**Maria Dikaiou** - Welcome and thank you all for taking the time to watch this video recording that's related to the revised VCE CCAFL Study Designs. Before we start with the formal presentation, I would like to acknowledge the various countries on which we are all meeting today. We respectfully acknowledge the traditional owners of country throughout Victoria and pay respect to the ongoing living cultures of First Peoples. And I would also like to pay my respects to elders past, present and emerging.

This presentation focuses on the revised VCE CCAFL study designs, and it applies to the following languages offered at the VCE level. So, if you are a teacher of one of these languages, this presentation is relevant to you and the language that you are teaching. I would like to also point out that Auslan is part of the CCAFL suite of languages, but Auslan will have a separate presentation at the appropriate time regarding the study design for Auslan.

Let's start first of all by finding out where we can find the study designs and the revised CCAFL study designs. I would also like to let you know that this presentation and the slides will be uploaded for you so you will have access to them. So don't worry if you don't take everything in. You'll be able to look at this again, print the slides and look at it as often as you like so that you can plan your CCAFL language study.

The link on this particular slide takes you to the VCAA landing page for the languages and you can see that all the CCAFL languages are listed on the right-hand side. Once you are in there, if you scroll down to the bottom of the page, you'll see a page that looks like this and there is a tab 2024 implementation. If you open that tab, you'll be able to find the following documents, the first document is the VCE Armenian Study Design for Units One and Two, which will be implemented in 2024. The second dot point there has a list of frequently asked questions. The third dot point has in there uploaded four small videos that relate to specific areas of the revised CCAFL Study Designs and you'll be able to see down the very, very bottom of the page a reminder that in 2023 this year, schools must ensure that they use the VCE Armenian Study Design in 2023 for Units One and Two and in 2024 for Units Three and Four, the revised CCAFL Study Designs have a staged implementation.

So, in 2024, if you are teaching year 11 Units One and Two, you must use the revised study design, but it also means that in 2024 if you have unit, if you're teaching Units Three, you must use the current study design. In 2025 however, you must use the revised CCAFL Study Design for the language you are teaching for Units One and Two, Three and Four in years 11 and 12. Concepts, topics and perspectives, these are new terms that we must become familiar with. There are some significant differences between the current study design and the revised CCAFL Study Design, which will be in implemented in 2024.

The revised CCAFL study designs show us that the organisation of the content is around concepts, topics and perspectives. And it is one area of change. In the revised CCAFL study designs, prescribed topics align to the overarching concepts that allow students to engage with their interests and investigate a range of perspectives through their learning. There's a strong emphasis in the curriculum on enabling students to talk about their own world and interests in addition to learning about places and culture where the language is spoken in communities both in Australia and across the world. The themes and topics in the current CCAFL study design that you are using to teach your language, have been replaced with concepts, topics and perspectives. There are four concepts common to all the languages being taught at the VCE level and these four concepts are legacy, responsibility, sustainability, and identity. We'll look at these a little bit further on in the presentation.

However, I do wish to point out that each language has two topics aligned to each of the concepts which makes eight prescribed topics per language. So, we must think of concepts and topics when we are talking about our planning, our teaching and learning plan. By studying the eight prescribed topics, the concepts are covered in the learning programme. Please note that the topics vary between languages, so be sure to check the topics in the study design for your specific language and further on I'll show you another slide and direct you to that information in the study design for your language.

The concepts provide the content that students are expected to encounter through the prescribed topics. They allow personal community and global perspectives, and we'll also look at that a little bit further on in this presentation to be explored in the language and within the Australian context for language learning. All four concepts have to be studied over the two years of the VCE through the topics in this study. There is specific information regarding the concepts in Unit One and in Unit Two that we'll also look at in a little bit of detail further on in the presentation.

All languages have eight prescribed topics, and these eight topics are related to the concepts. All eight topics for the language that you are teaching are to be studied over the two years of the VCE. The topics are studied through subtopics chosen by the teacher and there is a document, a separate document separate from the study design that has been uploaded to the languages page. That is the page where you found this study designed for your language. The subtopics is a separate document and has been uploaded there. So please also have a look at that and download it because you will need to have that document for your planning purposes. The perspectives are similar in scope to what we have in the current CCAFL study designs with the themes. Teachers can decide which topics can be addressed best from which perspective as they develop their learning programmes.

I would like to direct you to page 23 of your study design, because there is more information there regarding the concepts and the perspectives and the topics. And apart from that page in the study design that was page 23, in the very beginning I showed you the four videos that are available on the website at the moment regarding the revised CCAFL study designs. One of those videos deals directly and only with concepts, so I would encourage you to please have a look at that video as well. So there, apart from the information in this presentation, there are two other areas where you can find information regarding the concepts.

So, we need to start thinking and planning and using the terms, concepts, topics and perspectives, when we are talking about and planning our work when we are using the revised CCAFL study design for the language that you are teaching. In terms of the prescribed concepts, there are four prescribed concepts, and these are addressed across the four units, and we referred to them earlier. They are the concepts of identity, legacy, responsibility and sustainability. So, over the two-year course of this study, when it's implemented, the revised CCAFL study designs, these are the four prescribed concepts that you must teach. Your teaching and learning programme must address these concepts.

The prescribed topics. Could I ask you please to have a look at page 24 of your study design, because more information about the prescribed topics is also on that page and that particular page has the topics for the language that you are teaching. As mentioned previously, there are eight prescribed topics, two associated with each of the concepts. So, we have in our language programme we have four concepts, four mandated concepts and four prescribed concepts and eight prescribed topics. Four of these eight topics are common to all the VCE languages, the CCAFL languages. And four are specific to the language, it is imperative to see what the specific topics are for your language. And I have an example here, this is from page 24, the page I referred to you, I referred you to earlier.

This is the example for Armenian, but for whatever language you are teaching, your concepts and topics are on page 24. You must ensure please that these are the concepts and topics that you base your teaching and learning programme on. These are prescribed and these are the only ones that you must teach for your language. This is the Armenian example. Whatever language you are teaching on page 24, you'll be able to find your topics, the concepts and topics. The perspectives The perspectives are also a very significant part of your teaching and learning programme. As mentioned earlier, they are similar to the themes that we currently have in the current study design, but in the revised CCAFL Study Design, we must ensure that we teach our concepts and our topics through perspectives. There are three perspectives, personal, community and global. And I would like to refer you to page 23 of your study design because there is more information about the perspectives on page 23 of your study design.

Over the two years of the course of study of Units One to Unit Four inclusive, all three perspectives must be studied, but there is no prescription as to how many must be personal, how many community and how many global perspectives have to be taught. As long as all three are addressed over the two years, that is perfectly fine. So, we have our concepts, our four concepts, we have our eight topics and over the two years when we are looking at these concepts and topics, we must ensure that we also study or teach these concepts and topics through one of these perspectives. Another feature of the revised CCAFL study design, and again I'd like to refer you please to page 26 and page 27. We have a few terms used in this study, in order for us to have a common agreement about what the terms used in the study mean, that we all understand what the terms mean.

This particular page gives us a definition if you like that we can all be familiar with and all use in our planning of our teaching and learning activities. In particular, I would like to refer you to the information that is available regarding visual texts. There is an explicit inclusion of viewing texts throughout the course and again on page 26 and over to page 27, you have a more detailed description and definition of what visual texts are. There's a definition there which is an excellent guide to helping you understand why we have defined visual texts and it will help you in locating visual texts for you to use and deciding which ones to use when you are planning your units of work. Visual texts are on page, this further description of visual text is available on page 27 of the revised CCAFL study design.

Again, new terminology we know that we have, and we have been using the terms outcomes, units of work, Unit One, Two, Three, and Four and outcome, outcomes for each unit of work. Now for every unit, Unit One, Two in year 11, Unit Three, Four in year 12, we refer to areas of study and outcomes. There are three outcomes for each unit and each unit across the VCE.

Area of study one. So, we have Unit One, Two, Three, or Four, area of study one, interacting in the language. Unit one, two, three or four, area of study two, analysing language. Unit One, Two, Three and Four, Area of Study Three creating meaning in language. Each unit includes an outcome based on each area of study and we'll look at this a little bit further on in particular when we look at unit, more information regarding each unit. The grammar One area where a different approach has been taken is in the grammar section. If you could please have a look at page 16 of your study design for your language, the revised CCAFL study designs, the next slide we'll talk about how that looks in the next slide, but I did want to give you this information as well.

The grammar is presented in a table that includes language structures, the grammar that you have in the study design, the revised CCAFL study design, are not necessarily the only grammar structures that students will learn, and the grammar section is not a substitute for grammar lists or reference texts. It's grammar that is suitable for study at Senior Secondary Level at units One to Four inclusive across year 11 and 12. And you'll be able to see for the language that you are teaching on page 16 of the study design that the grammar is set out in a table. We have the grammar, a sub element, an example sentence in the language that you are teaching. This is the Armenian example again, but you will have an example there for the language that you are teaching, and the example sentence is a complex sentence, so it gives you an idea of the level of grammar that is required for this language study at the VCE. And then of course there is the example function. The grammar sentence is related to the area of study, area of study one, area of study two or area of study three, which we referred to earlier.

So, every grammar point in that table has an example sentence and the example function. Another feature of the revised CCAFL study designs is that the key knowledge and key skills are now listed separately. Here is one example, but it's the same for every unit of work across Units One to Four inclusive. In the current CCAFL study designs that you are using, the key knowledge and key skills are listed together as one long list in the revised CCAFL study designs, they are listed separately. So that's another feature and this is the key knowledge and key skills for every unit of work, which is the focus of your teaching, the focus of your planning.

Let's go back to the concepts, and earlier on I mentioned some specific information related to concepts in Units One and Two. There are four concepts that will be studied across Units One to Four inclusive. However, please be aware and this is more information about, this is on page 28 of your study design. In Unit One there are only two concepts that you should focus on, only two prescribed concepts and that is identity and sustainability and the associated topics and of course the perspectives that you choose to look at in your teaching and learning programme.

So, in Unit One, you must teach the concepts of identity and sustainability and the associated topics in Unit One. Suitable assessment task types are provided for teacher choice at the end of Unit One. And this is another feature of the revised CCAFL study designs, as it is for all the languages study designs that have been revised. If we can just stay on Unit One for a few more slides, I'd like to also bring to your attention and page 29 of the revised CCAFL study designs has more information about this. There is only one assessment task that can be answered in English and that is in Unit One, Area of Study Two. All other assessment tasks in all units of work must be answered in the language being studied.

So please be aware that it is only in Unit One, Area of Study Two whereas the assessment can be answered in English. Some general information now about Unit One and Unit Two tasks, because in the current study design we have outcomes and a task for each outcome that are prescribed, but it's not the case in the revised CCAFL study designs, there are no prescribed tasks for Units One and Two. VCE study designs do not prescribe tasks at the Unit One and Unit Two level. The study design, that's the study design that you have for your language and all the CCAFL languages, provides a list of suitable tasks from which teachers may select. However, these tasks are only suggestions, and you may wish to develop your own tasks for assessment in Units One and Two. Of course, you can use the tasks that are in the study design, but you can choose your own should you wish to do so and there is only one task for each outcome. That's just a reminder. Here we have a slide that shows the outcomes only for the current study design and the revised CCAFL study design and I would just like to alert you that with the revised CCAFL outcome statements, please note Outcome Two is the task that is answered in English.

So, we have a spoken task for Outcome One, a task where we answer in English and a task where we produce original writing. More information about the outcome tasks for Unit One, is provided on page 26 of the revised CCAFL study design. The following slide is an example of tasks that you could use in Unit Two. This information is on page 35 of the revised CCAFL study design, and these are possible tasks that you could use for Area of Study One, Outcome One, Area of Study Two, Outcome Two, or Area of Study Three, Outcome Three. There are three examples. That does not mean that you have to do all three for that particular outcome. It's one outcome, one task.

The variety of tasks that have been listed there have been provided there to help you, to help you with the subtopics and your teaching and learning programme and to give you ideas about the sorts of tasks that you, you could choose or could design for your students. They're the outcome examples on page 35 for Unit Two, if you are looking for the Unit One tasks, sample tasks or ideas for assessment at Unit One, please have a look at page 31.

So, we know what concepts we are teaching in Unit One. The two that we mentioned earlier on. In Unit Two, we must only focus and only teach the concepts of legacy and responsibility and the associated topics and the range of perspectives. I will give you some more information regarding an outcome in Unit Two that require requires a presentation with an Australian focus. And again, just as we saw with Unit One and with Unit Two, suitable assessment task types have been provided for teacher choice.

The following information again is the comparison if you like, of the outcome statements between the current study design on the left-hand side and the revised study design. Please be aware that Outcome Three is a spoken presentation in the language that you are teaching that focuses on a subtopic related to Australia. Could I please refer you to page 33 of the study design that you, that you will be teaching for more information about Unit Two, Outcome Three which has the focus on the Australian topic.

And again, this is again, I'm probably labouring the point here, but just a reminder that Unit Two Area of Study Three, focuses on an Australian topic and just an important reminder as was referred to at the very start of this presentation, that the inclusion of an Australian... Of Australian content, recognises the important opportunities for students to express ideas about their lives and interests to others throughout the language that they are studying.

Now let's have a look at concepts, topics, and perspectives in Unit Three. All the four concepts, you can choose any of the four concepts and related topics and perspectives to teach in Unit Three. It is only in Unit One where you must teach those two concepts and only in Unit Two where you must teach the two concepts that we referred to earlier. Outcome Two, Unit Three, Outcome Two may include a visual text. And again, can I refer you to the information in the study design that gives a definition of a visual text.

So, if you are going to include a visual text for Outcome Two, please look at the definition, the parameters around that to make sure that your visual text meets those requirements. Unit Three, Outcome three focuses on particular writing styles and we'll have a look at that in a couple of slides. More information about Unit Three and the outcomes is available on page 37 of your study design. And again, I keep stressing how very important it is to read all the information that relates to every unit of work across Units One to Four. Look at the key knowledge and the key skills for the unit of work that you are going to teach.

Please look at the information about what is required for the outcome statement because all of this when you are planning your teaching and learning activities, all of this will impact on how you structure your teaching and learning programme across Units One to Four. This is the table again of the outcome statements for Unit Three. We have the current and then the revised. I have highlighted changes for you to be aware of, but I think it is probably more helpful if we actually looked at the Unit Three outcome statements one by one. And this particular table can be found on page 36 of your study design. Now remember you will be able to download a copy of this presentation so you can go back and look at these slides again, but it's probably more helpful to focus on what we are working towards or what you are looking at when you are planning, your teaching and learning programme and your outcomes.

So, in particular, let's look at the three outcomes for Unit Three and I will refer you to pages 36 to 38 in the study design for more detailed information about the outcomes. Unit Three, Area of Study One, Outcome One, this is a three-to-four-minute role play in Armenian focusing on a negotiated future action. So, it's a negotiated future action. This is new. Just a reminder that all role plays are undertaken between the teacher and each individual student for assessment. We referred to a visual text that might be included in one of the outcomes. And here again in Unit Three, Outcome Two, we have the task, and the task is responses to specific short answer questions from written texts. And these are written texts, no listening texts, just written texts, but you may include a visual text if it is appropriate.

This is why it's important to become very familiar with the study design, become very familiar with the terminology, become very familiar with what a visual text is. This will all help with your planning and help you when you are preparing students for their assessment task. I referred to the particular writing style in the previous slide and here is exactly what I meant. Unit Three, Outcome Three is an extended piece of writing and we have the word length there, approximately 250 words in Armenian. And we have the writing styles. And these are the only writing styles that you must use for assessment in Unit Three. Descriptive, informative, or personal that is required in the response.

So again, can I please refer you to pages 36 to 38 in the study design? Where this information is, where further information about the outcomes is provided. But please be aware that these assessment tasks are different in some ways. There's still an oral task and there's still a written task and there's still a reading and responding task, but there is more information about that task that you must be aware of, specific information to that unit. Unit Three. Let's now move forward to the Unit Four. Just like Unit Three, in Unit Four, we can look at the four prescribed topics, sorry, the four prescribed concepts and the topics and the associated topics and perspectives. Again, it's only in Unit One and only in Unit Two, where in Unit One there are two concepts we must study or teach and learn. And in Unit Two focus only on the other two concepts. In Unit Four, just as there is for the three previous units, there are three outcomes.

But in the current study design we have two outcomes because there is a detailed study and one of the outcomes has two tasks. But in the revised CCAFL study design, there is one outcome and one task, and there are three outcomes. There is no detailed study in the revised CCAFL Study Design. There's no in-depth study, there's no detailed study. There are three areas of study, and each area of study has an outcome and a task, and we'll have a look at those now. Again, just as we had seen in Unit Three, highlighted are changes that you must be aware of for the assessment tasks for the Unit Four outcomes. And these relate to participating in a discussion for example, for Unit Four, Outcome One. Please note that this is a four-to-five-minute presentation and discussion in the language and it's quite specific about the length of time, four-to-five-minute presentation and discussion, which includes a presentation of up to 90 seconds.

More information regarding the Unit Four outcome statements are in the revised CCAFL study design. Please also note that for Unit Four, Outcome Two, there's a 250-word written response, incorporating information from two or more texts, and those texts are not all written texts, it's a written and listening text. And in Unit Four, Outcome Three, the extended piece of writing is 300 words approximately and the writing styles are also given. That's evaluative, imaginative, persuasive, or reflective. Again, I'd like to refer you to this particular page in the study design. It's on page 40. It's exactly the same information that we discussed just previously.

A reminder that Unit Four, Outcome One, the presentation is between the teacher and the student and Outcome Two, the text, it's a reading and listening text. Please be very aware of that. You'll become very familiar with this once you start to read the study design and become more familiar, become more familiar with it. And again, just a reminder to note the word length of the extended piece of writing and the writing style. Now, I do understand that all of this information, it's a lot of information to take in and I would encourage you to please have a look at this presentation again, have the study designed with you.

Please also take the time to look at the other four videos that I referred to earlier on in the presentation. The four videos are only eight to 10 minutes length. They're not as long as this presentation, but all together, all of this information, and the frequently asked questions will give you a very good grounding and understanding of the revised CCAFL study designs that will be implemented in year 11, Units One and Two in 2024 and year 12 in 2025. If you don't already subscribe to the VCAA bulletin, we've provided this information for you so that you can be informed and stay up to date with any information regarding the VCAA, the VCE, any VCAA information, and if there is any further information related to the revised CCAFL study designs, it always goes out in the VCAA bulletin. So, it's well worth subscribing to, if you don't already subscribe to the bulletin. The link is also available for you. I'd encourage you to please keep checking the VCAA website for more information, and of course please ensure that you do receive the VCAA bulletin which does come out regularly every month. But if you keep checking the website, you're able to obviously access information on the website.

If you require any further help or information, please contact us in the Languages Unit. There are five of us in the Languages Unit and we have our email address and our phone number there for you. Please contact us. Don't hesitate. We will help you or refer you to information as required. Thank you for taking the time to view this presentation.

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