Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

VCE Persian

Ideas for subtopics

Concepts and topics for Persian

The topics associated with the concepts to be studied in Persian are:

|  |  |
| --- | --- |
| Concepts | Topics |
| Identity | Inclusivity, diversity and belonging Living in Australia |
| Legacy | Innovations Persian-speaking culture |
| Responsibility | Society Youth |
| Sustainability | Sustaining language and culture Natural environment |

Subtopics

This document includes supporting information about subtopics of the prescribed topics for languages based on the CCAFL Framework (2021).

Topics, perspectives and subtopics

The prescribed topics are designed to be flexible and can focus on a range of perspectives, depending on the language, culture, student interests and available resources. These topics are taught through subtopics chosen by the teacher.

When selecting subtopics over the two years of study, the teacher should ensure that students are provided with opportunities to engage with:

* each of the eight topics for the language
* personal, community and global perspectives
* content that has an Australian focus.

It is recommended that students study between eight and 12 subtopics over the two years of the course. Some subtopics may require greater depth of treatment than others.

The following example subtopics show how aspects of one of the prescribed topics may be developed for teaching and learning and may address different perspectives.

**Concept:** Legacy

**Topic:** Innovation

**Example subtopic and perspective:**

* Innovations I can’t live without (personal perspective)

**OR**

* Meeting the challenges of living in the 21st century through innovation and invention (community perspective)

**OR**

* Innovations that changed the world (global perspective)

Selecting subtopics

All of the prescribed topics for a language and each of the three perspectives must be addressed over the two years of the course. Note, each specific language may have a different combination of prescribed topics. Only subtopics that align to the topics for the specific language study should be considered.

Examples of subtopics that align to the prescribed concepts and topics are provided in the [Example subtopics (tables by concept)](#ExampleSubtopics) section in this document. Each example subtopic may relate to a range of topics, depending on the emphasis and perspective taken. They are offered as examples only, to inspire ideas for other suitable subtopics.

It is not possible to study all the subtopics suggested in the tables and this is not the intention of the examples. Teachers should consider the most suitable subtopics to address the prescribed topics, perspectives and student interest over the entire course of study. A particular subtopic should be used only once and should not be repeated within the two years of the course.

Each subtopic chosen by the teacher should:

* be suitable for the expected level of content and language demand for students
* encourage students to engage with modern content, language and forms of information
* allow flexibility for teachers and students to investigate different aspects of a subtopic, as required
* avoid unsuitable subject matter, including subject matter or content that:
* may cause individuals or groups of students distress
* present disrespectful or discriminatory content
* present controversial or contentious content
* condone or glorify unlawful behaviour.

In combination, the subtopics chosen by the teacher should:

* respond to student interests and contribute positively to student wellbeing
* allow students to engage with topics from a personal, community and/or global perspective
* demonstrate awareness of language-speaking communities in Australia
* demonstrate how content with a focus on Australia can be incorporated into teaching and learning
* demonstrate how content related to the cross-curriculum priorities can be incorporated into teaching and learning.

While there is a broad range of possible subtopics that could be used for classwork, teachers must ensure that their chosen subtopics – and all resources used to support them – meet the standards outlined above.

More information on content standards in written examinations is provided in *Resources.*

Checklists for selecting subtopics

Use the following checklists to ensure the requirements have been met for each individual subtopic as well as for all the subtopics in combination. Duplicate the first table as required.

|  |  |
| --- | --- |
| **Subtopic** | |
| The subtopic chosen should: | |
| Relate to one of the prescribed topics |  |
| Provide content that addresses the language learning and language use requirements of the course |  |
| Avoid unsuitable content |  |
| Meet the content and language demands suitable for Year 11 and Year 12 students studying Persian at this level |  |
| Be able to be addressed through one of the three perspectives: personal, community and global |  |
| Encourage students to use modern and contemporary Persian |  |
| Provide content that is respectful of the culture of the Persian-speaking communities in Australia and elsewhere |  |
| Have the potential to be investigated in a range of ways, including a focus on different aspects of the subtopic |  |
| Be relevant to students studying Persian in the Australian context |  |

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| In combination, the subtopics chosen for the two-year course should: | |
| Address all the prescribed topics |  |
| Address all the prescribed perspectives |  |
| Provide flexible subtopics that are adaptable to student interests |  |
| Address modern content |  |
| Provide opportunities for students to use modern forms of information and communications technology (ICT) |  |
| Encourage awareness of Persian-speaking communities in Australia |  |
| Include subtopics that focus on Australian content |  |
| Contribute positively to student wellbeing |  |

Example subtopics (tables by concept)

All of the prescribed concepts, the eight topics prescribed for the language and each of the perspectives (personal, community and global) must be addressed over the two years of the course.

| **Concept** | **Topic** | **Ideas for subtopics** |
| --- | --- | --- |
| Identity | Inclusivity, diversity and belonging | * Diverse views aid creative solutions * How Persian speakers seek acceptance and recognition in the Australian community * Identifying as Australian * Immigration – a global phenomenon * Impact of advances in technology and the flow of information * Impact of diverse voices in society * Social inclusion for vulnerable or minority groups * Watch your language! Impact of language use on personal image |
| Identity | Living in Australia | * Persian-speaking communities in Australia * Australia in the Asia region * Australian leaders in art, literature, music, research or technology * Importance of sport to national identity * Indigenous language and culture * Staying connected – Australia and the world * What leisure looks like in Australia and Persian-speaking countries * What multicultural Australia means to me |

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| --- | --- | --- |
| **Concept** | **Topic** | **Ideas for subtopics** |
| Legacy | Innovation | * Adapting to a new environment * Breakthroughs in medicine, science or engineering * Design solutions to modern problems * Innovations I can’t live without * Innovative architecture: time and place * Space exploration and settlement * The world of 2050 * Translation using technology – pros and cons |
| Legacy | Persian-speaking culture | * Persian cuisine and its influence * Influence of culture on identity * Influence of history and the physical environment on languages and cultures over time * Influence of traditional Persian music on modern music * Legacy of Persian-speaking artist/s * Meaning and influence of traditional patterns and design * The impact of migration on the individual and society * Voices of the 21st century – influential people |

|  |  |  |
| --- | --- | --- |
| **Concept** | **Topic** | **Ideas for subtopics** |
| Responsibility | Society | * Attitudes to an aging population * Changing roles in society * Changing roles of men and women in society * Good citizenship * Law and order * Social dilemmas – attitudes to wealth, poverty and charity * Staying connected locally and globally * Volunteering |
| Responsibility | Youth | * Challenges and opportunities for young people * Changes in intergenerational interactions and expectations * Climate change and young people * Healthy lifestyles * Making changes to improve society * Materialism as a social expectation * Time out – how youth manage time and commitments * Youth voices |

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| --- | --- | --- |
| **Concept** | **Topic** | **Ideas for subtopics** |
| Sustainability | Sustaining language and culture | * A cultural tradition I will keep in the future * Celebrating culture-specific community events * Dynamic changes to colloquialisms in the digitised world * Influence of social media on sustaining Persian * Maintaining cultural integrity – is it possible and desirable? * Sustainability and change in language and culture in the diaspora * Traditional cultural practice in the modern world * Travel to appreciate language and culture |
| Sustainability | Natural environment | * Competing and conflicting demands – the economy and our resources * Ecotourism * Efforts to preserve animal and plant environments * Human responses to environmental challenges * Living below sea level in the Netherlands * One planet for everybody * Personal responsibilities towards our natural environment * Recycling |