

VCE First Languages study design implementation webinar

Languages Unit



Acknowledgement of country

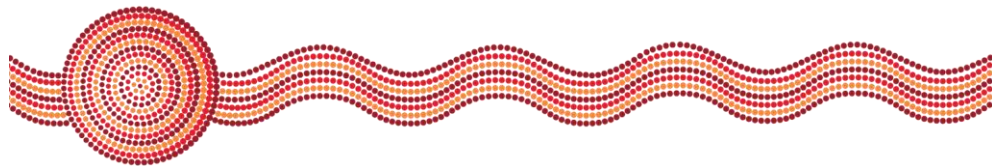
We are all joining today's session from across Victoria and I would like to acknowledge the traditional custodians of the many lands across Victoria on which we are living, learning and working from today.

We acknowledge the traditional custodians of the Kulin Nations.

When acknowledging country, we recognise Aboriginal and Torres Strait Islander people's spiritual and cultural connection to country.

We acknowledge the continued care of the lands and waterways over generations and celebrate the continuation of a living culture that has a unique role in this region.

As we share of our knowledge in teaching and learning, may we pay our respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.



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
- This webinar - Part 2 of VCAA's professional learning program
- Part 1 - pre-recorded videos
- Today – response to questions from teachers

Question

Could you specify or clarify in more detail what spoken texts and viewed texts are?

5 macro skills (viewing added)



Viewed texts

Area of Study 2

Interpretive communication

In this area of study students interpret and reorganise information and ideas from two texts based on a selected subtopic. The texts may be spoken, written or viewed. Students hone their skills and knowledge to read, listen to or view texts in Korean, to interpret content and combine information from the texts in a written response in a different text type from those presented. Viewed texts could include photographs, charts, drawings, paintings, films, menus, maps, posters, diagrams or advertisements.

Outcome 2

On completion of this unit the student should be able to interpret and reorganise information and ideas from two texts on the same subtopic selected from a combination of spoken, viewed or written texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Spoken texts

Spoken texts include but are not limited to audio texts from radio, podcasts or recordings of conversations or spoken interactions. These texts do not include the support of visual elements. By hearing a range of spoken texts, students are given the opportunity to develop and consolidate listening skills.

Viewed texts

Viewed texts provide cultural or linguistic information through a visual mode. These texts can also include some spoken or written information.

A film is a viewed text. A film in the language, with subtitles in English or in the language, is also considered a viewed text.

Question

What kind of texts are poems and songs? Is a poem a written text? Does a song mean lyrics? If it is a song with a music video, can it be a viewed text?

Viewed texts

“To enable students to explore their subtopic in sufficient depth, it is suggested that at least three texts of adequate depth are selected. These should include a spoken text, a viewed text, and a written text, for example, a short novel, a film, a poem or song. The length of texts selected will vary, depending on the type of text, their density and level of complexity.”

Question

How do I choose a subtopic for the extended study?

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’ listed in the table of prescribed themes and topics, and suggested subtopics.

Extended study of language and culture

Prescribed

Prescribed –
each of the
9 headings in
bold text

Suggested –
subtopics in
italics

Self and others	Tradition and change in Vietnamese-speaking communities	The world around us
<ul style="list-style-type: none">• Personal world <i>For example, relationships with family and friends, personal values and qualities, identity, personal beliefs.</i>	<ul style="list-style-type: none">• Literature and the Arts <i>For example, modern and traditional literature, famous authors, <u>music</u> and dance, film, art, celebrations and ceremonies, craft villages.</i>	<ul style="list-style-type: none">• Lifestyles <i>For example, impact of travel, rural and urban life, changing role of women, changing patterns of work, leisure activities.</i>
<ul style="list-style-type: none">• Contributing to the community <i>For example, voluntary work, <u>sport</u> and social groups, caring for the aged, plans for community service.</i>	<ul style="list-style-type: none">• Stories from the past <i>For example, folklore, legends and myths, the impact of famous people and significant historical events.</i>	<ul style="list-style-type: none">• Current issues <i>For example, universal human rights, censorship and freedom of speech, the gap between rich and poor, the impact of technology, the environment.</i>
<ul style="list-style-type: none">• Education and aspirations <i>For example, aspirations and expectations, future of work, tertiary studies, lifelong learning.</i>	<ul style="list-style-type: none">• Youth issues <i>For example, social media, social issues, significant experiences, <u>study</u> and leisure.</i>	<ul style="list-style-type: none">• Studies of Australia <i>For example, cultural diversity, migration, Aboriginal and Torres Strait Islander histories and cultures, Vietnamese migration to Australia.</i>



Extended study of language and culture

- To enable students to explore their subtopic in sufficient depth, it is suggested that at least three texts of adequate depth are selected.
- 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.
- Approximately 15 hours of scheduled class time should be devoted to the extended study.
- In Unit 4, over Areas of Study 2 and 3.

Unit 4

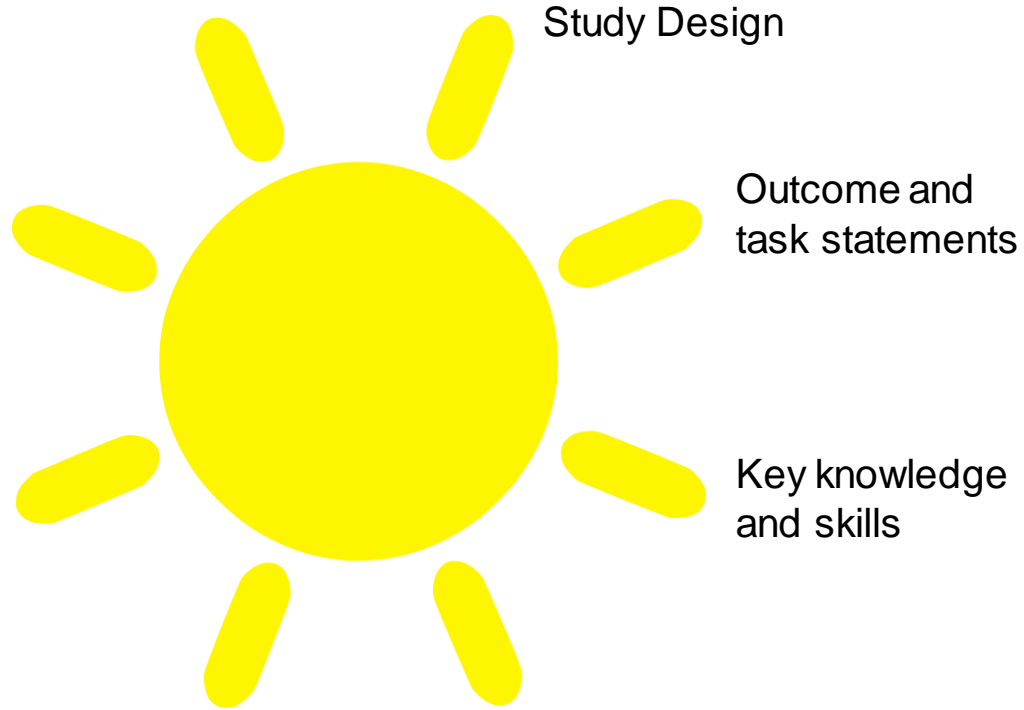
Extended study of language and culture

Outcomes	Marks allocated	Assessment tasks
Outcome 1 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.
Outcome 2 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.
Outcome 3 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.
Total marks	50	

Question

In 2022, how do I teach the “new” Study Design to students in Units 3 and 4, when they were taught Units 1 and 2 from the “old” study design in 2021?

Planning your teaching and assessment

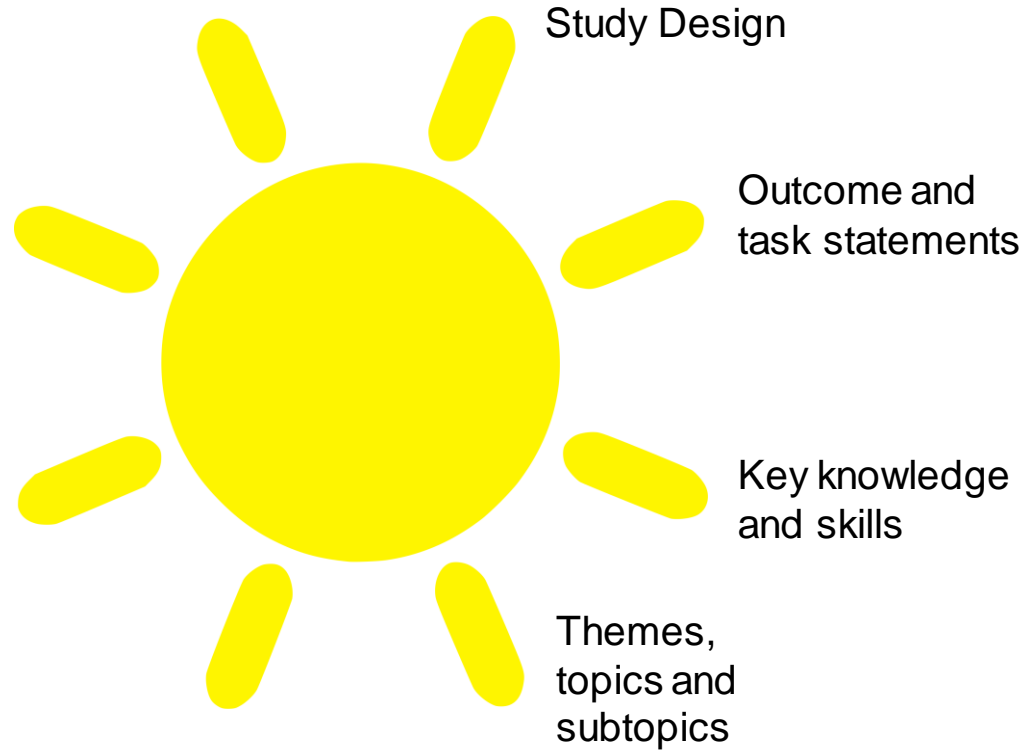


Unit 3

outcomes and tasks

Outcomes	Marks allocated	Assessment tasks
Outcome 1 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.
Outcome 2 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.
Outcome 3 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.
Total marks	50	

Planning your teaching and assessment



Themes, topics and subtopics

Prescribed

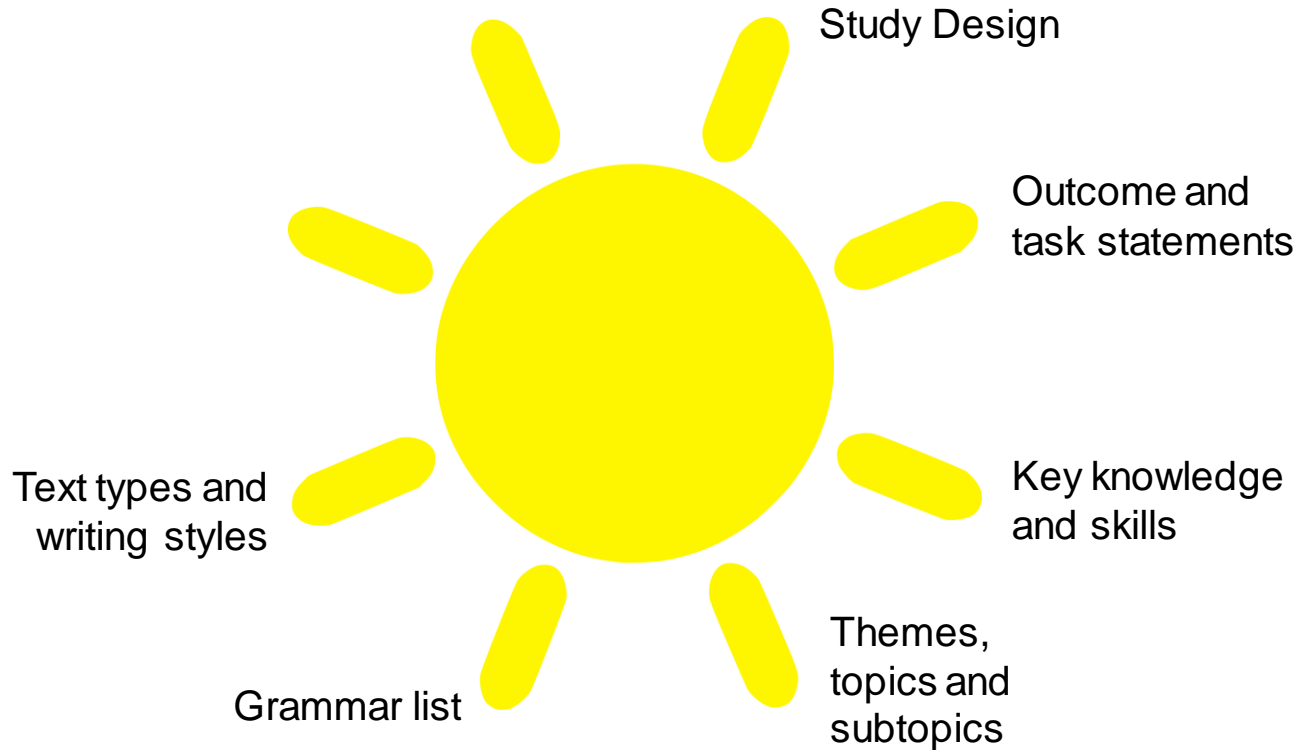
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Suggested –
subtopics in
italics



Planning your teaching and assessment



ADVICE FOR TEACHERS - CHINESE FIRST LANGUAGE

The VCE Chinese First Language Study Design 2022–2026 Advice for teachers provides teaching and learning advice for Units 1 to 4 and assessment advice for school-based assessment in Units 3 and 4.

The program developed and delivered to students must be in accordance with the [VCE Chinese First Language Study Design 2022–2026](#).

General assessment advice >

Developing a program >

Employability skills >

Teaching and learning activities

Unit 1 >

Unit 2 >

Unit 3 >

Unit 4 >

Text types

Writing styles



General assessment advice

Advice on matters related to the administration of Victorian Certificate of Education (VCE) assessment is published annually in the [VCE and VCAL Administrative Handbook](#). Updates to matters related to the administration of VCE assessment are published in the [VCAA Bulletin](#).

Teachers must refer to these publications for current advice.

The principles underpinning all VCE assessment practices are explained in [VCE assessment principles](#).

[VCE Chinese First Language Study Design 2022-2026](#) examination specifications, past examination papers and corresponding examination reports can be accessed from the [VCE Chinese First Language examination webpage](#).

Graded Distributions for Graded Assessment can be accessed from the [VCAA Senior Secondary Certificate Statistical Information webpage](#).

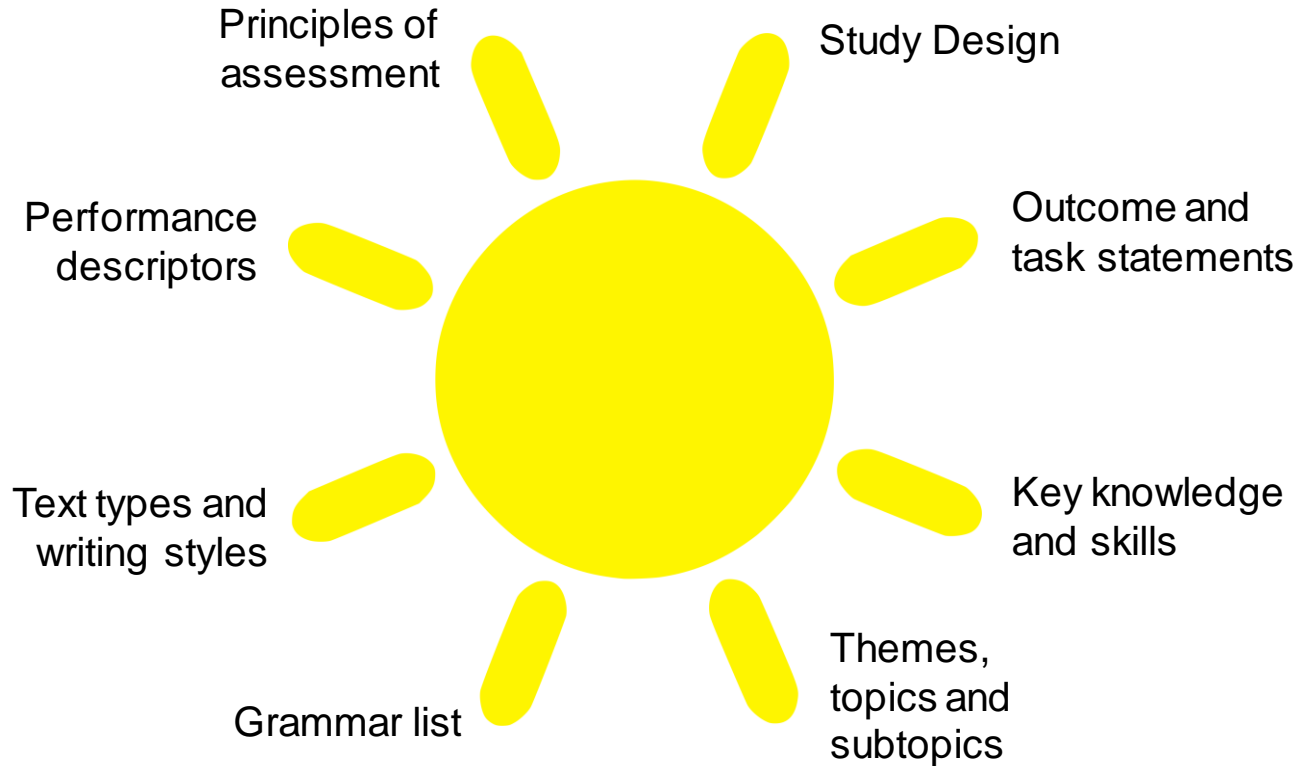
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Support materials

 [Main characteristics of text types \(docx - 82.08kb\)](#)

 [Main characteristics of different writing styles \(docx - 81.2kb\)](#)

Planning your teaching and assessment



VCE Assessment Principles

Assessment should be:

- valid and reasonable
- Equitable
- Efficient
- balanced



<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx>

VCE Assessment principles

Valid

- fair and reasonable
- designated task type
- conducted under fair conditions for all students
- clear instructions included

Equitable

- accessible to all students
- doesn't privilege or disadvantage certain groups of students
- tasks are comparable in scope and demand

VCE Assessment principles

Efficient

- minimum number of assessments set
- minimise undue workload/stress on students
- avoid under or over assessment of the outcome
- completed within a limited timeframe
- part of the regular teaching and learning program

Balanced

- variety of task types used
- variety of conditions used
- allow students to demonstrate different levels of achievement
- suitable criteria, descriptors, rubrics or marking schemes used
- outcomes, key knowledge and key skills are assessed

Question

In the study design, it says that assessment must be completed within a limited timeframe. I wonder how long it would be suggested for written assessments?

Question

Do I have to teach the new topic “Studies of Australia”?

Themes, topics and subtopics

Prescribed

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External assessment

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

Coming soon

- **Performance descriptors**
- **Examination specifications (oral and written)**
- **Sample written examination**

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