their own or not doing viewing in isolation. They're doing viewing in conjunction with another macro skill. So, they're doing it together with reading. So, they're going to read a simple text and then view a visual text. There's going to be two things to look at, one to view and one to read and it's going to be on the same subtopic. If we go forward to unit three, you can see there's no explicit mention of viewing there but then we do see it, it comes into unit four. So, you can see there in outcome three, there it is. Students are, again, reading and viewing together. So, they're using a written text and a visual text about a selected subtopic and then they're producing an extended written response.

So, if we were to go back to our question. So, Danyang and Nina, maybe Danyang, I could start with you. What would your tips be, do you think for teachers, how would you go about incorporating viewing activities in your teaching?

**Danyang McAuliffe** - As viewing come into play in two outcomes, we do teach them explicitly. So, as you mentioned before, the viewed text can include images, charts, tables or video clips, et cetera. So, we try to use some viewing texts in our subtopics. So, to teach this viewing skill, which is part of the reading comprehension, it's part of a comprehension. I often think that we can use some sort of thinking routines. So, for example, if you show an image, you can use the thinking routine of "see, think, wonder". What did you see? What do you think? And what do you wonder about this image? So, this is quite a common one that can be used.

The other one I would use often is "word, phrase and sentence". Because for this particular group of students, their language may not be very strong. So, if they see an image, they may come up with some words about the image. So, they can tell you, "Oh, Chinese food." "Fried rice" or "dumplings," or something. So, there would be some words for the weaker students but for the stronger students, they may be able to come up with some phrases or even sentences. So, if we use word, phrase and sentences, we can help them to build their language competence as well. So, looking at the images and developing how to express what they think about these images, can be quite important in their learning.

And another thing, I think it's very interesting, would be the use of videos. Videos are actually quite powerful. They can watch it, visually see it and they can also hear the sounds, the language, et cetera. Now, for videos, interactive exercises can be built in as well, by using some digital tools. In the past, the digital tool we used often would be PlayPosit which would be EduCanon. Some of you may know EduCanon. Some of you may know it as PlayPosit. And the very new one that I would use is called Edpuzzle. So, it is very easy to use and it's free. So, you use these digital tools to make your videos more interactive. You can stop the videos, they can answer some questions, they can identify what they see in the video.

So, using videos to build a viewing competence or to use images when using thinking routines to build a comprehension of the images would be quite fun. So, it is when we plan the lessons, we always have viewing in mind, showing them something visual that would help them to build the confidence in their comprehension of the viewed text. iMovie can be used as well. You can download some video clips and use iMovie to build your interactive exercises. So, a lot of the digital tools can be quite useful in terms of the viewed text. I think the difficult part for some students is to interpret tables and graphs and use the language to express what they think. Thank you.

**Catherine Bryant** - Uh-hum. Thanks, Danyang. That's a lot of really interesting practical ideas. Nina, from your perspective, how would you use visual texts or viewing to build viewing skills for students?

**Nina Wei** - I'm still in the old-fashioned way. So, I still have the printouts. Our focus is identify the details in the picture. So, when we have images and photographs and all that, I still print out. So, the students can have a close look and we'll find as much detail as possible in that image. And while the skill level is still identifying, and I think it's suitable for that group and extending their vocabs. So, for viewing materials, I'll group them according to the sub-type or sub-subject, subtopics. If it's personal life, we will have personal life like household chores images, school life has school images or school maps or still everything is images and pictures and photos for my class so far. We haven't got to identifying tables and graphs yet. And I doubt whether they are expected for that level of summarising and analysing that.

**Danyang McAuliffe** - Yeah, very hard.

**Catherine Bryant** - Yeah.

**Danyang McAuliffe** - I must say, they're very hard for them.

**Nina Wei** - Yeah, so for viewing because it will be combined with reading and writing. So, viewing is a more holistic understanding of the given text.

**Catherine Bryant** - Yeah.

**Nina Wei** - And it's more details that we are focused on in my class.

**Catherine Bryant** - Yeah. Look, I think that's all really useful and it's good to hear that both of you are using a range of different types of viewing texts. If you don't have access, if teachers don't have access to a really good digital tools or online materials, you can simply use printed images as Nina is saying and photographs or cartoons or any kind of pictures like that could be just as useful. So yeah, don't think that you have to use audio visual things or videos. If that's too much of a challenge for your particular school situation, that's absolutely fine to simply use printed things. That's fine as well. There can be a fabulous, very culturally rich photograph or image or something where there's a lot to draw out and a lot of things to talk about. So, that's really helpful, thank you. Let's continue.

So, we talked a few minutes ago, somebody, I think Danyang might have mentioned prescribed topics and suggested subtopics. If you were brand new to this task, teaching this study, how should you go about planning your programme of teaching to cover all of the prescribed topics and suggested subtopics? When we look at the study design on page 11, we have this table here and you'll see there that it has what we call prescribed topics. So, prescribed means you must teach them, and they are the ones that are in bold italics, and you can see there's four there. And then in the non-bold text, they are what we call suggested subtopics. And it's through the subtopics that you teach the topic, the topics are very big and very broad. So, to teach, for example, lifestyles, that's a massive topic. The way that you go about teaching that is through a selected subtopic. Now, you might like to use one of those suggested ones that's on the screen there, that you'll find on page 11, or you might have your own idea for your own subtopic. That would be a suitable way of teaching lifestyles, for example.

So, it's important for teachers to know that all four of those prescribed topics must be taught throughout units one, two, three and four. There's no particular order that you need to teach those prescribed topics, you can do those in whatever sequence you like. Some of them you might spend more time on than others and you are going to make decisions about that based on your particular school situation, your particular cohort of students that you have. Things like the timetable, things like the sort of resources and materials that you have at hand. Maybe even what kinds of things your students are particularly interested in. If you've got a group of students that are particularly interested in sport or food or something, you might want to cater to them. So, this is why there's no formula for this. There's no set of rules about which ones you must do when, each teacher in each school will have their own approach. And that's all fine but you do need to know that each one of those must be taught and you must teach it through the subtopic.

Now, when we look at our structure for our Chinese Language strand, which is what we're talking about here, you can see there that there's two outcomes in each unit. So, there's a total of eight actually. So, you've got more or less eight opportunities to teach those four topics. So, you might like to teach each topic twice through the selection of two different subtopics twice. That's one way of doing it. So, maybe if I could just hand over to Danyang and Nina, what are your tips for allocating topics? And I do want to just emphasise again, that just because someone in this webinar says they might do it this way, doesn't mean that you have to do it that way. Teachers are free to make these decisions themselves. Maybe Danyang, could I start with you? What would you say to a new teacher who was faced with this task? How would you go about allocating those topics?

**Danyang McAuliffe** - Well, as you mentioned before, Catherine, I think the student's interest is very important, the student voices. So, perhaps we can show the students these topics, subtopics when we do our planning and see what they think. That is the first thing, the student voices will need to be noticed when we decide what we would like to teach. And the second thing I think in some schools, they have prescribed textbooks and the textbooks is another factor. So, I'm not so sure whether all the schools use textbooks or not but if they do have a textbook, they will be bound by it in a certain way. Otherwise, the parents can complain. "We bought the book, why don't you use the book?" So, a textbook, if you do have a textbook, maybe the topics in the textbook can be considered as well.

And another thing I would take into consideration, would be the vocabulary. So, for example, for unit one students, probably their vocabulary and their language may not be very strong at that time. So, maybe do something they are familiar with at the start, for example, the family life, the school life, they have done this since year seven. So, they would probably more confident in doing something they are familiar with to build up the confidence. And then, once the confidence is developed, we can go into harder topics. For example, specific like Chinese food or something, they would need more vocabulary, more language to do it.

So, when choosing the subtopics, I would consider those three things. And also, I would look at the outcomes that are attached to the subtopic as well. So, for example, if it is a speaking task for the outcome, I would probably do something more appropriate to speaking. So, for example, travel, in lifestyle about travelling, so they can do a role play, organise a trip for travel. So, that's more suitable for that particular outcome. So, each outcome is based on one subtopic. So, we would probably choose it carefully that suits that outcome as well. Otherwise, because we have in page 11, there are four topics and then 16 subtopics. So, we may not cover all of the subtopics, but we would cover something that the students are interested in. They have the language, and they can develop more skills appropriate for the task, the assessment.

**Catherine Bryant** - Yeah. That's all really, really useful advice. Thanks, Danyang. Okay, so a similar kind of question but instead of talking about the topics and the subtopics, let's talk about the three styles of writing. So, you would've noticed in the new study design, the revised study design, we have three styles of writing that are prescribed. They are personal, informative and imaginative. Now, they are not new. The current study design has those. So, that's not a change. However, what has changed, you might have noticed is that all three styles of writing now appear explicitly in the outcomes throughout units one, two, three and four. So, the key knowledge and the key skills have been updated to reflect that change.

So, I'll just show you briefly, just a little reminder about where they appear. If we look at unit one, we can see in outcome three, the outcome statement includes personal writing. It's highlighted there in yellow for you. So, we can see that's where they're going to start with personal writing. If we look at unit two, we can see in outcome three, it's specifying either informative or imaginative. So, teachers need to teach both informative and imaginative in the outcome. And then for the task, you can make a choice about whether you want to assess informative or imaginative or both. Bearing in mind, if you give students a choice, you need to make sure that the two tasks are comparable in terms of their difficulty.

Let's continue at unit three and we can see informative comes up in unit three and then in unit four, again, there's an outcome with a choice. So, this time it's personal or imaginative. So, teachers are going to teach both styles of writing there. And then again, you are going to give a choice to the students, or you could make the choice to only assess one of those for the actual SAC. So, it's personal or imaginative. So, this is new because in the current study design, there's actually no SAC that specifies imaginative writing. So, this time, we've embedded it more firmly within the outcome and it's within the key knowledge and the key skills there. So, I might just throw over to my colleagues, Danyang and Nina, what are your tips for teaching the writing styles, those three writing styles? How would you go about it?

**Danyang McAuliffe** - So, for the writing styles, I think I would go with the outcomes. When we prepare the students for the outcomes, we will emphasise and consolidate or extend their skills in that kind of writing. For example, in outcome three, as you mentioned before, Catherine, outcome three, unit one, it is about personal writing. So, we would do some exercise to help them to consolidate their skill and expand their skill. For this particular writing style, I would link it with the text types as well. So, for example, a diary entry or a personal letter to a friend, we would tell them something about a text type. So, what are the features, the characteristics of the writing style and the features of the text types? So, they get used to it and get used to the terminology.

So, and then for outcome two, informative or imaginative writing is in the outcome, is in outcome three. So, more exercise will be done or in those two writing styles, we would introduce probably for informative, we can do a PowerPoint presentation about something, or we can introduce, for example, a brochure. So, the features of these text types. And then when we come into outcome three, unit three, informative writing, we can introduce report or yeah, so it's getting more complicate, in terms of the features of the text types and also the characteristics of the writing and the vocabulary that gets more complicate when we move along from unit one to unit four.

So, they would have opportunities to practise the three styles and also different text types that they would need for their final examination. Although we don't know what the requirements of the final examinations are at this stage, but we do know that they are going to do some sort of writing with those text types because text types are in the study design as well. We have less text types in the new study design, but they need to know the features of them.

**Catherine Bryant** - That's correct.

**Danyang McAuliffe** - Yeah.

**Catherine Bryant** - Thank you very much, Danyang. And it's also good to note that on these slides, as we're going through them, the unit one and the unit two tasks are suggested only. So, what's here and what's in the study design is something you may like to use. So, Danyang's suggestion of maybe a PowerPoint or a brochure at units one and two is a really good one. And then when you get to units three and four, the task is actually prescribed. So, it does have to be a report or an article or whichever one is stated in the study design. Okay, Nina, did you want to add anything about those things?

**Nina Wei** - Well, I definitely agree. Those writing style needs to be tied up with or paired up with text types. And also, what I found for the past few years, the textbook is not really helpful in teaching those writing styles. I would do a lot of my sample writing based on the vocab list. 'Cause, yeah, as the preparation for teacher planning, you need to really, really familiar with all these characters, the 202 characters. And I go through the characters with the students at the very beginning of this programme. So, it's the reinforcement of my own memory when I was doing those sample writings for the students.

Well, to be honest for year 11 and 12, I don't use any textbooks per se, but we have a resource of textbooks in the office, but I'll pick from topics or samples or stories from the textbook, but I will rewrite them into informative and personal and imaginative writings myself, tailored for my students. And I have to admit, that's a lot of preparation work for the teachers but you will definitely be using them a lot and it's more suitable for your school, for your style. And yeah, that's one thing when I have to justify why I'm not using a textbook for my year 11 and 12.

And the other thing is when you are writing those three styles, you are avoiding teaching extra 'cause it's hard work for the students and it's a lot more confusing and complicated where you tied it up with informative and persuasive as if you're reading the textbook. It's always confused with those two. And for imaginative, I actually have a few tips for my students to make a good imaginative writing. For example, how you start your story and based on their language level. So, this very targeted and tailored writing samples for my students that they can use when they are doing their practise SACs and doing their responses to any task in the future, they can recall, and we come up as a group in our class.

So, it's original and it's suitable for their level and entirely based on the vocab list in the study design. So yeah, I'm not suggesting that you need to do a lot of hard work before but sometimes it's necessary and sometimes it's more efficient. It saves you a lot of time in the future in unit three and four.

**Catherine Bryant** - Yeah. Oh, that's fantastic, thank you. So, that just reminded me of two things, I guess it's worth mentioning. There are no prescribed textbooks for Chinese Language, the component for Chinese Language part. So, VCAA doesn't endorse textbooks or recommend textbooks or anything like that. It's totally up to you, as a teacher, what you want to use. And I think Danyang and Nina, have both illustrated that there are some drawbacks with textbooks because they might not align properly with the study design. So, do be careful if you're using a textbook.

The second thing I just wanted to mention is about styles of writing and about text types. We will have a document which will be published as part of the support materials, which will document, what are the characteristics of personal writing? What are the characteristics of informative writing? What are the characteristics of imaginative writing? And that can be useful just to, as a reference, so that teachers know, generally speaking, what these things might look like in Chinese, and we'll do the same for text types as well. So, do keep an eye out for that because that will be published soon as part of our support materials, formerly known as Advice for Teachers.

All right. So, I think we're getting towards the end of our questions, but we do have this wonderful question, which we are asked often. And it's a very good question. Can we please have examples of SACs? So, the VCAA answer to that is unfortunately no, we don't have sample SACs and that's a policy we have across all VCE studies. So, we're not just saying that about Chinese Language, Culture and Society, it goes across science, English, geography, everything and there's quite a few reasons for that. So, the first one is that you need to develop your own SAC tasks that will be suitable for your particular cohort of students, that suit your timetable, your SAC timetable, which vocabulary they've learned, what vocabulary they haven't yet learned and what are your students' strengths and really just suitable for your own local context.

The other reason is because of this thing we call authentication. So, if you were to download a SAC task from the VCAA website, you will find students all over Victoria using that SAC task and then it becomes an issue about, well, is this really the student's work that you're assessing? And that creates a difficult situation for teachers, and we don't want you to be in that situation. So, our recommendation to you, is to get together with teachers, contact your subject association. Maybe there's a PD you can go to. Maybe there's a workshop. Maybe there's a network event or maybe you could just put your head together with some other colleagues that you know and share some ideas. If you do share SAC tasks with other teachers, make sure you adapt, adapt, adapt. So, make changes to it, to make sure that your student has not seen it before.

Now, there's another set of guidelines that we have that can be useful when you're going about designing your SAC tasks and we call these the assessment principles. Now, you might have seen these before. You might not have seen these before. These are published on our website and actually, they're pretty useful, common-sense kinds of things for doing any kind of assessment, not just VCE.

Maybe if you're doing some assessment with your year seven, eights, nines or 10s, these can also help to inform you for making decisions about doing really good assessments. So, first up we say, "Assessment should be valid and reasonable." Second, we say, "Assessment should be equitable." So, it should be equal for all the students. "Assessment should be balanced." So, we want to have a range of different kinds of assessment experiences for students, not always doing the same kind of thing. We know students shine under some situations and don't shine under others. So, we want to give all students different opportunities to show what they can do.

And then the last one is that the "Assessment should be efficient." So, we don't want to make things any longer or any more drawn out than they really need to be, for you to be able to make a judgement about what the student is showing you. So, they're some useful rules of thumb if you like, that you can think about. Danyang, I'm just wondering, do you have any ideas for how assessment principles could guide teachers to make decisions?

**Danyang McAuliffe** - Well, thanks Catherine. Well, I think I would use some examples to further illustrate what you said. Is it okay?

**Catherine Bryant** - Yeah, I'm just looking at the time.

**Danyang McAuliffe** - We have two minutes.

**Catherine Bryant** - Sorry to give you a Danyang

**Danyang McAuliffe** - So maybe, I will just probably point out two things.

**Catherine Bryant** - Yeah.

**Danyang McAuliffe** - First of all, assessment should be valid and reasonable. Now, this would mean the assessment task we set for the students should be in line with the requirements stated in the study design. For example, in the new study design, outcome three in unit one, it says, "Read and comprehend simple texts in Chinese and then create a simple piece of personal writing in Chinese." So, the study design's requirement is they have to read, comprehend and then create. So, when we set the task, we can't change that. We can't change that. We can't just say, "Now, write a diary entry for your day at your school." So, it is quite straightforward. It has to be in line with what the study design says. So, that is an important one, I think.

And then the very last one, assessment should be efficient. That would mean that the students should not be over-assessed or under-assessed. I think Catherine, you mentioned that. Now, what does it mean in application of that? So, very often when we set the task, we give the students choices. Well, according to the study design, all the choices should be based on one subtopic that is taught at the time of the assessment. So, for example, if we teach Chinese New Year at the time of the assessment, the choices should be related to Chinese New Year. So, you can't say when we teach Chinese New Year, when we assess, we will do Chinese food. So, it has to be students will be assessed according to what they study at the time. And the choices have to be under the same subtopic.

**Catherine Bryant** - Very-

**Danyang McAuliffe** - Is it clear?

**Catherine Bryant** - Very clear.

**Danyang McAuliffe** - Yeah, so that's-

**Catherine Bryant** - Thanks, Danyang.

**Danyang McAuliffe** - Yeah, probably that's what I can say. And now, for the balanced bit, can I add one sentence? It's now 5:30. For the balanced bit, I think that all of the questions we set for the task should allow the students the scope to demonstrate their competence in the language or in their understanding or in their knowledge. So, we should give them some easy questions and some harder ones. We should give them open ended questions so they can show us how good they are. Finished on time.

**Catherine Bryant** - Thank you. Thank you so much. We've got one final question, which I think is the big one. What will the oral and written exams be like? I did want to include this because I know this is front of mind for a lot of teachers. We will release that information to you very soon. Currently, my colleagues, that work in other sections of the VCAA, are working hard on that and we will release that to you. We do know that the external assessment will be two exams, we're going to have an oral exam and a written exam. This information is in the back of the study design. So, but the actual detail of that is coming soon. So, do please keep an eye out on the study page. That's where those updates will go and do also subscribe, please, to the bulletin, which is where you find information.

So, we have several things coming. We've got our support materials, which I mentioned a couple of times this afternoon. We also have our exam specifications, and we will also be providing to teachers a sample written exam. Obviously, we're talking about the end of 2023 now, so we're 18 months away. So, there's plenty of time. And it is worth remembering that in the back of the study design, it says, "All the key knowledge and the key skills that underpin the outcomes in units three and four are examinable." So, if you're wondering what's going to be on the exam, well, me with my VCAA hat on, I will tell you what is going to be on the exam is the key knowledge and the key skills in units three and four. So, that is what you're going to teach. That's the main thing you're going to think about for the time being.

I just did want to mention one last thing, the prescribed texts, which we touched on earlier, they are now up on the study design page. They are for 2023. They complement and support this revised study design. So, do please have a look at those. Now, they will be the topic of our live webinar, our second one, that we are going to be holding on the 10th of August. So, on the 10th of August, we're going to have another webinar, also on a Wednesday afternoon. I really hope you can make it. I hope you've registered. If you have a question, don't be shy. There's no such thing as a dumb question, please send it to us. We would love to receive your questions.

And hopefully by then, you've had a chance to find that prescribed text list. You may even have a chance to find some of those texts. You might have a chance to get hold of some of them and maybe even start to look at them. So, we will delve into that in a little bit more detail on the 10th of August. And I'm aware that we have gone overtime tonight and I'm really sorry if you asked a question in the Q and A chat box and we didn't get to it, I will download them and I will read them, and they will help to inform our next webinar.

So, I do just want to say one final, very, very big, thank you to Danyang McAuliffe and Nina Wei for spending this afternoon with us and for giving us all your expertise and your time. And thank you teachers too, for joining us. I know things are absolutely nuts out there in school land right now and people are very tired. So, I'm thrilled that you could join us. If you have a question or you'd like to get in touch, they are our contact details in the Languages Unit, I'm Catherine, I'm at the top there but of course, you're also welcome to contact my other two colleagues at any time if you have a question, we're here to help. So, thank you. I'm going to say thank you and good afternoon and I hope you enjoy the rest of your evening. And thank you.

**Danyang McAuliffe** - Thank you. Thank you for having us.

**Catherine Bryant** - Thank you for coming.

**Nina Wei** - Thank you.

**Danyang McAuliffe** - Thank you.

**Danyang McAuliffe** - Bye

**Catherine Bryant** - Bye.

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