

CCAFL Framework



# Resources

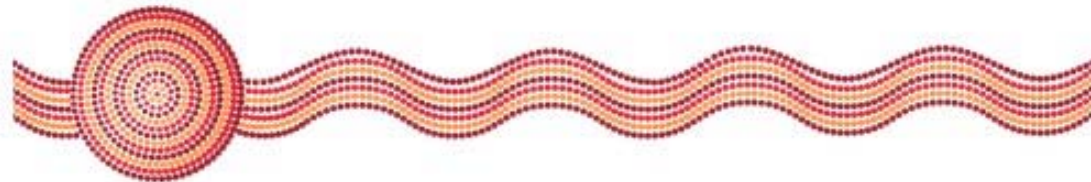
Implementation

Year 11 2024 Year 12 2025



# Acknowledgement of Country

**The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.**



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# Resources

Implementation

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Presenter: Anne Fisher



# CCAFL Languages affected by the new Framework

**This information applies to the following languages offered in the VCE:**

Armenian, [Auslan](#), Bengali, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Karen, Khmer, Macedonian, Persian, Portuguese, Polish, Punjabi, Romanian, Russian, Serbian, Sinhala, Swedish, Tamil, Turkish, Yiddish

# New look Resources for each language

## Language-specific Resources

- Dictionaries suitable for use in the end-of-year written examination

## Generic

- Other possible resources and sources of information
- Selecting suitable resources
- Content standards for written examinations

# Dictionaries

Example from  
*Karen*

The following dictionaries are suitable for the study of Karen and for use in the end-of-year external written examination:

- *Drum Karen-English Student Dictionary* 2008, Drum Publication Group, Kanchanaburi, Thailand
- *The Drum Dictionary English Sgaw Karen Dictionary* 2014, Drum Publication Group, Kanchanaburi, Thailand
- Sgaw Karen Literature and Culture Committee 2009, *English-Sgaw Karen Dictionary*, 1st edn, Karen Baptist Convention, Yangon, Myanmar

# Other resources

Sample from  
list of ideas

Useful resources for a teaching, learning and assessment program include resources suitable for student use and reference materials for teacher use, such as:

- course books that include texts or learning that reflect the aims and requirements of the CCAFL Framework (2021) and studies based on it
- grammar and writing guides
- journals and periodicals
- language-specific social media posts, podcasts, and news, radio, television or other programs

# Selecting suitable resources

1. Be familiar with the language requirements and content of the study
2. Avoid unsuitable subtopics and resources
3. Provide a variety of resources in teaching and learning
4. Review texts before using them with students



# Content standards for written examinations

- Contexts that may inadvertently cause anxiety, distress or offence or that might relate to a distressing event in a student's life are avoided.
- Texts that present disrespectful, discriminatory, controversial or contentious content are also avoided.
- Written examination developers are sensitive to subtopics or questions that, although not directly discriminatory or distressing, may pose problems.

# For further information check:

- VCAA website
- VCAA Bulletin

## Or contact:

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