

# VCE Implementation Video

## Overview of the VCE First Languages Study Designs 2022-2026

### Video 2

Languages Unit

# VCE First Languages 2022-2026

- Chinese First Language
- Indonesian First Language
- Japanese First Language
- Korean First Language
- Vietnamese First Language
- **Units 1- 4 to be implemented in 2022.**

# Purpose

- Support VCE teachers in implementing and delivering the revised and reaccredited First Language Study Designs 2022 - 2026

# What this video will cover

- **Units 1-4**
- **Areas of study**
- **Outcomes**
- **Tasks**

# Unit structure

- Three Areas of Study per unit
  - Interpersonal communication
  - Interpretive communication
  - Presentational communication
- Key knowledge and key skills for each Area of Study
- Outcomes relate to the key knowledge and key skills of each Area of Study

## Area of Study 1

### Interpersonal communication

In this area of study students develop their skills in oral communication on a selected subtopic to exchange points for and against an aspect of the subtopic. Students research evaluative arguments through related texts to exchange information, opinions and experiences. They discover a variety of ways to acknowledge other speakers' points of view, and how to negotiate and present opposing evaluations. They present their findings in a linguistically and culturally appropriate manner and they use relevant information to respond clearly to questions.

### Outcome 1

On completion of this unit the student should be able to present and exchange information, opinions and experiences and respond to questions.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

### Key knowledge

- ideas and concepts related to the subtopic
- the structure and stylistic features of evaluative arguments
- the differences between information, opinions and experiences
- language used to present ideas both for and against a proposition
- how to extract information from a variety of texts to support the development of an evaluative presentation
- the different ways to interpret questions and formulate concise responses.

### Key skills

- account for different opinions, views and perspectives
- vary style and register for context and purpose
- organise and sequence ideas
- respond to questions in a culturally appropriate manner
- use stylistic techniques including repetition, rhetorical questions, imagery or changes in tone, and speed of delivery
- ask questions, respond in depth and build upon the ideas of others
- respond clearly to questions using relevant information
- exchange, negotiate, justify and elaborate upon attitudes, values and ideas
- use and understand a variety of complex structures to imply meaning or indicate mood.

# Unit 1 and 2 outcomes

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Tasks for Unit 1 and 2 outcomes are no longer prescribed in the study design.

For each outcome in Units 1 and 2, teachers may choose one of the tasks listed in the Study Design.

# Unit 1 outcome and task list

## Outcome 1

- Discussion between the teacher and each student
- A personal letter or email.

## Outcome 2

- Responses to a spoken and a viewed text, extracting and using information and ideas to produce a response in a different text type
- Responses to a written and a viewed text, extracting and using information and ideas to produce a response in a different text type.

## Outcome 3

- A journal entry
- A spoken personal account
- A short story.

# Unit 2 outcome and task list

## Outcome 1

- A formal letter or email
- A role-play

## Outcome 2

- Responses to a spoken and a viewed text and comparison of information and ideas obtained in a given format
- Responses to a written text and a viewed text and comparison of information and ideas obtained in a given format.

## Outcome 3

- An oral presentation
- A personal blog
- An article
- A personal email.



# Unit 1 and 2 outcomes

- In **outcomes 1 and 3**, teachers must ensure that students are assessed on a **different macro skill** for each outcome, for example, if a spoken exchange is selected in Area of Study 1, then a written piece should be selected for Area of Study 3.
- Where teachers allow students to choose between tasks they must ensure that the tasks they set are of **comparable** scope and demand.

# Unit 3

## outcomes and tasks

Outcomes	Marks allocated	Assessment tasks
<b>Outcome 1</b> Present and exchange information, opinions and experiences and respond to questions.	10	A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied, and a response to questions.
<b>Outcome 2</b> Analyse and use information from spoken and viewed texts.	20	Written responses to specific questions or instructions, analysing and using the information provided in the texts.
<b>Outcome 3</b> Express ideas through the production of original imaginative written texts.	20	A 350–400-word / 500–600-character / 1400–1600 ji / 1000–1200 cha imaginative written piece.
<b>Total marks</b>	50	

# Unit 4

## outcomes and tasks

Outcomes	Marks allocated	Assessment tasks
<b>Outcome 1</b> Analyse and use information from written and viewed texts.	20	Written responses to specific questions or instructions analysing and using information provided from the texts.
<b>Outcome 2</b> Respond critically to spoken, viewed and written texts which reflect aspects of language and culture through the extended study.	20	A 350–400-word / 500–600-character / 1400–1600 ji / 1000–1200 cha persuasive or evaluative written response to the extended study.
<b>Outcome 3</b> Exchange information, ideas and opinions in response to spoken, viewed and written texts which reflect aspects of language and culture through the extended study.	10	A four- to five-minute interview on an issue related to the texts studied for the extended study.
<b>Total marks</b>	50	

# Extended study – Unit 4

## Extended study of language and culture

- In Unit 4, over Areas of Study 2 and 3.
- Approximately 15 hours of scheduled class time should be devoted to the extended study.
- Has retained a structure which is similar to the former Detailed Study

# Extended study – Unit 4

## Extended study of language and culture

- It should be based on a subtopic related to language and culture, drawn from one of the prescribed topics of *Literature and the Arts, Stories from the past* or *Youth issues* under the theme ‘Tradition and change in Language-speaking communities’
- Draws on a selection of texts
- The extended study should include a study of the author’s/ director’s/ composer’s/ artist’s intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the audience.

# External assessment

- **Oral examination: approximately 10 minutes**
- **Written examination: 2 hours**

# Coming soon

- **Advice for Teachers**
- **Examination specifications (oral and written)**
- **Sample written examination**

# Thank you



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