

Information session for new and returning teachers to VCE Languages

Tuesday 8 December, 2020
4.00 pm – 5.00 pm

Presenters: Languages Unit
VCAA webinar



Acknowledgment of Country

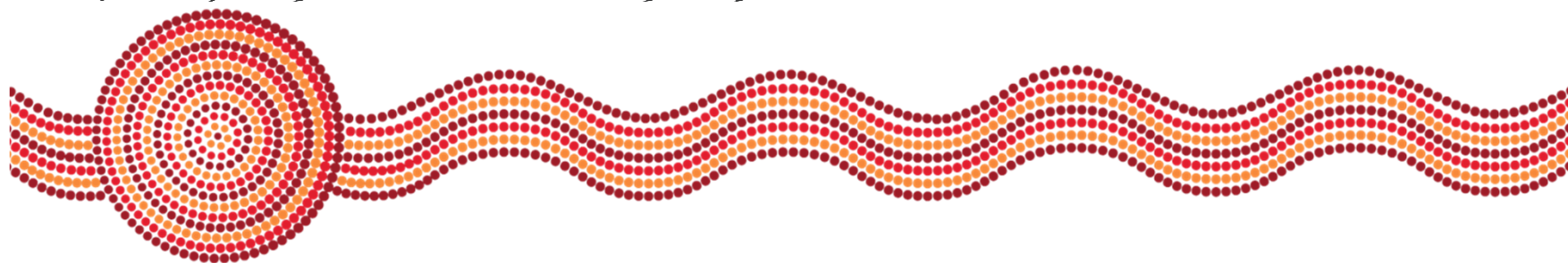
We are all joining today's session from across Victoria and I would like to acknowledge the traditional custodians of the many lands across Victoria on which we are living, learning and working from today.

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.



Reminders

- **Webinar is being recorded**
- **Webinar and presentation on the VCAA website**

- **Webinar: 10 December 2020 for VCE Second Languages**
 - Arabic
 - French
 - German
 - Greek
 - Italian
 - Spanish
 - Chinese Second Language
 - Chinese Second Language Advanced
 - Indonesian Second Language
 - Japanese Second Language
 - Korean Second Language
 - Vietnamese Second Language

The Languages Unit

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Aims of this webinar

- overview of the VCE Study designs
- where to find information
- contact

VCE Languages Study

- **A two year program**
 - Units 1 and 2 – Year 11**
 - Units 3 and 4 – Year 12**
- **Units 1 and 2 can be completed as single units**
- **Units 3 and 4 must be completed as a sequence**

The 49 Languages Studies

- **Victorian Second Languages (SL)**
- **CCAFL Languages* (CCAFL)**
- **First Languages (FL)**
- **Classical Languages**
- **Auslan – Australian Sign Language**
- **Indigenous Languages: Revival and Reclamation**
- **Chinese Language, Culture and Society**

*Collaborative Curriculum and Assessment Framework for Languages

Where to find the Study Designs

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx>

First Languages	Second Languages	Collaborative Curriculum and Assessment Framework for Languages (CCAFL)
Chinese First Language >	Arabic >	Armenian >
Indonesian First Language >	Chinese Second Language >	Auslan >
Japanese First Language >	Chinese Second Language Advanced >	Bosnian >
Korean First Language >	Chinese Language, Culture and Society >	Chin Hakha >
Vietnamese First Language >	French >	Croatian >
	German >	Dutch >
	Greek >	Filipino >
	Indonesian Second Language >	Hebrew >
	Italian >	Hindi >
	Japanese Second Language >	Hungarian >
	Korean Second Language >	Karen >
	Spanish >	Khmer >
	Vietnamese Second Language >	Macedonian >
		Maltese >
		Persian >
		Polish >
		Portuguese >
		Punjabi >
		Romanian >
		Russian >
		Serbian >
		Sinhala >
		Swedish >
		Tamil >
		Turkish >
		Yiddish >

Accreditation period



Victorian Certificate of Education

GERMAN

STUDY DESIGN

Accreditation Period
Units 1 and 2
2019–2024
Units 3 and 4
2020–2024

CCAFL Languages

- Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

- Armenian, Auslan
- 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
- Yiddish

- Summary of changes to written examination, text types and kinds of writing

- [CCAFL Languages - Revised sections for VCE study designs](#)

This document replaces a number of sections within the current VCE CCAFL study designs.

CCAFL

- **Collaborative Curriculum and Assessment Framework for Languages (CCAFL)**
- The CCAFL Project is a long running national collaborative curriculum and assessment model that supports the national provision of high quality languages education at the senior secondary level. It does this by sharing responsibility for the provision of small candidature languages and monitoring the implementation and effectiveness of the project on an ongoing basis.
- The CCAFL Project provides a common framework for syllabus development and external assessment across languages, which ensures high quality language studies and the ongoing national provision of languages that might otherwise be unsustainable due to small candidatures.
- Curriculum and assessment review 2020 - 2022
- A national project has been established to renew the curriculum and assessment for the CCAFL Continuer studies. All CCAFL language studies in the VCE are based on the Continuer Framework. The renewal of the Framework and the language studies based on it is a collaborative endeavor, involving curriculum and assessment authorities from all participating states and the Northern Territory.
- Stakeholders will be able to provide feedback on draft materials when they are available for national consultation. The first consultation phase is likely to be in 2021. The VCAA will notify Victorian stakeholders when details are available.
- <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/CollaborativeCurriculumandAssessmentFrameworkforLanguages.aspx>

First Languages

- **Chinese FL**
 - **Japanese FL**
 - **Indonesian FL**
 - **Korean FL**
 - **Vietnamese FL**
-
- **Revised Study Designs 2022**

Languages with differing requirements

- Latin
- Classical Hebrew
- Classical Greek
- Revised Study Designs 2022

- Chinese Culture, Language and Society

- Auslan

- Indigenous Languages: Revival and Reclamation

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx>

Key documents

- VCAA website

<https://www.vcaa.vic.edu.au/Pages/HomePage.aspx>

- Current Study Design

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx>

- VCE Exams Navigator

<https://www.vcaa.vic.edu.au/studentguides/ExamsNavigator/Pages/index.aspx>

- VCAA VCE, VET and VCAL Bulletin online

<https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx>

- VCE Assessment Reports

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/armenian/Pages/Index.aspx>

- VCE VCAL Administrative Handbook

<https://www.vcaa.vic.edu.au/administration/vce-vc-al-handbook/Pages/index.aspx>

Make the Study Design your best friend!

- Aims of the study
- School Assessed Coursework
- Examinations
- Advice for teachers
- Resource list

Coursework

- Coursework is explained in the Study Design: *Units 1-4 Common areas of study* and in the *Outcomes* of each Unit
- Students need to demonstrate the key knowledge and skills for each Outcome

The Study Design

VCE Languages

Common Areas of Study

- Themes and topics
- Text types
- Kinds of writing
- Vocabulary
- Grammar

Themes, topics and sub topics

- **Units 1 to 4**
- **Prescribed themes and prescribed topics**
- **Sub topics (suggested)**

Prescribed themes and topics, and suggested subtopics

The individual	The Italian-speaking communities	The world around us
<ul style="list-style-type: none"> • Personal identity and lifestyles For example, <i>daily routines, values, personal opinions, likes and dislikes, past experiences, personal memories, adolescence, healthy lifestyles, physical and mental wellbeing, sport, pastimes and leisure, tourism and travel.</i> • Relationships For example, <i>relationships with family, friends, peer group pressure, pets, rapport with teachers, relationships through social media.</i> • Education and aspirations For example, <i>school, challenges and goals, studying overseas, gap years, tertiary options and vocational pathways, part-time work, volunteer work, working-holidays, new career pathways, balancing work and leisure, jobs of the future.</i> 	<ul style="list-style-type: none"> • The Italian cultural heritage For example, <i>customs and traditions, Italian passions (such as gastronomy, soccer, music), film, dance, opera, architecture, art, literature, festivals, entertainment, myths and legends.</i> • Historical/contemporary people and events For example, <i>past historical eras, the Italian Renaissance, twentieth-century Italy, feminism in Italy, Italy and the European Union, famous contemporary Italians in a selected field (the arts, sciences, sports, business).</i> • Living in an Italian community For example, <i>living in Italy, living in a selected Italian-speaking community, the migrant experience, post-war and contemporary Italian migration to Australia, the contribution of Italians in Australia.</i> 	<ul style="list-style-type: none"> • Global and contemporary society For example, <i>the impact of globalisation on the national economy, changes in the roles of men and women, youth and the elderly.</i> • Communication and media For example, <i>the internet, mobile telephones, social media, connection to screens, advertising and its impact.</i> • The influence of science and technology For example, <i>the impact of science and technology on society, innovations and change, global warming, genetically modified foods, renewable energy, sustainability, protecting cities and the environment.</i>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested subtopics.

Setting of Unit 1 - 4 tasks

Use your study design to:

- **know which text types your students will need to be familiar with and produce for the end of year examination**
- **understand the different Kinds of Writing your students will need to practise**
- **see what Grammar and Vocabulary is expected to be used / familiar with**

Setting of Unit 1 - 4 writing tasks

Tasks must:

- align to the sub-topic
- be brief and concise
- clearly indicate the purpose of the text
- show the audience and context
- text type
- kind of writing
- preferably start with a verb e.g. Write

Coursework Units 1 and 2

- **Assessment (Outcomes) must relate to the unit of work studied**

Coursework Units 1 and 2 - tips

- **First Language**

All Outcomes are in the Language

- **CCAFL**

Only Unit 1 Outcome 2(a) OR 2(b) can be completed in English

Coursework Units 3 and 4

- **All assessment tasks (Outcomes) must be answered in the Language (not English)**
- **VCAA Performance Descriptors**

Coursework Units 3 and 4

- **Graded assessment by teachers**
- **VCE LOTE Assessment Handbook (FL & CCAFL)**
Contains assessment advice for both school-assessed coursework and the examinations
- **All assessment tasks (Outcomes) must be answered in the Language (not English)**
- **All assessment tasks must be completed in class and be supervised**

Detailed Study FL & CCAFL

First Languages

- Language and Culture through Literature and the Arts

CCAFL

- Language and Culture through texts

Detailed Study FL & CCAFL

- **15 hours of face to face classroom teaching**
- **based on at least three different text types (oral and written)**
- **assessed in Unit 4 Outcome 2a and b**
- **preparation for the Oral Examination (entire for FL, Section 2 for CCAFL)**

Detailed Study – CCAFL example

... “should enable the student to explore and compare aspects of the language and culture of the Language – speaking community through a range of oral and written texts related to the selected sub-topic ...”

Study Design, page 22

Detailed Study in the CCAFL end of year Oral examination

- introduce statement on the focus of the sub-topic, *“in no more than one minute”*
- presentation of objects if used as support (refer to advice in VCE Navigator)
- students need to prepare and know important points
- dummy runs - **practice makes perfect!**

Understand the Examination structure!

CCAFL

Oral Examination

- Conversation
- Discussion of Detailed Study

Written Examination

- Section 1 Listening and responding
- Section 2 Reading and responding
- Section 3 Writing

Detailed Study – FL example

... “should enable the student to understand and appreciate aspects of language and culture through the study of texts in Japanese drawn from Literature and the Arts, which focus on the selected sub-topic ...”

Japanese First Language VCE Study Design p.22

Detailed Study in the FL end of year Oral examination

- **prepare your students to present and discuss the chosen topic**
- **refer to the Study Design and VCE Navigator for requirements in the use of support material (objects, speaker notes)**
- **prepare your students to clarify, extend and expand on points**

Understand the Examination structure!

FL Studies

Oral Examination

- Presentation of Detailed Study
- Discussion of Detailed Study

Written Examination

- Section 1 Listening and responding
- Section 2 Reading and responding
- Section 3 Writing

Detailed Study – tips FL & CCAFL

- **follow your Study Design advice and use different texts (e.g. visual, written, aural)**
- **have a variety of questions for the interview (SAC Unit 4 Outcome 2b)**
- **give your students lots of opportunities to practise**

VCE SL reviewed

The VCAA has completed a review of twelve VCE Second Language (SL) studies:

- Arabic
- Chinese Second Language
- Chinese Second Language Advanced
- French
- Indonesian Second Language
- German
- Japanese Second Language
- Greek
- Korean Second Language
- Italian
- Vietnamese Second Language
- Spanish

VCE SL reviewed

Accreditation period now 2024

**All twelve reviewed
study designs
are now
available
on the VCAA
website**



Features of revised VCE SL studies

- online *Advice for Teachers (AFT)* documents have been devised for all 12 languages
- the *Advice for Teachers* replaces the current *Assessment Handbook*
- exam specifications and sample SACS will no longer be in study designs

Features of the revised VCE SL studies

- **viewing included as macro skill**
- **assessment tasks for Units 1 and 2 to be devised by the teacher**
- **key knowledge and key skills for each area of study are in separate lists**
- **the Detailed Study is no longer an element of the course**

Features of revised VCE SL studies

- viewing included as macroskill
- *“For the purpose of this study, viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations or maps related to the subtopic.” Text types, pg. 12.*

Features of revised VCE SL studies

- **students are required to study and analyse “cultural products or practices” as part of some assessment tasks and SACS.**
- **cultural products and practices may include: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.**

Three Areas of Study in each unit

- **Interpersonal communication**
- **Interpretive communication**
- **Presentational communication**

The outcomes for each unit reflect these.

Examination structure VCE SL

- **Oral Examination**
approximately 15 minutes
- **Written Examination**
2 hours plus 15 minutes reading time

Link to all VCE Languages past exams:

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Languages-index.aspx>

VCE Assessment principles

VCE assessment principles define demonstration of outcomes and levels of achievement on assessment tasks.

Assessment should be

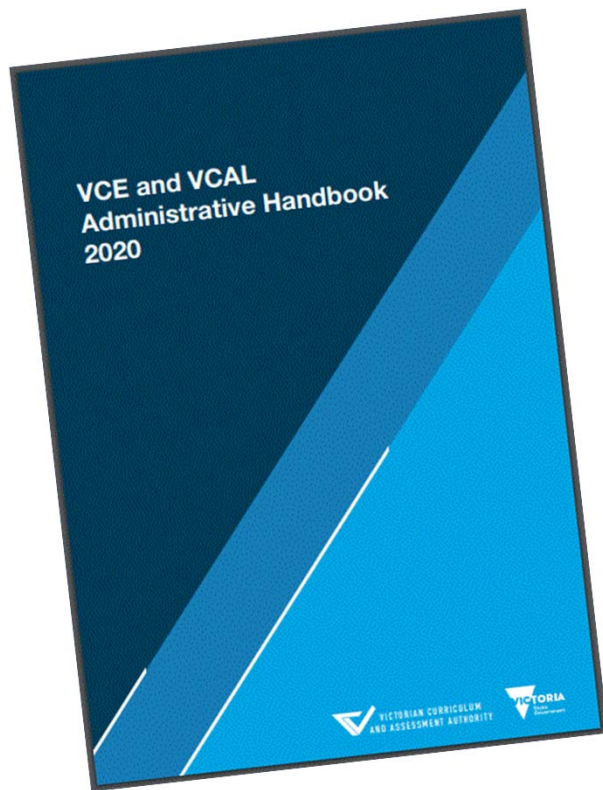
- valid and reasonable
- equitable
- balanced
- efficient.

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

Get to know the VCE Languages Assessment Handbook! FL & CCAFL

- **contains assessment advice for both school-assessed coursework and the examinations**
- **available on the VCAA website**

The VCE and VCAL Administrative Handbook



- **VCE policy and processes**
- **Authentication**
- **Moderation**
- **Satisfactory completion**
- **Eligibility for enrolment**
- **Small group partnerships**

Also, seek advice from your VCE coordinator or Principal

VCE Modern Languages

The VCE Modern Languages group comprises the following studies:

- Arabic, Armenian, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, French, German, Greek, Hebrew, Hindi, Hungarian, Italian, Karen, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Spanish, Swedish, Tamil, Turkish and Yiddish.
- enrolment into VCE Modern Languages at Units 3 and 4 requires students to declare their status as either a First Language Learner or a Second Language Learner. Students will need to complete the Declaration for enrolment in VCE Modern Languages Units 3 and 4 form and submit this to their home school.
- <https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/EnrolmentinVCEModernLanguages.aspx>

Find help when you need it!

VCAA website

<http://www.vcaa.vic.edu.au>

VCAA Languages Unit

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