VCE Languages – CCAFL Second Language Assessment Handbook
2005–2024

(Updated June 2020)

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Introduction

The online version of the *VCE Languages – CCAFL Second Language Assessment Handbook 2005–2024* contains assessment information for both school-based assessment and the examinations in Languages – CCAFL Second Language and advice for teachers on how to construct assessment tasks. Advice on matters related to the administration of VCE assessment is published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) and in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). Teachers must refer to these publications for current advice.

Please note that the online Assessment Handbook differs in appearance to the printed version. Updates to the online Assessment Handbook are published in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx).

Be advised that there may be minor errors in the contents list above due to software version differences.

Languages Assessment Advice

CCAFL Second Language studies

Armenian, Bengali, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Karen, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Swedish, Tamil, Turkish and Yiddish.

Unit 3

School-assessed Coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a score for each outcome in a unit, which represents an assessment of the student’s achievement. The score must be based on the teacher’s assessment of the level of performance of each student on the outcomes for the unit specified in the study design. Teachers must select assessment tasks from the designated list for each outcome published in the study design.

Assessment tasks should be a part of the regular teaching and learning program and should not add unduly to student workload. Assessment tasks should be completed in class under supervision within a limited timeframe. The overall assessment program for the unit should include a variety of assessment task formats, include provision for authentication of student work and take into account the overall workload for students.

School-assessed Coursework for the outcomes in Unit 3 will contribute 25 per cent to the student’s Study Score for these languages.

It is expected that students will respond in the language to all assessment tasks in Units 3 and 4.

Outcome 1

Express ideas through the production of original texts.

*This outcome will contribute 20 marks out of 50 marks allocated to School-assessed Coursework for Unit 3.*

Task

*Description*

A 250 word personal or imaginative written piece.

*Designing the assessment task*

Teachers should develop an assessment task that allows the student to:

* create a personal or imaginative text focusing on an event or experience in the past, present or future
* show knowledge of first- or third-person narrative perspectives
* use language appropriate to audience, context, purpose and text type
* organise and sequence ideas
* use simple stylistic techniques such as repetition, questions or exclamations where appropriate
* have the opportunity to demonstrate the highest level of performance as described in the performance descriptors.

*Resources and scheduling*

Schools may determine the conditions for the task including access to resources and notes. Students should be advised of the timeline and conditions under which the task is to be conducted.

This task may be completed in 80–100 minutes of class time. It may be presented as one task, or a choice of tasks of comparable scope and demand, and may include text or visual materials as stimulus for the students. Students may use dictionaries.

*Performance descriptors*

The following descriptors provide a guide to the standards expected when setting and marking assessment tasks. They describe the knowledge and skills typically demonstrated by students who have achieved scores within each range on the assessment task.

|  |
| --- |
| Outcome 1Express ideas through the production of original texts. |
| **MARK RANGE** | **DESCRIPTOR: typical performance in each range** |
| 17–20 marks | Highly effective, original, personal or imaginative text focusing on an event or experience in the past, present or future. Comprehensive understanding of the narrative perspective and kind of writing required for the task, including, for example, appropriate use of an introduction, body and conclusion. Relevant and comprehensive content showing some sophistication in the writing. A broad range of language (including accurate vocabulary, grammar, punctuation and where relevant, script) is used appropriately for the audience, context, purpose and text type. Ideas are organised and effectively sequenced throughout, for example, within and between paragraphs and with cohesiveness in the writing as a whole. Simple stylistic techniques are successfully used for effect. |
| 13–16 marks | Effective original personal or imaginative text focusing on an event or experience in the past, present or future. Clear understanding of the narrative perspective and kind of writing required for the task, including, for example, appropriate use of an introduction, body and conclusion. The content is relevant and covers a wide range of aspects within the topic. A range of language (including vocabulary, grammar, punctuation and where relevant, script) is used appropriately for the audience, context, purpose and text type. Ideas are well organised within and between paragraphs and follow a logical sequence throughout. Stylistic techniques are used. |
| 9–12 marks | An original personal or imaginative text focusing on an event or experience in the past, present or future. Some understanding of the kind of writing and narrative perspective required for the task. The content is generally relevant and covers a range of aspects within the topic. Language (including vocabulary, grammar, punctuation and where relevant, script) is appropriate to the audience, context, purpose and text type. Ideas are organised, follow a logical sequence but may lack direction. Some stylistic techniques enhance the writing. |
| 5–8 marks | A personal or imaginative text with original elements and some features of the kind of writing and narrative perspective required for the task. The content may be limited in scope and relevance. Language (including vocabulary, grammar, punctuation and where relevant, script) is sometimes appropriate to the audience, context, purpose and text type. Ideas may be disjointed with little attempt to organise or sequence them. Some simple stylistic techniques appropriate to the task may be attempted. |

|  |  |
| --- | --- |
| 1–4 marks | Limited originality and awareness of the kind of writing, narrative perspective or content required for the task. Limited ability to use language (including vocabulary and grammar, and where relevant, script) appropriate to the audience, context, purpose and text type. Limited ability to convey meaning. Limited organisation and sequencing of ideas. |

Outcome 2

Analyse and use information from spoken texts.

*This outcome will contribute 10 marks out of the 50 marks allocated to School-assessed Coursework for
Unit 3.*

Task

*Description*

A response to specific questions, messages or instructions, extracting and using information requested.

*Designing the assessment task*

Teachers should develop an assessment task that allows the student to:

* convey overall meaning, identify main points, supporting points and detailed items of specific information
* infer points of view, attitudes, emotions from context and/or choice of language and intonation where appropriate
* employ knowledge of registers and stylistic features such as repetition and tone where appropriate
* confirm meaning through re-listening
* have the opportunity to demonstrate the highest level of performance as described in the performance descriptors.

*Resources and scheduling*

Schools may determine the conditions for the task including access to resources and notes. Students should be advised of the timeline and conditions under which the task is to be conducted.

This task may be completed in 40–50 minutes of class time. One or more spoken texts may be used for the task. Students may listen to the text/s more than once, with a pause between readings. Student responses may require a single extended response or answers to a series of questions, some of which require paragraph responses. Students may use dictionaries.

*Performance descriptors*

The following descriptors provide a guide to the standards expected when setting and marking assessment tasks. They describe the knowledge and skills typically demonstrated by students who have achieved scores within each range on the assessment task.

|  |
| --- |
| Outcome 2Analyse and use information from spoken texts. |
| **MARK RANGE** | **DESCRIPTOR: typical performance in each range** |
| 9–10 marks | Excellent understanding of the overall meaning of the spoken text, as well as demonstrated ability to identify main points, supporting points and detailed items of specific information. Effectively infers such aspects as points of view, attitudes and emotions from the text. Presents relevant information in a well-organised and effective response in the language, for example, by structuring and sequencing ideas. Conveys meaning in the response using the correct register and stylistic features and a highly appropriate range of vocabulary, and grammar accurately and appropriately. |
| 7–8 marks | Clear understanding of the overall meaning of the spoken text, as well as demonstrated ability to identify detailed items of specific information. Infers a range of points of view, attitudes and emotions from the text. Presents relevant information in the response. Conveys meaning using the correct register and stylistic features and a range of vocabulary and grammar accurately and appropriately. |
| 5–6 marks | Some understanding of the spoken text with the ability to identify some main points and detailed information. Identifies some points of view, attitudes and emotions from the text. Presents some relevant information in the response. Conveys meaning using simple grammar and stylistic features and a restricted range of familiar vocabulary. |
| 3–4 marks | Limited understanding of the main ideas in the spoken text but does not always identify relevant points and details accurately. Limited ability to identify points of view, attitudes or emotions from the text. Presents limited relevant information in the response. Uses a narrow range of grammar and vocabulary. |
| 1–2 marks | Identifies isolated detail and/or single words in spoken texts. Presents little relevant information. Uses a very limited range of grammar and vocabulary. |

Outcome 3

Exchange information, opinions and experiences.

*This outcome will contribute 20 marks out of the 50 marks allocated to School-assessed Coursework for
Unit 3.*

Task

*Description*

A three- to four-minute role-play, focusing on the resolution of an issue.

*Designing the assessment task*

Teachers should develop an assessment task that allows the student to:

* describe and comment on aspects of past, present or future experience
* exchange and justify opinions and ideas
* present and comment on factual information
* link and sequence ideas logically
* ask for and give assistance, advice or information
* use the appropriate register for the audience, context and purpose
* maintain the communication for example, through self-correction and rephrasing or using a range of question forms
* have the opportunity to demonstrate the highest level of performance as described in the performance descriptors.

*Resources and scheduling*

Schools may determine the conditions for the task including access to resources and notes. Students should be advised of the timeline and conditions under which the task is to be conducted.

Students may be given details of the task to assist in preparation, including the student and teacher roles, the issue to be resolved and possible strategies for resolving it. The task should be undertaken by the teacher and student in the language, and tape-recording of the role-play is recommended. The issue for resolution should be related to an aspect of the topic/s studied and broad enough to allow for specific variations from student to student.

*Performance descriptors*

The following descriptors provide a guide to the standards expected when setting and marking assessment tasks. They describe the knowledge and skills typically demonstrated by students who have achieved scores within each range on the assessment task.

|  |
| --- |
| Outcome 3Exchange information, opinions and experiences. |
| **MARK RANGE** | **DESCRIPTOR: typical performance in each range** |
| 17–20 marks | Comments in a highly effective manner on experiences appropriate to the topic. Effectively exchanges and justifies opinions and ideas and comments on a range of relevant factual information in resolving an issue. Links and sequences ideas clearly and logically. Uses a range of communication and repair strategies as required; for example, asking for and giving advice, assistance or opposing points of view, using a range of question forms, self-correcting or rephrasing. Consistently uses appropriate language for the audience, context and purpose of the task. Maintains the exchange achieving a very high level of accuracy and variety in the language, for example in the use of vocabulary, grammar, expressions, pronunciation, register, intonation, stress and tempo. |
| 13–16 marks | Comments effectively on experiences appropriate to the topic. Exchanges and justifies most opinions and ideas and comments on relevant factual information. Links and sequences ideas logically. Uses some communication and repair strategies as required; for example, asking for and giving advice, assistance or opposing points of view, using a range of question forms, self-correcting or rephrasing. Usually uses appropriate language for the audience, context and purpose of the task. Maintains the exchange, achieving a high level of accuracy and variety in the language, for example in the use of vocabulary, grammar, expressions, pronunciation, intonation, register, stress and tempo. |
| 9–12 marks | Comments satisfactorily on experiences appropriate to the topic. Exchanges and explains some opinions and ideas and comments on some relevant factual information. Usually links and sequences ideas logically. Occasionally uses communication and repair strategies as required; for example, asking for and giving advice, assistance or opposing points of view, using a range of question forms, self-correcting or rephrasing. Occasionally uses appropriate language for the audience, context and purpose of the task. Maintains the exchange, achieving a satisfactory level of accuracy and variety in the language, for example in the use of vocabulary, grammar, expressions, pronunciation, intonation, register, stress and/or tempo. |
| 5–8 marks | Refers to experiences, which are not always relevant to the topic. Has difficulty clarifying or elaborating opinions and ideas and presents a limited range of relevant factual information. Needs some assistance to maintain the exchange and is unable to identify errors and to self-correct when necessary. Has limited control of language. Achieves some accuracy and variety in the language, for example a narrow range of grammar and vocabulary and with significant problems in pronunciation, intonation, register, stress and/or tempo. |
| 1–4 marks | Presents very limited information. Very limited level of accuracy in language using few appropriate structures and items of vocabulary. Demonstrates little or no control of language. Pronunciation, intonation, stress and tempo interfere with ability to convey meaning. |

Unit 4

School-assessed Coursework for the outcomes in Unit 4 will contribute 25 per cent to the student’s Study Score for these languages.

Outcome 1

Analyse and use information from written texts.

*This outcome will contribute 10 marks out of the 50 marks allocated to School-assessed Coursework for
Unit 4.*

Task

*Description*

A response to specific questions, messages or instructions, extracting and using information requested.

*Designing the assessment task*

Teachers should develop an assessment task that allows the student to:

* understand and convey overall meaning, identify main points and extract and use information
* infer points of view, attitudes or emotions from context and/or choice of language
* summarise, interpret and evaluate information from texts where appropriate to the task
* infer meaning from cognates, grammatical markers or common patterns of word formation
* appreciate cultural aspects critical to understanding the text
* compare and contrast aspects of texts on a similar topic where appropriate to the task
* show knowledge of and use the text type specified in the task
* show knowledge of simple stylistic features such as repetition and contrast
* have the opportunity to demonstrate the highest level of performance as described in the performance descriptors.

*Resources and scheduling*

Schools may determine the conditions for the task including access to resources and notes. Students should be advised of the timeline and conditions under which the task is to be conducted.

This task may be completed in 80–100 minutes of class time. The task may be set to include one or more written texts. It may be presented as one task, or a choice of tasks of comparable scope and demand. That task/s set may focus on informative, persuasive or evaluative writing. The length of the text/s selected for a task may vary, but as a guide, text totalling approximately 300–400 words, would be appropriate for a task requiring a response of approximately 200–250 words. Student responses may require a single extended response or answers to a series of questions, some of which require paragraph responses. Students may use dictionaries for this task.

*Performance descriptors*

The following descriptors provide a guide to the standards expected when setting and marking assessment tasks. They describe the knowledge and skills typically demonstrated by students who have achieved scores within each range on the assessment task.

|  |
| --- |
| Outcome 1Analyse and use information from written texts. |
| **MARK RANGE** | **DESCRIPTOR: typical performance in each range** |
| 9–10 marks | Excellent understanding of the overall meaning of the written texts, as well as demonstrated ability to identify main points, supporting points and detailed items of specific information. Effectively infers points of view, attitudes or emotions from the texts. Effectively summarises, interprets, evaluates, compares or contrasts relevant information, as required by the task. Infers meaning from language and cultural cues. Presents a very well organised and effective response appropriate to the text type required for example, by sequencing and structuring ideas within and between paragraphs. Effectively demonstrates understanding using a wide range of vocabulary, grammar, expressions and stylistic features (including punctuation and script where relevant) accurately and appropriately. |
| 7–8 marks | Sound understanding of the overall meaning of the written texts, as well as demonstrated ability to identify a range of main points, supporting points and detailed items of specific information. Infers points of view, attitudes or emotions from the texts. Summarises, interprets, evaluates, compares or contrasts relevant information, as required by the task. Infers some meaning from language and cultural cues. Presents a well organised response appropriate to the text type required for example, by sequencing and structuring ideas within and between paragraphs. Demonstrates understanding using a range of vocabulary, grammar, expressions and stylistic features (including punctuation and script where relevant) accurately and appropriately. |
| 5–6 marks | Some understanding of the overall meaning of the written texts is demonstrated, as well as the ability to identify some main points, supporting points and detailed items of specific information. Infers some points of view, attitudes or emotions from the texts. Summarises, interprets, evaluates, compares or contrasts some relevant information, as required by the task. Extracts some meaning from language and cultural cues. Presents a response appropriate to the text type required for example, by attempting to sequence and structure ideas. Demonstrates some understanding using a restricted range of familiar vocabulary and simple grammar, expressions or stylistic features, punctuation or script where appropriate. |
| 3–4 marks | Basic understanding of the overall meaning, main points, supporting points and detailed items of specific information from the texts. Presents a very limited selection of points of view, attitudes or emotions from the texts. Summarises, interprets, evaluates, compares or contrasts limited information. Extracts little meaning from language or cultural cues. Presents a response which may be inappropriately organised and includes limited relevant information. Uses a narrow range of language, including grammar, vocabulary and script where appropriate. |
| 1–2 marks | Identifies isolated detail and single words in written texts. Presents limited information with little or no organisation. Uses a very limited range of language, including grammar, vocabulary and script where appropriate. |

Outcome 2

Respond critically to spoken and written texts which reflect aspects of the language and culture of the language-speaking communities.

*This outcome will contribute 40 marks out of the 50 marks allocated to School-assessed Coursework for
Unit 4. It will be assessed by two tasks. Task A (written response) will contribute 20 marks and Task B (interview) will contribute 20 marks.*

Task A – Written response

*Description*

A 250–300 word, informative, persuasive or evaluative written response, for example report, comparison or review.

and

Task B – Interview

A three- to four-minute interview on an issue related to the texts studied.

*Designing the assessment tasks for Task A and Task B*

Teachers should develop assessment tasks that allow the student to:

* identify and comment on culturally specific aspects of language, behaviour or attitude
* compare and contrast aspects of life in language-speaking communities with life in communities in Australia, where relevant to the task
* present an opinion about an aspect of the culture associated with the language where appropriate
* identify similarities and differences between texts, and find evidence to support particular views
* select and include relevant information from the texts studied where appropriate
* show an awareness that different social contexts require different types of language
* have the opportunity to demonstrate the highest level of performance as described in the performance descriptors.

Task A – Written response

*Resources and scheduling*

Schools may determine the conditions for the task including access to resources and notes. Students should be advised of the timeline and conditions under which the task is to be conducted.

The task/s should focus on understanding of an aspect or aspects of the language and culture of the language-speaking communities. At least one of the two tasks for Outcome 2 should focus on the sub-topic selected for the detailed study.

If the task relates to Language and Culture through Texts detailed study option, task/s should require students to base their response on one or more of the texts studied.

The task/s may be completed in 80–100 minutes of class time. It may be presented as one task, or a choice of tasks of comparable scope and demand. The task/s set may focus on informative, persuasive or evaluative writing. Students may use dictionaries.

*Performance descriptors*

The following descriptors provide a guide to the standards expected when setting and marking assessment tasks. They describe the knowledge and skills typically demonstrated by students who have achieved scores within each range on the assessment task.

|  |
| --- |
| Outcome 2Respond critically to spoken and written texts which reflect aspects of the language and culture of the language-speaking communities.Task A – Writtten response |
| **MARK RANGE** | **DESCRIPTOR: typical performance in each range** |
| 17–20 marks | Capably identifies and comments on culturally specific aspects of language, behaviour or attitude. Presents comprehensive information with some sophistication about an aspect of the culture associated with the language, with particular ideas, opinions and comparisons effectively supported by relevant evidence from texts studied. Demonstrates comprehensive understanding of the features of the kind of writing required for the task, for example; effective use of an introduction, body and conclusion. A broad range of language, including vocabulary, grammar, (where relevant, script), and stylistic techniques is used accurately for the audience, context, purpose and text type. Content is very well organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole. |
| 13–16 marks | Identifies and comments on several culturally specific aspects of language, behaviour or attitude. Presents a range of information about an aspect of the culture associated with the language, with particular ideas, opinions and comparisons supported by relevant evidence from texts studied. Clear understanding of the features of the kind of writing required for the task, for example; use of introduction, body and conclusion. An appropriate range of language, including vocabulary, grammar, (where relevant, script), and stylistic techniques is used for the audience, context, purpose and text type. Content is organised and sequenced logically; for example, within and between paragraphs and throughout the writing as a whole. |
| 9–12 marks | Identifies and comments on some culturally specific aspects of language, behaviour or attitude. Presents information about an aspect of the culture associated with the language, with a limited range of ideas, opinions and comparisons given. Evidence from texts studied is offered for some of the points raised. Satisfactory use of the features of the kind of writing required for the task. Language, including vocabulary, grammar, (where relevant, script), and stylistic techniques is suitable for the audience, context, purpose and text type. Content is usually organised and sequenced logically. |
| 5–8 marks | Identifies some culturally specific aspects of language, behaviour or attitude. Ideas, opinions or comparisons may be present, but with little or no attempt to support these with evidence from the texts. Some features of the kind of writing required for the task are used. Language, including vocabulary, grammar, (where relevant, script), and stylistic techniques is usually suitable for the audience, context, purpose and text type. Some ability to convey meaning, with some inaccuracies and omissions. Ideas are disjointed with little attempt to organise or sequence them. |

|  |  |
| --- | --- |
| 1–4 marks | Minimal awareness of culturally specific aspects of the text or the kind of writing required for the task. Little or no reference to the texts studied. Limited ability to use language (including vocabulary and grammar, and where relevant, script) appropriate to the audience, context, purpose and text type. Limited ability to convey meaning. Limited organisation and sequencing of ideas. |

Task B – Interview

*Description*

A three- to four-minute interview on an issue related to the texts studied.

*Resources and scheduling*

Schools may determine the conditions for the task including access to resources and notes. Students should be advised of the duration and other conditions under which the task is to be conducted.

This task should focus clearly on an issue related to aspects of the language and culture of the language-speaking communities and be based on a sub-topic that relates to one or more of the topics prescribed in the study design. At least one of the two tasks for Outcome 2 must focus on the sub-topic selected for the detailed study.

If the task relates to the Language and Culture through Texts detailed study option, the task/s should require students to base their response on one or more of the texts studied.

The task should be undertaken by the teacher and student in the language, and tape-recording of the interview is recommended. Teachers may choose to focus on the same issue in interviews for the group of students, or to allow for interviews, each of which focuses on a different issue, or aspect of the sub-topic studied. If one issue is selected, it should be broad enough for some variation in questions and responses from student to student. The interview may include a brief (half-minute) introductory segment which is designed to settle students and is not assessed.

*Performance descriptors*

The following descriptors provide a guide to the standards expected when setting and marking assessment tasks. They describe the knowledge and skills typically demonstrated by students who have achieved scores within each range on the assessment task.

|  |
| --- |
| Outcome 2Respond critically to spoken and written texts which reflect aspects of the language and culture of the language-speaking communities.Task B – Interview |
| **MARK RANGE** | **DESCRIPTOR: typical performance in each range** |
| 17–20 marks | Capably identifies and comments on culturally specific aspects of language, behaviour or attitudes. Presents an opinion or information about an aspect of the culture associated with the language, with a range of ideas, opinions and comparisons effectively supported by relevant evidence from the texts studied. Capably maintains and advances the exchange, linking with the partner and using effective communication and repair strategies. Uses a broad range of appropriate language, including vocabulary and grammatical structures, and achieves a very high level of accuracy. Consistently uses appropriate language for the audience, context and purpose. Demonstrates excellent pronunciation, intonation, register, stress and tempo.  |
| 13–16 marks | Identifies and comments on culturally specific aspects of language, behaviour or attitudes. Presents information about an aspect of the culture associated with the language, with particular ideas, opinions and comparisons supported by relevant evidence from the texts studied. Maintains and advances the exchange, linking with the partner and using communication and repair strategies. Uses a range of language, including appropriate vocabulary and grammatical structures, and achieves a high level of accuracy. Usually uses appropriate language for the audience, context and purpose. Demonstrates good pronunciation, intonation, register, stress and tempo.  |
| 9–12 marks | Identifies and comments on some culturally specific aspects of language, behaviour or attitudes. Presents information about an aspect of the culture associated with the language, with a limited range of ideas, opinions and comparisons given. Evidence from the texts studied is offered for some of the points raised. Some understanding of the requirements of the oral interaction. Usually uses appropriate vocabulary and grammatical structures, and achieves a satisfactory level of accuracy. Occasionally uses inappropriate language for the audience, context and purpose. Demonstrates minor problems in pronunciation, intonation, register, stress and tempo.  |
| 5–8 marks | Identifies some culturally specific aspects of language, behaviour or attitudes. Demonstrates limited ability to present information about an aspect of the culture associated with the language. Ideas, opinions or comparisons may be present, but minimal attempt is made to support these with evidence from the texts. Limited understanding of the requirements of the oral interaction. Uses simple language to convey meaning with limited accuracy. Demonstrates significant problems with pronunciation, intonation, register, stress and tempo. |
| 1–4 marks | Limited awareness of culturally specific aspects of language, behaviour or attitudes applicable to the task. Demonstrates difficulties in presenting information, ideas, opinions or comparisons and little or no attempt is made to support these with evidence from the texts. Shows little evidence of understanding the requirements of the oral interaction. Very limited level of accuracy in language, using few appropriate structures and items of vocabulary. Pronunciation, intonation, register, stress and tempo interfere with ability to convey meaning.  |

School-assessed Coursework and Oral examination

The School-assessed Coursework and Oral examination requirements are the same for all Victorian Second Language and CCAFL Second Language studies.

Second Language Examinations

End-of-year examinations – Units 3 and 4

The student’s level of achievement will be determined by two end-of-year examinations.

The end-of-year examinations are:

|  |
| --- |
| **ORAL EXAMINATION** |
| **All CCAFL languages** |
| An oral examination of approximately 15 minutes duration |

Written examination

The end-of-year written examination specifications for CCAFL Second Language studies are not the same.

|  |
| --- |
| **WRITTEN EXAMINATION** |
| **CCAFL Second Language studies**Armenian, Bosnian, Chin Haka, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Karen, Khmer, Macedonian, Maltese, Persian, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Swedish, Tamil, Turkish and Yiddish. |
| A written examination of 2 hours and 30 minutes plus 10 minutes reading time) |

Date: end-of-year, on dates to be published annually by the VCAA.

The end-of-year examinations will contribute 50 per cent to the Study Score.

All of the key knowledge and skills that underpin outcomes in Units 3 and 4 are examinable.

Oral examination

Oral examination (approximately 15 minutes)

This information applies to all CCAFL Second Language studies.

*Purpose*

The oral examination is designed primarily to assess the students’ knowledge and skill in using spoken language.

*Specifications*

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor/s. It will consist of a general conversation about the student’s personal world, for example school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor/s the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of communities in which the language is spoken and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the Language VET Supplement.)

*Assessment criteria*

The examination will address all of the criteria. All students will be examined against the following criteria.

Section 1: Conversation

Communication

***Criterion 1***

Capacity to maintain and advance the exchange appropriately and effectively

* capacity to link with assessors
* effectiveness of communication and repair strategies
* degree of support necessary to maintain the exchange

The student:

|  |  |
| --- | --- |
| 9–10 | * demonstrates an excellent level of understanding by responding readily and confidently
* uses highly effective repair strategies
* carries conversation forward with spontaneity
* needs no support
 |
| 7–8 | * demonstrates a very good level of understanding
* has very good repair strategies
* carries the conversation forward with confidence
* needs minimal support
 |
| 5–6 | * demonstrates a good level of understanding
* has good repair strategies
* communicates well, with some hesitations and pauses
* often needs support
 |
| 3–4 | * demonstrates a limited level of understanding and ability to advance the conversation
* has limited repair strategies
* is slow to respond, with frequent hesitation and false starts
* needs frequent support
 |
| 1–2 | * has minimal ability to interact
* needs a great deal of support
 |
| 0 | * provides no evidence of meeting this criterion
 |

Content

***Criterion 2***

Relevance, breadth and depth of information, opinions and ideas

* relevance of information/ideas
* range of information/ideas
* capacity to support/elaborate on ideas/opinions with reasons/examples/evidence/new ideas

The student:

|  |  |
| --- | --- |
| 9–10 | * presents an excellent range of information, opinions and ideas clearly and logically with highly relevant responses
* is able to clarify, elaborate on and defend opinions and ideas very effectively
* demonstrates excellent preparation
 |
| 7–8 | * presents a very good range of information, opinions and ideas which are usually relevant
* is able to clarify, elaborate on or defend opinions and ideas most of the time
* demonstrates a very good level of preparation
 |
| 5–6 | * presents a good range of information, opinions and ideas which are generally relevant
* has the ability to clarify or elaborate on opinions and ideas some of the time
* demonstrates a good level of preparation with some gaps
 |

|  |  |
| --- | --- |
| 3–4 | * presents a limited range of information, which is not always relevant
* has difficulty clarifying or elaborating on opinions and ideas
* does not appear to have prepared adequately
 |
| 1–2 | * presents a very limited range of information
* shows little evidence of preparation
 |
| 0 | * provides no evidence of meeting this criterion
 |

Language

***Criterion 3***

Accuracy of vocabulary and grammar.

The student:

|  |  |
| --- | --- |
| 9–10 | * uses sophisticated vocabulary and structures, accurately and appropriately
* usually self-corrects
 |
| 7–8 | * has very good control of vocabulary and structures and uses them accurately and appropriately
* usually self-corrects
 |
| 5–6 | * has good control of simple vocabulary and structures
* is able to express meaning despite errors
* tends to rely on rote-learned language and anglicisms
 |
| 3–4 | * has limited control of simple vocabulary and structures
* makes frequent and intrusive errors
* relies on rote-learned language and anglicisms
 |
| 1–2 | * uses very limited vocabulary and structures
* relies heavily on rote-learned language and anglicisms
 |
| 0 | * provides no evidence of meeting this criterion
 |

***Criterion 4***

Range and appropriateness of vocabulary and grammar

* variety of vocabulary, grammar and expressions
* appropriateness of vocabulary and grammar to the context, audience and purpose of the task
* appropriateness of style and register

The student:

|  |  |
| --- | --- |
| 9–10 | * uses an excellent range of vocabulary, structures and expressions
* consistently uses highly appropriate style and register
 |
| 7–8 | * uses a very broad range of vocabulary, structures and expressions
* demonstrates a good awareness of appropriate style and register
 |

|  |  |
| --- | --- |
| 5–6 | * uses a good range of vocabulary, structures and expressions
* generally demonstrates an awareness of style and register
 |
| 3–4 | * has control of simple structure and a narrow range of vocabulary
* often uses inappropriate style and register
 |
| 1–2 | * uses a very limited range of vocabulary and structures
* demonstrates very little awareness of style or register
 |
| 0 | * provides no evidence of meeting this criterion
 |

***Criterion 5***

Clarity of expression

* pronunciation, intonation, stress and tempo

The student:

|  |  |
| --- | --- |
| 9–10 | Has excellent* pronunciation
* intonation
* stress
* tempo
 |
| 7–8 | Has very good* pronunciation
* intonation
* stress
* tempo
 |
| 5–6 | Has good* pronunciation
* intonation
* stress
* tempo

with minor problems |
| 3–4 | Has limited* pronunciation
* intonation
* stress
* tempo

with significant problems |
| 1–2 | * is often unintelligible
 |
| 0 | * provides no evidence of meeting this criterion
 |

Section 2: Discussion

**Communication**

***Criterion 6***

Capacity to maintain and advance the exchange appropriately and effectively

* capacity to link with assessors
* effectiveness of communication and repair strategies
* degree of support necessary to maintain the exchange

The student:

|  |  |
| --- | --- |
| 9–10 | * demonstrates an excellent level of understanding by responding readily and confidently
* carries the discussion forward with some original input
* uses highly effective repair strategies
* needs no support
 |
| 7–8 | * demonstrates a very good level of understanding by responding readily
* carries the discussion forward with confidence
* has very good repair strategies
* needs minimal support
 |
| 5–6 | * demonstrates a good level of understanding and is able to advance the discussion most of the time
* communicates well with some hesitations and pauses
* has good repair strategies
* often needs support
 |
| 3–4 | * demonstrates a limited level of understanding
* is slow to respond with frequent hesitations and false starts
* has limited repair strategies
* needs frequent support
 |
| 1–2 | * has minimal ability to interact
* needs a great deal of support
 |
| 0 | * provides no evidence of meeting this criterion
 |

**Content**

***Criterion 7***

Capacity to present information, ideas and opinions on a chosen topic

* capacity to support and to elaborate on information, ideas and opinions with reasons, examples, evidence and/or new ideas

The student:

|  |  |
| --- | --- |
| 9–10 | * presents an excellent range of information, ideas and opinions, clearly and logically with highly relevant responses
* is able to clarify, elaborate on and defend opinions and ideas very effectively
* demonstrates excellent preparation of the topic
 |
| 7–8 | * presents a very good range of information, ideas and opinions which are usually relevant
* is able to clarify, elaborate on or defend opinions and ideas
* demonstrates a very good level of preparation
 |
| 5–6 | * presents a good range of information, ideas and opinions, which are generally relevant
* is usually able to clarify or elaborate opinions and ideas some of the time
* demonstrates a good level of preparation with some gaps
 |
| 3–4 | * presents a limited range of information, which is not always relevant
* has difficulty clarifying or elaborating ideas and opinions
* does not appear to have prepared the topic adequately
 |
| 1–2 | * presents a very limited range of information
* shows little evidence of preparation
 |
| 0 | * provides no evidence of meeting this criterion
 |

**Language**

***Criterion 8***

Accuracy of vocabulary and grammar

The student:

|  |  |
| --- | --- |
| 9–10 | * uses sophisticated vocabulary, structures and expressions, accurately and appropriately
* self-corrects
 |
| 7–8 | * has very good control of vocabulary and structures, and uses them accurately and appropriately
* usually self-corrects
 |
| 5–6 | * has good control of simple vocabulary and structures
* is able to express meaning despite errors
* tends to rely on rote-learned language and anglicisms
 |
| 3–4 | * has limited control of simple vocab and structures
* makes frequent and intrusive errors
* relies on rote-learned language and anglicisms
 |
| 1–2 | * uses very limited vocabulary and structures
* relies heavily on rote-learned language and anglicisms
 |
| 0 | * provides no evidence of meeting this criterion
 |

***Criterion 9***

Range and appropriateness of vocabulary and grammar

* variety of vocabulary, grammar and expressions
* appropriateness of vocabulary and grammar to the context, audience and purpose of the task
* appropriateness of style and register

The student:

|  |  |
| --- | --- |
| 9–10 | * uses an excellent range of vocabulary, structures and expressions
* consistently uses highly appropriate style and register
 |
| 7–8 | * uses a very good range of vocabulary, structures and expressions
* demonstrates a good awareness of appropriate style and register
 |
| 5–6 | * uses a limited range of vocabulary, structures and expressions
* generally demonstrates an awareness of style and register
 |
| 3–4 | * uses a limited range of vocabulary and structures
* occasionally uses appropriate style and register
 |
| 1–2 | * uses a very limited range of vocabulary and structures
* demonstrates little awareness of style or register
 |
| 0 | * provides no evidence of meeting this criterion
 |

***Criterion 10***

Clarity of expression

* pronunciation, intonation, stress and tempo

The student:

|  |  |
| --- | --- |
| 9–10 | Has excellent* pronunciation
* intonation
* stress
* tempo
 |
| 7–8 | Has very good* pronunciation
* intonation
* stress
* tempo
 |

|  |  |
| --- | --- |
| 5–6 | Has good* pronunciation
* intonation
* stress
* tempo

with minor problems |
| 3–4 | Has limited* pronunciation
* intonation
* stress
* tempo

with significant problems |
| 1–2 | * is often unintelligible
 |
| 0 | * provides no evidence of meeting this criterion
 |

Written examination

*CCAFL Second Language studies*

Armenian, Bosnian, Chin Haka, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Karen, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Swedish, Tamil, Turkish and Yiddish

This information relates to the languages listed above.

Written examination (2 hours and 30 minutes, plus 10 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in one or two volumes in the written examination.

Section 1: Listening and responding

*Purpose*

Section 1 of the written examination is designed primarily to assess the student’s knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information form spoken texts and respond in English in Part A and the language in Part B to questions on this information. The questions may require the student to identify information related to:

* the context, purpose and audience of the text
* aspects of the language of the text, for example tone, register, knowledge of language structures.

*Specifications*

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears six texts in the language covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately (16 minutes in total for two readings of each text).

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

**Part A**

There will be three texts including at least one shorter text and one longer text.

Questions will be phrased in English for responses in English.

**Part B**

There will be three texts, including at least one shorter text and at least one longer text.

Questions will be phrased in English and in the language for responses in the language.

Section 2: Reading and responding

*Purpose*

Section 2 of the written examination is designed primarily to assess the student’s knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from two texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of written texts by responding in the language to information provided in the text/s.

*Specifications*

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

**Part A**

The student will be required to read two texts in the language of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

**Part B**

The student will be required to read one text or two related texts totalling 150 words in the language. If two texts are used (for example, an attachment within an email) they will be presented as one text with two parts. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 8 of the study design.

The student will be expected to write a response of approximately 150 words in the language. The task will be phrased in English and the language for a response in the language.

Section 3: Writing in the language

*Purpose*

Section 3 of the written examination is designed primarily to assess the student’s ability to express ideas through the creation of original text in the language.

*Specifications*

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two or four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (for example, informative, imaginative, persuasive, personal, reflective, narrative or descriptive, evaluative, either individually or in combination) through, for example:

* having different purposes, audiences and contexts
* requiring different text types (see table of text types for productive use on page 13 of the study design).

The student will be required to write a response of approximately 250 words in the language. The tasks will be phrased in English and the language for a response in the language.

*Assessment criteria*

The examination will address all of the criteria. All students will be examined against the following criteria. In all sections, responses in the wrong language will receive no credit.

Section 1: Listening and Responding

**Part A**

When judging performance in this part, the examiner/s will take into account the extent to which the student demonstrates the capacity to:

* understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.

**Part B**

When judging performance in this part, the examiner/s will take into account the extent to which the student demonstrates the capacity to:

* understand general and specific aspects of texts by identifying and analysing information
* convey the information accurately and appropriately.

Section 2: Reading and Responding

**Part A**

When judging performance in this part, the examiner/s will take into account the extent to which the student demonstrates the capacity to:

* understand general and/or specific aspects of a text by, for example, comparing, contrasting, summarising, or evaluating and convey the information accurately and appropriately.

**Part B**

When judging performance in this part, the examiner/s will take into account the extent to which the student demonstrates the capacity to:

* understand general and specific aspects of a text by identifying, analysing and responding to information
* convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type).

Section 3: Writing in the language

When judging performance in this part, the examiner/s will take into account the extent to which the student demonstrates:

* relevance and depth of treatment of ideas, information or opinions
* accuracy and range of vocabulary and sentence structures
* the capacity to structure and sequence response and capacity to use conventions of text types.

The examination will be set by a panel appointed by the VCAA.

The examination will be conducted and marked by a panel of assessors appointed by the VCAA

Assessment Support Materials and Further Resources

CCAFL Second Language studies

Introduction

School-assessed Coursework provides schools with the opportunity to make their own administrative arrangements for the internal assessment of their students.

It also provides individual study teachers with the opportunity to:

* select from the range of designated assessment tasks in the study design
* develop and administer their own assessment program for their students.

School-assessed Coursework provides teachers with the opportunity to:

* monitor the progress and work of their students
* provide important feedback to the student
* gather information about the teaching program.

Students should know in advance how and when they are going to be assessed and the conditions under which they will be assessed.

Assessment tasks should be part of the teaching and learning program. For each assessment task students should be provided with the:

* type of assessment task and approximate date for completion
* time allowed for the task
* allocation of marks
* nature of any materials they can utilise when completing the task
* opportunity to demonstrate the highest level of performance.

Following an assessment task:

* teachers can use the performance of their students to evaluate the teaching and learning program
* a topic may need to be carefully revised again prior to the end of the unit to ensure students fully understand the key knowledge and skills required in preparation for the examination.

Feedback provides students with important advice about which aspect or aspects of the key knowledge they need to learn and in which key skills they need more practice.

Scope of tasks

An assessment task provides teachers with a way of ‘sampling’ the knowledge and skills of students. It is not possible or desirable to measure all of the key knowledge and skills related to the outcome or area of study. The key knowledge and skills should not be used as a checklist for determining the achievement of outcomes, and assessment tasks do not have to be lengthy to make a judgment about the student’s level of performance on the outcome.

Designing the assessment tasks

Designing the assessment task is an important part of the teaching, learning and assessment process. The assessment task needs to provide the opportunity for all students to demonstrate the highest level of performance on the outcome. Teachers need to design an assessment task that is representative of the content (key knowledge and skills underpinning the outcome), capable of being completed within a short period of time and under supervision in the classroom. Section 2 of this handbook provides advice on task design for each Unit 3 and 4 outcome. Performance descriptors are also provided for each outcome to assist teachers in making a judgment about the student’s level of performance on the outcome.

The following information presents one approach to developing an assessment task. It involves integrating the requirements of the study design, the advice in Section 2 of this publication and student learning activities. The approach is presented as a sequence of steps.

Making assessment part of teaching and learning

**Step 1:** Define the parameters of an outcome and its assessment task

This involves:

* Listing the key knowledge and skills that will be assessed by the outcome. These are stated in the study design but you may wish to reword them for student purposes.
* Choosing the assessment task. You can select from the offerings in the study design. It is possible for students in the same class to undertake different options; however, teachers must ensure that the tasks are comparable in scope and demand.

**Step 2:** Examine the assessment advice in Section 2 of this handbook for CCAFL Second Language studies

Examine the highest level of performance descriptors and clarify their meanings if you are unsure. Use the study design as your reference point. Remember the performance descriptors for each outcome identify the qualities or characteristics that you are looking for in a student response. This helps in the development of the task. It also helps clarify what needs to be taught as well as what needs to be included in the assessment task. It will assist students in understanding the expectations of the task.

**Step 3:** Determine teaching and learning activities

Identify the nature and sequence of teaching and learning activities to cover the key knowledge and skills outlined in the study design. It is important that a variety of learning opportunities are provided to cater for individual preferred learning styles. (Refer to the ‘Advice for teachers’ section of the study design for some specific examples of learning activities for each outcome.)

**Step 4:** Design the assessment task

* Try to use a range of formats across Units 3 and 4.
* The information in the stimulus should be relevant to the task and assist students in their response.
* Check that the instructions are clear. Are they complete and unambiguous?
* It is important that students know what is expected of them in an assessment task. This means providing students with advice about the outcome’s key knowledge and skills to be assessed. This allows students to understand during the teaching and learning stage what they are expected to know or do.
* Students should be provided with the performance descriptors by which their response will be assessed.
* Students should be advised about the conditions under which they will be expected to do the task.

*Conditions for the task*

* All assessment tasks must be completed under supervision in class and within a short period of time.
* Students must answer the task individually.
* Teachers can develop their own rules, consistent with school policies, about the material that can be brought into the room and the use of textbooks. Make sure that these rules are given to the students before the task is started and preferably in writing.

*Points to consider*

When constructing a task you will need to consider the following:

* Does the task enable students to demonstrate the highest possible performance level?
* Will students select the form of the response or will you select the form that the whole class will use?
* Does the task allow you to easily identify the key aspects of the response to be assessed?

Sample approaches to School-assessed Coursework

CCAFL Second Language studies

Unit 3

*Outcome 2*

Analyse and use information from spoken texts.

*Details of the task*

A response to specific questions, messages or instructions, extracting and using information requested.

**Step 1:** Define the parameters of an outcome and its related assessment task options

All VCE CCAFL Languages study designs provide details of the key knowledge and skills related to Unit 3 Outcome 2 and the common areas of study. In order to plan and conduct an assessment for this outcome it is necessary to be familiar with the key knowledge and skills. It should be noted that each key knowledge and skill does not need to be clearly identifiable in the task, nor should the task focus on too narrow a range of key knowledge and skills.

The study design identifies the task that can be used to assess this outcome. Teachers should be familiar with the essential characteristics of each task type.

**Step 2:** Examine the assessment advice in Section 2 of this handbook for CCAFL Second Language studies

The performance descriptors should be fully understood as they give a clear indication of qualities and characteristics that you are looking for in a student response. For example students need to be able to extract meaning from spoken texts and to convey meaning accurately in a response appropriate to the specific context of the task.

**Step 3:** Determine teaching and learning activities

Decide on the theme, topic and sub-topic for the teaching and learning associated with this outcome. Reference must be made to the relevant study design for the selection of a theme and topic for each language. The sub-topic must allow the development of an appropriate sequence of teaching, learning and assessment tasks for the outcome. The module based on the sub-topic should be designed to develop, maintain and extend student proficiency in all of the macro skills – listening, speaking, reading and writing.

*Teaching the pre-task knowledge and skills*

Relate the skills and knowledge required for the successful demonstration of this outcome to the specific sub-topic chosen. For example, vocabulary and structures should build on previous learning, and reflect and extend those needed by students to participate in activities related to the sub-topic.

Include activities that are designed to enhance the students’ understanding and use of the skills and knowledge required for this outcome. For example, provide learning activities that progressively develop the ability to identify gist and specific detail from spoken texts. As the response required for this assessment task is in the language, students will also need to extend their skills in conveying relevant information in the language.

Students may be given revision exercises and/or a practice task prior to the assessment task and strategies for successful completion of a listening task of this type can be discussed in class.

**Step 4:** Design the assessment task

*One approach to constructing the assessment task: Unit 3 Outcome 2*

Topics vary for each language, so a typical example is used here.

In the following example, the module of work forming the context for this assessment task is based on approximately 12 hours of teaching time. It is likely to have been undertaken at the end of Term 1, or start of Term 2. The sub-topic for the module is *Popular music* which is drawn from the theme: *The language-speaking communities,* and the topic: *Arts and entertainment*, on page 13 of
the study design.

For this example, students will listen to a spoken interview with a popular singer and respond to questions by extracting and using the information from the text. Students will listen to a taped interview of about 4–5 minutes duration. They will hear the recording twice, with a pause of about 5 minutes between each listening, to allow for note taking. Student responses are required in the language, and they will have 30 minutes in which to respond.

In order to present this task, teachers need to provide a short recorded message or messages in the language. The text and recording of the message may be developed by the teacher or be available from materials such as CD/DVD audio texts which accompany text books that the students have not heard before, recorded texts from previous examinations, excerpts from videos etc. The inclusion of authentic language and native speakers on the recording provides excellent examination preparation for students.

In the example, students listen to an interview with a popular singer/song writer, Maya, who talks about her favourite music and influences that have shaped her style of music. In the interview, Maya is asked to name three of her favourite artists and some of their songs, then to explain why she likes them. When asked about the main influences on her song writing, Maya mentions the influence of traditional songs and of the globalisation of modern music in the language-speaking communities. She talks about how these have influenced song writers in the language in general, and her song writing in particular. The interviewer asks how Maya feels about another popular singer, Wei, and the response allows the students to infer Maya’s feelings indirectly (e.g. ‘I know some people like Wei’s music, but my interests are in music that gets people up and dancing,’ or ‘Wei has been a big influence on many modern singers, but he is not really a big influence on me’). The interview could include a short extract of music and/or discussion of the qualities of the song. Students also hear examples of the music of both Wei and Maya.

Allocation of marks: This task is worth 10 marks towards the total marks allocated to School-assessed Coursework for Unit 3.

Date for completion: The assessment task should be provided at the conclusion of the module of teaching and learning, which is likely to be in week two or three of Term 2. The exact date and time can be decided in consultation with students, the VCE Coordinators and other key staff.

The teacher must decide the most appropriate time to set this task and inform the students. This decision is the result of several considerations including:

* the estimated time it will take to cover the key knowledge and skills for the outcome
* the possible need to provide a practice, indicative task
* the likely length of time required for students to complete the task
* when tasks are being conducted in other subjects and the workload implications for students.

Duration of task: This sample task is designed to be completed in one 50 minute lesson.

Materials: Students may use a monolingual and/or bilingual dictionary in the completion of this task. Their responses will be recorded on the assessment task sheet and submitted at the end of the task.

*Student responses*

In order to successfully demonstrate the skills and knowledge required for this outcome, the task set should allow students to identify main points as well as specific detail. The task should also require students to demonstrate understanding of ideas, feelings or opinions, and inferred meaning, as well as factual information. The task may require a single extended response or be a series of questions, some of which require paragraph responses.

For example, students may be asked to listen to the interview and answer questions relating to the information and views presented by the singer.

The task should be unambiguous and all instructions clear. The context for the task and the role of the student should be explicitly stated. The responses should also be contextualised, giving the student the audience, purpose and text type required in the responses.

SAMPLE TASK SHEET

**Unit 3 Outcome 2 Sample Assessment Task**

Students will hear a recorded interview between a radio presenter and a popular singer/song writer ‘Maya’, talking about her music. The interview will be heard a second time after a pause of 5 minutes. Students will listen to the interview and make notes in order to answer the questions required by the task.

**Task:** Respond to the following in the language in the spaces provided.

List Maya’s three favourite songs/pieces of music. Explain what appeals to Maya about each one:

1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What does Maya think of Wei’s music? Give evidence to support your answer from the text.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What have been the greatest musical influences on Maya? Explain their impact on her music.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teachers should use the information gained from the student performance to:

* give feedback to students
* revise topics, knowledge or skills to enhance student understanding
* evaluate the teaching and learning program.

Unit 4

*Outcome 2*

Respond critically to spoken and written texts which reflect aspects of the language and culture of the language-speaking communities.

Task A – Written response

*Details of the task*

A 250–300 word informative, persuasive or evaluative written response, for example report, comparison or review.

**Step 1:** Define the parameters of an outcome and its related assessment task options

The VCE CCAFL Languages study designs provide details of the key knowledge and skills related to Unit 4 Outcome 2 and the common areas of study. In order to plan and conduct an assessment for this outcome it is necessary to be familiar with the key knowledge and skills. It should be noted that each key knowledge and skill does not need to be clearly identifiable in the task, nor should the task focus on too narrow a range of key knowledge and skills.

The study design identifies the task to be used to assess this outcome. Teachers should be familiar with the essential characteristics of each type of writing.

**Step 2:** Examine the assessment advice in Section 2 of this handbook for Second Language studies

The performance descriptors should be fully understood as they give a clear indication of qualities and characteristics that you are looking for in a student response. For example, the written response must include appropriate features for the text type specified for the task, as well as demonstrating the effective use of texts as required by the task.

**Step 3:** Determining teaching and learning activities

Decide on the theme, topic and sub-topic for the teaching and learning associated with this outcome. At least one of the two tasks for Outcome 2 must focus on the sub-topic selected for the detailed study. Reference must be made to the relevant study design information relating to the detailed study and the selection of a theme and topic for each language. The sub-topic must allow the development of an appropriate sequence of teaching, learning and assessment tasks for the outcome. The module based on the sub-topic should be designed to develop, maintain and extend student proficiency in all of the macro skills – listening, speaking, reading and writing.

*Teaching the pre-task knowledge and skills*

Relate the skills and knowledge required for the successful demonstration of this outcome to the specific sub-topic chosen. For example, vocabulary and structures should build on previous learning, and reflect and extend those needed by students to participate in activities related to the sub-topic.

Include activities that are designed to enhance the students’ understanding and use of the skills and knowledge required for this outcome. For example, provide learning activities that progressively develop the ability to produce informative, persuasive and evaluative written responses in the language, paying attention to context, audience, purpose and text type, as well as the use of evidence to support a point of view.

For this part of Outcome 2 teachers need to provide specific task/s for the students to respond to, on an issue related to the sub-topic covered in the module of work. The task/s set should specify an audience, purpose, context and text type, as well as which of the three kinds of writing (informative, evaluative or persuasive) is required. The task/s may involve comparing, contrasting, presenting an opinion or evidence to support a view, identifying, explaining or commenting, but they should all focus clearly on understanding an aspect or aspects of the language and culture of the language-speaking communities. Where there is more than one task offered for students to choose from, the teacher must ensure that the tasks are comparable in demand.

If the task/s relate to the Language and Culture through Texts detailed study option, the task/s should require students to base their response on one or more of the texts studied.

**Step 4:** Design the assessment task

Students are required to produce an informative, persuasive or evaluative response to given topic/s. For example, the response may require a report, comparison or review. Students answer the task individually and in class time. Teachers may choose to specify what kind of writing and or text type/s will be required in the specific assessment task.

*One approach to constructing the assessment task*

The first assessment task for this outcome (Task A – Written Response) is developed in the following example.

Topics vary for each language, so a typical example is used here.

|  |
| --- |
| The module of work forming the context for this sample assessment task is based on approximately 15 hours of teaching time. The sub-topic for the module is *The impact of advertising* which is drawn from the theme: *The changing world*, and the topic: *Social issues*, on page 13 of the study design.Students may be given revision exercises and/or a practice task prior to the assessment task and strategies for successful completion of a writing task of this type can be discussed in class.In the following example, students will be required to produce a written response to one of three tasks. The tasks may, for example, require students to write an informative article or report, an evaluative article, review or editorial or a persuasive speech script or advertisement. Students should be familiar with each of these kinds of writing and the requirements of the text types. They will answer the task individually and in class time. |

Allocation of marks: This task is worth 20 marks towards the total of 50 marks allocated to School-assessed Coursework for Unit 4.

Date for completion: The teacher must decide the most appropriate time to set this task and inform the students. This decision is the result of several considerations including:

* the estimated time it will take to cover key knowledge and skills for the outcome
* the possible need to provide a practice, indicative task
* the likely length of time required for students to complete the task
* when tasks are being conducted in other subjects and the workload implications for students.

Duration of task: This sample task is designed to be completed in 100 minutes (two 50 minute lessons).

Materials: Students may use a monolingual and/or bilingual dictionary in the completion of this task. Student responses will be recorded on writing pages attached to the assessment task handout and submitted at the end of the task.

*Student responses*

In order to successfully demonstrate the skills and knowledge required for this outcome, the task/s set should allow students to compare and contrast aspects of language and culture. The task/s should also require students to support particular views with appropriate evidence.

The task requires an extended response. The word length is specified in the task; however, for coursework assessment, there are no formal rules for what should or should not count in the word range.

Clear instructions should be given regarding the requirements of the task and presentation of responses.

The task/s should be unambiguous, the context for the task/s and the requirements of the response should be explicitly stated. The task/s should also give the student the audience, purpose and text-type required in the responses.

**Unit 4 Outcome 2 Sample Assessment task**

This sample assessment task is related to the Language and Culture through Texts detailed study option. It is possible to design a task that does not relate to the detailed study option.

The teacher prepares three tasks for the students to choose from related to the
sub-topic of *Advertising,* which allow the students to use the texts that they have studied as part of their detailed study to support a point of view related to the
sub-topic.

**Task:** Choose ***ONE*** of the following and write a response in the language of 250–300 words, addressing all aspects of the task. Ensure that opinions and/or points of view are supported with relevant evidence from the texts studied in the detailed study.

As a trainee journalist, write a review for a youth magazine evaluating the positive and negative issues associated with advertising aimed at young people.

***OR***

Write an informative article about the image promoted in advertising for tourists in a country where the language is spoken.

***OR***

Write the script for a persuasive speech for the opening of a debate on the topic ‘The pressure of advertising affects everyone.’ You may choose to argue on the positive or negative side of the debate.

Teachers should use the information gained from the student performance to:

* give feedback to students
* revise topics, knowledge or skills to enhance student understanding
* evaluate the teaching and learning program.

*Marking the task*

There is no prescribed way of marking the task. The task should relate to the key knowledge and skills and provide the opportunity to meet the standard reflected in the highest performance descriptor for the task. Performance descriptors for each Outcome are provided in Section 2

Publications

Regular updates and study advice are published in the *VCAA Bulletin* and on the VCAA website. Teachers should also refer to the CCAFL study design for assessment of VCE language:

The course developed and delivered to students must be in accordance with the language study design specific to the language being taught.

The ‘Advice for teachers’ section of the reaccredited language specific study designs contains sample learning activities for Units 1 to 4 and suggested tasks.

*VCAA website*

Teachers are advised to keep up-to-date with developments in VCE language by accessing the language specific study page on the VCAA website: [www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx](http://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) and selecting the language.

*VCE Examination Papers*

Examination papers from past years and Assessment Reports (formerly Reports for Teachers from the Examiners) are published on the VCAA website.

*Assessment Reports*

The Assessment Reports (formerly Reports for Teachers) are published on the VCAA website and provide teachers with an overview and advice for School-assessed Coursework and the Examinations for Units 3 and 4.