



The revised VCE CCAFL study designs

Implementation

Year 11 2024

Year 12 2025

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Languages Unit



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



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.



The revised VCE CCAFL study designs

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

Armenian, 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

Where to find the Study Designs

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx>

First Languages	Second Languages	Collaborative Curriculum and Assessment Framework for Languages (CCAFL)
Chinese First Language >	Arabic >	Armenian >
Indonesian First Language >	Chinese Second Language >	Australian >
Japanese First Language >	Chinese Second Language Advanced >	Bosnian >
Korean First Language >	Chinese Language, Culture and Society >	Chin Hakha >
Vietnamese First Language >	French >	Croatian >
	German >	Dutch >
	Greek >	Filipino >
	Indonesian Second Language >	Hebrew >
	Italian >	Hindi >
	Japanese Second Language >	Hungarian >
	Korean Second Language >	Karen >
	Spanish >	Khmer >
	Vietnamese Second Language >	Macedonian >
		Maltese >
		Persian >
		Polish >
		Portuguese >
		Punjabi >
		Romanian >
		Russian >
		Serbian >
		Sinhala >
		Swedish >
		Tamil >
		Turkish >
		Yiddish >

Where to find the revised CCAFL study designs

Study design for implementation from 2024

Teachers are advised that the study design listed below is for use from 2024 for Units 1 and 2. This is available to teachers in preparation for the implementation of the new study in 2024. Additional resources will be added progressively as they become available

▼ 2024 Implementation

For accreditation period Units 1 and 2: 2024–2028; Units 3 and 4 2025–2028

- [VCE Armenian Study Design](#) for Units 1 and 2 implementation in 2024.
- [Frequently asked questions \(FAQs\)](#)
- [Collaborative Curriculum and Assessment Framework for Languages \(CCAFL\) study designs \(Units 1 and 2: 2024–2028; Units: 3 and 4 2025–2028\) implementation videos](#)

Online video presentations which provide teachers with information about the new Collaborative Curriculum and Assessment Framework for Languages (CCAFL) study designs for implementation from 2024.

In 2023, schools must ensure they use the [VCE Armenian Study Design Units 1 and 2: 2002–2023; Units 3 and 4: 2002–2024](#).

Concepts, Topics, Perspectives

- The *themes* and *topics* of the current study designs will be replaced with *concepts*, *topics* and *perspectives*
- Concepts provide the content that students are expected to encounter through the prescribed topics
- They allow students to explore personal, community and global perspectives in the language for language learning

Prescribed Concepts

There are four prescribed concepts addressed across the four units:

- Identity
- Legacy
- Responsibility and
- Sustainability

Prescribed Topics

- There are eight prescribed topics, two associated with each of the concepts
- Four of these topics are common to all VCE CCAFL Languages, and four are specific to the language
- Imperative to see what the specific topics are for your language

Prescribed Topics

Topics for Armenian for each concept

Identity

- Inclusivity, diversity and belonging
- Relationships and human interactions

Legacy

- Innovation
- Armenian-speaking culture

Responsibility

- Society
- Youth

Sustainability

- Sustaining language and culture
- Global trends

Perspectives

There are three perspectives through which content may be addressed:

- personal perspective
- community perspective and
- global perspective

Terms used in this study

Terms used in the study

Authentic

'Authentic' is used to refer to contexts and learning experiences that allow students to use appropriate language for a given real-life situation.

CCAFL

The Collaborative Curriculum and Assessment Framework for Languages (CCAFL) project is an initiative of the Australasian Curriculum, Assessment and Certification Authorities (ACACA). It is a long-running national collaborative curriculum and assessment model that supports the provision of high quality languages education at the senior secondary level. It provides a common framework for the development of language curriculum and external assessment that ensures the ongoing provision of languages that might otherwise be unsustainable due to small candidatures.

Visual texts

explicit inclusion of viewing texts

'Visual texts' are defined as texts that communicate information in visual form and do not rely on verbal information to convey meaning. For the purposes of this study, a visual text is defined as a visual image without text.

Visual texts include a wide range of texts, such as films, cartoons, photographs, posters, artworks, maps and many more. Care must be taken when selecting visual texts for school-based assessment tasks to ensure that the information required in the student response is located in the visual aspects of the text. Maps, charts and graphs with extensive written information may not be suitable as visual texts in this context.

Where very small quantities of incidental written text do appear, the visual image may be used on the condition that the written text does not convey meaning. If the image still conveys the intended message when the visual elements are removed and only the written text remains, the image is inappropriate as a visual text.

Areas of study and Outcomes

There are three Outcomes for each Unit

- Area of study 1: Interacting in language
- Area of study 2: Analysing language
- Area of study 3: Creating meaning in language

Each unit includes and outcome based on each Area of study

Grammar

- One area where a different approach has been taken is the Grammar section
- The grammar is presented in a table that includes language structures
- These are not necessarily the only grammar structures that students will learn
- The Grammar section is not a substitute for grammar lists or reference texts

Grammar

Armenian language structures (grammar and sub-element), with example sentence and example language function

Grammar	Sub-element(s)	Example sentence	Example function
Verbs	Conditional (future)	Եթե մենք մեր մայրենի լեզուն լաւ տիրապետենք, աւելի լաւ կը հասկնանք մեր մշակոյթը:	Area of Study 2 Analysing, evaluating and synthesising <ul style="list-style-type: none">making connections
Verbs	Future	Հաս կ'ուզեմ տեսնել բանավիճի իմ խումբը աւելի հզօրացած եւ ուժեղ:	Area of Study 1 Exchanging information, ideas, opinions and experiences <ul style="list-style-type: none">expressing feelings and desire

Key knowledge and key skills

On completion of this unit the student should be able to produce original writing in Armenian on the subtopic studied that includes information to support ideas and opinions.

To achieve this outcome the student will apply key knowledge and key skills outlined in Area of Study 3.

Key knowledge

- ideas and concepts related to the subtopic studied
- language, including vocabulary and grammar, suitable for expressing information on the subtopic
- cultural and intercultural considerations relating to the subtopic
- conventions of text types and writing styles for the context, purpose and audience of the task
- language for producing information in writing suited to the task

Key skills

- use strategies for creating an original text in Armenian, such as planning, drafting, self-correcting and using dictionaries
- use a range of appropriate vocabulary, grammar and expressions suited to the subtopic and task
- sequence ideas logically
- engage the audience
- use suitable written language and any other elements appropriate to the text type, context, purpose and audience for the task

Unit 1

- Focus on the concepts of Identity and Sustainability, associated topics and a range of perspectives
- Suitable assessment task types provided for teacher choice

Unit 1 Area of study 2

- There is only one assessment task that can be answered in English and that is in Unit 1 Area of Study 2
- All other assessment tasks must be answered in the language being studied

Unit 1 and 2 tasks

- There are no prescribed tasks for Units 1 and 2
- VCE study designs do not prescribe tasks at the Unit 1 and 2 level
- The study design provides a list of suitable tasks from which teachers may select; however, these are only suggestions and teachers may develop their own tasks for assessment in Units 1 and 2
- Only one task is required for each Outcome

Unit 1 Outcome statements

Current study outcome statements	Revised CCAFL outcome statements
Unit 1	Unit 1
Outcome 1	Outcome 1
Establish and maintain a spoken or written exchange related to personal areas of experience	Exchange information, opinions, ideas and experiences in an informal, personal spoken interaction in the language reflecting an aspect of the subtopic
Outcome 2	Outcome 2
Listen to, read and obtain information from written and spoken texts	Analyse information from texts in the language related to different aspects of the subtopic studied and respond in writing to short-answer questions about the texts in English.
Outcome 3	Outcome 3
Produce a personal response to a text focusing on real or imaginary experience	Produce original writing in the language on the subtopic studied that includes information to support ideas and opinions

Unit 1 and 2 tasks

Outcome 1

- Listen to a radio program or podcast, then write an email to the producer to find out more about one of the famous people presented in the program
- Listen to a telephone message about arrangements for an event your class is organising to raise awareness of a social issue in the community, noting the main items your class will need to address
- Listen to a presentation on an aspect of the history in a country where Armenian is spoken and write a letter to the guest speaker thanking them and explaining why the presentation was of interest

Outcome 2

- Read an article from a community newsletter about a traditional cultural event that is still practised and write an informative review explaining its relevance today
- Read about youth attitudes to combining part-time work and study and write an opinion piece about your views on the issues
- Read a text about a special cultural tradition found only at a particular travel destination and write an email to convince your friend to join you on a trip there

Outcome 3

- Narrate a life story, tradition, activity, event or incident that highlights an aspect of Australian history or contemporary society
- Tell the class about the achievements of a person from an Armenian-speaking community and their contribution to Australian life; for example, an actor, sportsperson, poet, influencer, scientist or teacher
- Present a personal reflection on the influence of traditional dishes on Australian cuisine

Unit 2

- Focus on the concepts of Legacy and Responsibility, associated topics and a range of perspectives
- An outcome that requires a presentation with an Australian focus
- Suitable assessment task types provided for teacher choice

Unit 2 Outcome statements

Current study outcome statements	Revised CCAFL outcome statements
Unit 2	Unit 2
Outcome 1	Outcome 1
Participate in spoken or written exchange related to making arrangements and completing transactions	Engage with the ideas, opinions and/or information raised in a listening text in the language and develop the exchange through an extended response in writing in the language
Outcome 2	Outcome 2
Listen to, read and extract and use information and ideas from spoken and written texts	Produce writing in the language for a specified purpose and audience, using relevant information from a reading text in the language
Outcome 3	Outcome 3
Give expression to real or imaginary experience in written or spoken form	Deliver a spoken presentation in the language that accurately expresses meaning to the language-speakers on the subtopic related to Australia

Unit 2 Area of study 3

- Unit 2 Area of Study 3 focuses on an Australian topic
- Inclusion of Australian content recognises the important opportunity for students to express ideas about their lives and interests to others through the language

Unit 3

- All prescribed concepts, topics and perspectives are addressed
- Outcome 2 – may include a visual text
- Outcome 3 – writing style

Unit 3 Outcome statements

Current study outcome statements	Revised CCAFL outcome statements	Marks allocated	Assessment tasks
Outcome 1	Outcome 1	20	Three- to four-minute role-play in the language focusing on a negotiated future action
Express ideas through the production of original texts	Participate in a spoken role-play in the language to negotiate an agreed future action		Responses in the language to specific short-answer questions using information extracted from written texts
Outcome 2	Outcome 2	15	related to a selected topic. A visual text may be included
Analyse and use information from spoken texts	Analyse and synthesise information from texts in the language related to different aspects of the subtopic		Approximately 250-word piece of writing in the language suited to the context, text type and writing style (descriptive, informative or personal) required in the response
Outcome 3	Outcome 3	15	
Exchange information, opinions and experiences	Write in the language for a specific context, purpose and audience		
Total marks		50	

Unit 3 Outcomes revised study design

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Participate in a spoken role-play in Armenian to negotiate an agreed future action	20	Three- to four-minute role-play in Armenian focusing on a negotiated future action
Outcome 2 Analyse and synthesise information from texts in Armenian related to different aspects of the subtopic	15	Responses in Armenian to specific short-answer questions using information extracted from written texts related to a selected topic. A visual text may be included
Outcome 3 Write in Armenian for a specific context, <u>purpose</u> and audience	15	Approximately 250-word piece of writing in Armenian suited to the context, text type and writing style (descriptive, <u>informative</u> or personal) required in the response
Total marks	50	

Unit 4

- All prescribed concepts, topics and perspectives are addressed
- This unit has three outcomes compared to two in the current Study Design
- There is **no detailed study** in the revised CCAFL study designs

Unit 4 Outcome Statements

Current study outcome statements	Revised CCAFL outcome statements	Marks allocated	Assessment tasks
Outcome 1	Outcome 1	20	Four- to five-minute presentation and discussion in the language, including a presentation up to 90 seconds
Analyse and use information from written texts	Present information in a spoken presentation and participate in a discussion about the content of the presentation in the language		
Outcome 2	Outcome 2	15	Approximately 250-word written response in the language, incorporating information from two or more texts
Respond critically to spoken and written texts which reflect aspects of the language and culture of the language-speaking communities (2 tasks: written response and interview, includes depth study)	Identify information from texts in the language related to different aspects of the subtopic studied and use relevant information to write an extended response		
	Outcome 3	15	Approximately 300-word piece of writing in the language, suited to the context, text type and writing style (evaluative, imaginative, persuasive or reflective) required in the response
	Produce an extended piece of original writing in the language		
		Total marks	50



Unit 4 Outcomes revised study design

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Present information in a spoken presentation and participate in a discussion about the content of the presentation in Armenian	20	Four- to five-minute presentation and discussion in Armenian, including a presentation of up to 90 seconds
Outcome 2 Identify information from texts in Armenian related to different aspects of the subtopic studied and use relevant information to write an extended response	15	Approximately 250-word written response in Armenian, incorporating information from two or more texts
Outcome 3 Produce an extended piece of original writing in Armenian	15	Approximately 300-word piece of writing in Armenian, suited to the context, text type and writing style (evaluative, imaginative, <u>persuasive</u> or reflective) required in the response
Total marks	50	

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