VCE Languages: Chin Hakha 2016–2024

School-assessed Coursework report

This report is provided for the first year of implementation of this study and is based on the coursework audit and VCAA statistical data.

Unit 3

General comments

This is the first School-assessed Coursework (SAC) audit undertaken with the recently accredited Chin Hakha study design (2015–2024). In accordance with VCAA requirements, all schools offering a study at Units 3 and 4 for the first time are audited to ensure teachers have a sound understanding of the requirements in assessing their students, both in relation to task prescription according to the study design and in developing tasks that reflect the requirements and assess students adequately.

A small number of schools are offering VCE Chin Hakha Units 3 and 4 in 2016 and all were audited. These schools were required to complete a comprehensive preliminary online survey as part of the audit process.

The preliminary audit survey requires schools to respond to a number of questions that range from identifying the accreditation period of the current study design to providing information on the types of assessment tasks set, assessment planning and timelines and assessment administration. Responses needed to be comprehensive and to provide enough information to the state reviewer to demonstrate whether School-assessed Coursework met VCAA requirements. Results of the survey indicated that the schools audited were designing and using tasks that met the requirements of the new study design and that these schools were providing students with an assessment timetable to assist them in planning for their assessments. For each School-assessed Coursework task, students should be given a clear and accurate statement of:

* the outcome being assessed
* the task type
* the requirements and conditions of the task
* contribution of the task to the final outcome score.

All schools provided this information to students clearly and comprehensively.

All the SAC tasks provided students with an opportunity to be challenged, to extend their understanding of the key knowledge and skills, and to demonstrate high levels of performance. Tasks demonstrated that teachers had given thought to task preparation so that tasks demonstrated the rigour necessary to extend high-end students and differentiate the ability level of all students. Tasks were also reflective of the Chin Hakha Study design themes, topics and suggested sub-topics. All audited schools provided very comprehensive responses, which clearly showed what was being assessed and how. It is strongly advised that audited schools provide detailed responses in Stage 1 of the audit in order to ensure that further evidence (Stage 2) is not required due to lack of information.

In the schools reviewed for the coursework audit, teachers set out clearly for students the marking scheme used to assess the tasks and used the VCAA performance descriptors in all cases. The schools audited indicated the SACs were completed under supervision, making authentication less problematic.

Schools that were audited indicated that they used a range of resources to develop tasks for the unit. These resources included the Assessment Handbook, Advice for Teachers, textbooks and other resources as indicated in the resources section of the VCAA’s VCE Chin Hakha webpage*.*

Schools should note that all required materials should be submitted for the audit. These are listed in the *VCE and VCAL Administrative Handbook* with a checklist for the audit published each year on the VCAA website. If all material is not submitted, a judgment cannot be made, which can result in an unsatisfactory audit result or a request for further evidence.

Specific information

Unit 3 coursework

Outcome 1

Express ideas through the production of original texts

Assessment task

A 250-word personal or imaginative written piece

This outcome is allocated 20 marks out of 50 marks for Unit 3.

Schools chose the theme of ‘The individual’ and the topics ‘Personal identity’ and ‘Relationships’ for this outcome. One school provided students with a choice of task (personal letter or imaginative story) while others focused on one only.

The tasks assessed the students’ ability in relation to the key skills associated with the theme and topic and with the text type and kind of writing.

To achieve this outcome students needed to demonstrate the knowledge and skills to:

* create an imaginative or a personal text focusing on an event or experience in the past, present or future
* use first- or third-person narrative perspectives
* use language appropriate to audience, context, purpose and text type, and change register and style accordingly
* organise and sequence ideas
* use simple stylistic techniques such as repetition, questions and exclamations, changes in tone or speed of delivery
* make appropriate use of reference materials, including dictionaries
* simplify or paraphrase complex expressions
* use a range of relevant text types.

Timing and assessment

The schools indicated they scheduled Task 1 for Weeks 4–6 in the semester. The time allocated was in accordance with recommendations in the Assessment Handbook. Students were given 5 minutes reading time then 80–100 minutes to complete the written task.

The schools indicated they used the VCAA descriptors to allocate marks to the task. The weightings that were applied were appropriate in reflecting the depth, complexity and detail required.

Outcome 2

Analyse and use information from spoken texts

Assessment task

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

This outcome is allocated 10 marks out of 50 marks for Unit 3.

The Themes ‘The Chin Hakha–speaking communities’ and ‘The changing world’ were used for this task. Some topics studied and tested were ‘The experience of migration’ and ‘Lifestyles’.

To achieve this outcome the student needed to demonstrate the knowledge and skills to:

* convey gist and identify main points, supporting points and detailed items of specific information
* infer points of view, attitudes and emotions from context and/or choice of language and intonation
* employ registers and stylistic features such as repetition and tone, where appropriate
* establish and confirm meaning through re-listening and using dictionaries
* accurately convey meaning.

Students were required to listen to texts then respond in Chin Hakha to questions specific to the texts they heard. A longer response to assess student language was also requested.

Timing and assessment

The audited schools indicated they scheduled Task 2 for Week 3 of Term 2. The time allocated was in accordance with recommendations in the Assessment Handbook. Students were given 60–80 minutes to complete Task 2.

The schools again indicated they used the VCAA descriptors to allocate marks to the task. The weightings that were applied were appropriate in reflecting the depth, complexity and detail required.

Outcome 3

Exchange information, opinions and experiences

Assessment task

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

This outcome is allocated 20 marks out of 50 marks for Unit 3.

The key focus for Outcome 3 is the resolution of an issue. Both schools clearly indicated the issue. In one instance, the issue related to a teenager trying to convince their parents to allow them to attend a friend’s party rather than a family event. Another audited example focused on a student justifying to parents why they needed to be on a mobile phone for an extended period of time. All audits highlighted that the 3–4-minute role play was between teacher and student.

To achieve this outcome students needed to demonstrate the knowledge and skills to:

* exchange and justify opinions and ideas
* use appropriate intonation and stress
* present and comment on factual information
* describe and comment on aspects of past, present and future experience
* link and sequence ideas logically
* ask for and give assistance or advice
* speak using appropriate register for the audience, context and purpose
* self-correct and rephrase to maintain communication
* use response words, question forms and gesture, where appropriate.

Timing and assessment

The audited schools indicated they scheduled Task 3 for Week 7 of Term 2. The duration of the task time is prescribed as 3–4 minutes and schools indicated they provided students approximately 10 minutes to prepare for the task prior to commencing it.

The schools again indicated they used the VCAA descriptors to allocate marks to the task. The weightings that were applied were appropriate in reflecting the depth, complexity and detail required.

Unit 4

General comments

The *Chin Hakha Study Design 2015–2020* is a recently accredited study, and in accordance with VCAA requirements, schools offering Chin Hakhaat Units 3 and 4 for the first time were required to undertake a School-assessed Coursework (SAC) audit in 2016. This was to ensure teachers have a sound understanding of the requirements in assessing their students both in relation to task prescription according to the study design and in developing tasks that reflect the requirements of the study design and that can assess students adequately.

The small number of schools that offered VCE Chin Hakha Units 3 and 4 in 2016 were audited for Unit 3. Their responses indicated that they were designing and using tasks that met the requirements of the new study design. Because the schools that were audited provided satisfactory responses for Unit 3, they were not audited again in Unit 4. This report therefore provides general advice regarding School-assessed Coursework for Unit 4.

Teachers are encouraged to use a range of resources when developing course outlines and assessment tasks for Unit 4. These resources include the Chin Hakha study design, the Assessment Handbook and Advice for Teachersavailable from the resources section of theChin Hakha web page and relevant textbooks. Teachers should also stay up to date with information published in the *VCAA Bulletin*, available via free subscription on the VCAA website.

Unit 4 coursework

In Units 3 and 4, teachers should schedule approximately 15 hours of class time on the detailed study. The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 9 of the Chin Hakhastudy design. The sub-topic may be drawn from this table, or a different sub-topic may be selected. At least one and no more than two of the six assessment tasks for School-assessed Coursework in Units 3 and 4 should focus on the detailed study. For more information about the detailed study, refer to page 19 of the Chin Hakha study designand page 20 of the Advice for Teachers.

Schools may determine the conditions for SAC tasks including access to resources and notes. Students should be advised of the timeline and conditions under which the task is to be conducted. For more information about resources and scheduling for assessment tasks, refer to the Assessment Handbook.

When setting and allocating marks for School-assessed Coursework (SAC) tasks, teachers may refer to VCAA descriptors which provide a guide to the standards expected. These descriptors can be found in the Assessment Handbook.

Outcome 1

Analyse and use information from written texts.

Assessment task

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

This outcome is allocated 10 marks out of 50 marks for Unit 4.

To achieve this outcome, students should demonstrate the knowledge and skills to:

* understand and convey gist, identify main points, and extract and use information
* infer points of view, attitudes and emotions from context and choice of language
* summarise, interpret and evaluate information from texts
* appreciate cultural aspects critical to understanding the text
* compare and contrast aspects of texts on a similar topic
* accurately convey meaning
* use the text type specified in the task
* use simple stylistic features such as repetition and contrast
* infer meaning from cognates, grammatical markers and common patterns of word formation.

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. The 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.

Outcome 2

Respond critically to spoken and written texts that reflect aspects of the language and culture of Chin Hakha–speaking communities.

This outcome will be assessed by two tasks. Task A is a written response, which will contribute 20 marks out of 50 marks for Unit 4. Task B is an interview, which will contribute 20 marks out of 50 marks for Unit 4.

Teachers are reminded that the SAC task/s that are associated with the detailed study should be selected from those required to assess achievement of Outcome 2, Unit 4, and be designed to assess the student’s understanding of the language and culture of the Chin Hakha–speaking community. The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Assessment tasks

Task A – written response

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

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.

and

Task B – interview

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

This task should be undertaken by the teacher and student in the language, and 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.

To achieve this outcome, students should demonstrate the knowledge and skills to:

* compare and contrast aspects of life in Chin Hakha–speaking communities with other language communities in Australia
* identify and comment on culturally specific aspects of language, behaviour or attitude
* present an opinion about an aspect of the culture associated with the language
* identify similarities and differences between texts, and find evidence to support particular views
* show an awareness that different social contexts require different types of language
* select and make use of relevant reference materials.