**[Kylie Witt – Languages Unit Manager]:** So I'd like to welcome you all here tonight, and thank you very much for giving up your time this evening. We know that this is a crazy time of year and it's been an extraordinary year for all of us, so we hope that what we provide to you tonight will absolutely make it worth giving up an hour of your time at the end of a Tuesday afternoon.

My name is Kylie Witt and I'm the unit manager for the languages at the VCAA, and I'll introduce my colleagues in a moment, but we're here today to give you some information, if you're a new or returning teacher to VCE language teaching. Excuse me.

Before we start though, I'd like to acknowledge the custodians of the lands on which we're meeting. We're all joining today's session from across Victoria, and I'd 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 countries, we recognise Aboriginal and Torres Strait Islander people's spiritual and cultural connection to country. We acknowledge the continued care of the land and waterways over generations and we celebrate the continuation of a living culture that has a unique role in this region. As we share of our knowledge and teaching and learning, may we pay our respects to elder's past, present and emerging, but they hold the memories, traditions, culture and hope of all Aboriginal and Torres Strait Islander peoples across the nation, and hope that they will walk with us on our journey today.

Okay, before we begin, I've got a few reminders for all of us, I'd like to let you know that this evening's webinar is being recorded, and that it will be available on the VCAA website shortly. So those of you who registered and are actually here in the room tonight, you'll receive an email of this webinar video within the next few days, and you'll also receive the slides as a PDF. So there's no need to take copious notes, and we would ask that you don't make your own recording, because we're doing that for you.

And I'd like to just before we start introduce the other people in the room. In a moment I'll be passing to Maria, my colleague in the Languages Unit, she's a Languages Program Manager, and she's joined by the other Languages Program Manager, Katherine Bryant, who will also be speaking tonight. I've introduced myself, and we're also joined today by Tony Norman, Alicia Farrell and Geoff O'Neill. Tony and Alicia are helping us with the organisation in the admin of tonight, so we wouldn't have been here without them, And Geoff is our head of VCE, he's the manager of the VCE Unit.

And we're here tonight to talk about the 49 languages that are taught at VCE, and to provide an overview of the study designs. We're going to help you learn where to find information, and we're going to make sure that you know how to contact us if you need further information, because as I mentioned, tonight will pique your curiosity, it will provide you with an overview and lots of information, but we're sure that you will need more and we want you to be able to contact us if and when you need to. So, we have a good healthy participant list now, I'm going to pass over to Maria and ask her to launch into the information without further ado, enjoy the session.

**[Maria Dikaiou – Languages Program Manager]:** Thank you and welcome to all of you. As Kylie mentioned, we do have quite a lot of information to give you today, and we have structured it in such a way that we hope that you'll be able to look at it again in your own time after you have also downloaded some information from some links that we're going to share with you, and we'd be very, very happy to answer any questions that you have later on.

For those who were unable or who haven't completed a VCE in Victoria and who are new to VCE languages, this is just a reminder that the VCE Languages programme is a two year programme, units one and two for year 11, unit three and four for year 12, units one and unit three are semesters work over term one and term two. Unit two and Unit four, again a semesters work term three and term four. Units one and two can be completed as single units, however Unit three and four must be completed as a sequence.

Tonight we're going to give you information about the 49 Languages Studies that are offered at the VCE level, and they are grouped according to as they are on screen. The Victorian Second Languages. This is the webinar that is being held on Thursday of this week, we'll focus on the Victorian Second Languages, although we will provide you with some information about Victorian Second Languages today. The CCAFL Languages, and we'll talk a little bit further on about which languages belong in that category. The First Languages we have five First Languages. We have three Classical Languages, Auslan which is the Australian Sign Language of course. Indigenous Languages: Revival and Reclamation, and Chinese Language, Culture and Society. CCAFL as you can see down the bottom refers to the Collaborative Curriculum and Assessment Framework for Languages, but again we'll provide some more information about that in a couple of slides. T

he first link that we would strongly encourage you to visit and where you can download your study design is the link in this page. When you go to that link, you'll see a page that looks like that small screenshot, that is there. This is where you will find your language, and when you click on your language, you'll be able to download your study design. The study design is the focus of this presentation because it is in effect your best friend when you are teaching VCE.

On the first page of every study design, there is the accreditation period. So as you can see from this one here, the accreditation period is from 2019 up to 2024. All the study designs because of the year that we have has been accredited for an extra year if you like. This is a cover shot of German, however, all the other study designs on the website as soon as you go into the first page, you'll see a coloured little button, if you click on that, that will tell you the accreditation period of your study design. I would encourage you strongly to download a copy of the current study design on the website, so that you have the current version of the website for you to use to start teaching.

Now to go back to the CCAFL Languages, if the language you are going to teach is one of these languages here, you belong to the CCAFL Languages group. Aside from downloading your study design, which was in the link in the previous slide, it's also necessary for you to download the summary of changes that were made in 2013 to the written exam text types and kinds of writing. This document, the one that we have the link in here, replaces the number of sections within the current VCE CCAFL Study Design. So you must download please the study design, as well as those revised sections, that just pertains to CCAFL Languages.

What are CCAFL Languages? Because we offer so many languages at the VCE, and because a number of those languages have small candidature, by having this national project that runs nationally, we are able to offer small candidature languages and monitor the implementation and effectiveness of this project on an ongoing basis. The link that you have and the information that you have on your slide is taken directly from information on the VCAA website. What's important to also note here, for those of you who will be teaching a CCAFL Language is that there is currently a curriculum and assessment review underway, and next year, a consultation phase is likely to start, so we would encourage you to please keep visiting the website and please keep up to date with what is happening with your particular language study, if you are teaching a CCAFL Language.

First Languages. There are five first languages offered at the VCE level, they are up on your screen there. It's important to note that from 2022, the revised study designs for those First Languages will be implemented. And again, please keep looking at the VCAA website for information related to implementation, the study designs and any other relevant information that is required if you teach a First Language.

There are a number of languages that have differing requirements. The first three are the so called Classical Languages, that's Latin, Classical Hebrew and Classical Greek. And again just as stated before for the First Languages, the revised study designs for these three Classical Languages will also be implemented in 2022. There are differing requirements for Chinese Culture, Language and Society for Auslan and Indigenous Languages: Revival and Reclamation, So for these particular groups of languages with differing requirements again, please refer to the information on the study page on the VCAA website for further information.

There are a number of key documents that is relevant to every teacher of a VCE language, whether they have differing requirements or not. All the information that we referred to you today is available on our website, and the first link is the link to the website. The current study design for the website, there is the link there, it's really, really, we keep coming back to this all the time, but please keep up to date with what is on the website in relation to your language, the language that you're going to teach.

Another important key document, and we have the link here is for the VCE Exams Navigator. The Exams Navigator is published every year, it's really the student information and exam timetable, but it also contains information on the general achievement test, VCAA rules, examination dates and times and special provisions, but also approved materials and equipment for the exam. And for teachers of languages, it's particularly important because there is information there regarding the oral examination and the written examination and what students can take into the examination. Information about dictionaries as well. So that's another important document for you to have.

The Bulletin Online. This link here takes you directly to the page where you are able to subscribe to the VCAA Bulletin. The Bulletin comes out every month, it is very full of information related to the VCE, there is not always in every month information related specifically to languages, but it's important that you are aware of what is happening generally within the VCE. And of course there is information regarding professional learning and development. So if you subscribe to that it will come to your inbox every month.

The next link relates to the VCE Assessment Report, or the Examiner's Report or the Assessor Guides. Every language for each of the 49 languages that are offered at the VCE level, there is an assessment report that is published every year at the end of the exam. There's information about the exam, there are hints and tips that are extremely helpful for teachers and for students regarding the previous exam. This particular link also will take you to past examinations, and there is a wealth of information there for you to have which relates specifically to your language, the language that you're going to teach.

And the last link on this particular page and Catherine's going to refer to this a little bit later on when she's presenting, is the VCE VCAL Administrative Handbook. Again, not everything in that handbook is specific to languages, but it is again an important and key document.

Make the study design your best friend, because the study design is the mandated document what you must use as your reference in planning and teaching your VCE language. The study designs contain information regarding the aims of the study, school assessed coursework, the First Language and CCAFL Languages Study Designs also include information about the examinations.

There's advice for teachers regarding advice for teaching Units one to four and a resource list. The resources list for some of these studies are a little bit dated, however, there is enough information there to get you started to help you plan your programme of study. In the Victorian Second Languages and Catherine will speak a little bit more about this, the information is online that Catherine will show you that a little bit later on.

Now regarding coursework, in all the study designs coursework is explained in the Study Design: Units one to four under "Common areas of study" and in the Outcomes for each Unit. Every Unit has tasks and outcomes, and the students need to demonstrate the key knowledge and key skills for each outcome. So each outcome has a task, and the task and the outcome must be read together, so that there's no misinterpretation of what the task and the outcome actually is.

The study design also have information related to themes and topics that must be covered over the two years. Text types, kinds of writing, or styles of writing for Victorian Second Language, vocabulary and grammar. Themes, topics and sub-topics. It's vital that over Units one to four inclusive, that all the prescribed themes and the prescribed topics are covered. The sub-topics are suggested. And I'd like to spend a little bit of time on this slide because sometimes this has caused some confusion to some teachers in the past. Over your two year course of language preparation, you must cover the prescribed themes and topics, they're in this example in bold, they're on about page 11 and page 13 of your study design. The sub-topics are in italics. You don't have to do all these sub-topics, in fact you don't have to cover any of these sub-topics, the sub-topics that they are suggested, they are just to help you think about how you can plan and teach the prescribed theme and the prescribed topic that you have chosen to do.

There are 12 Units of work, which means there must be 12 themes and topics that you must cover but there are only nine on screen, which means that once you've completed these nine, you can choose another three to make up your 12. So again please be aware, the prescribed themes and the prescribed topics must be covered, but not the sub-topics. They're suggested, there might be a sub-topic here that you may wish to use or you may think you have something else to do, for example, I might want to have a look at smart houses in this particular topic, it's not listed there but I certainly could do it. I could cover that sub-topic because it relates to the prescribed topic in the prescribed theme. I'm sort of labouring the point of this, because many times we hear from teachers as soon as they see that page, they say, "I can't possibly cover all of this. I don't have enough time." You don't have to. One theme, one topic, sub-topic. And you don't have to spend the same amount of time on every theme, topic and sub-topic, some you might like to spend a little bit more time on and others not.

This page here if you like, these themes and topics will form the basis of your planning over the two years. So this is a very, very important page for you to become familiar with when you are starting your planning. When thinking about the tasks that you are going to set. So you've got in your mind your prescribed themes, your prescribed topics, you're looking at your outcomes and your tasks, the following few slides will present you with some information that you may wish to consider when you're setting your tasks. In each study design, there is a page that refers to the text types your students will be familiar with, they must be familiar with, and those text types that they might be asked to produce for the end of the year examination. Please spend some time looking at those text types.

There's information also about the kinds of writing your students need to practise. And there's also information about the grammar and vocabulary that students should be familiar with, or should be expected to use, so please make yourself familiar with those requirements. Again, please consider the following, when you are thinking of writing or offsetting your writing tasks across Units 1-4, please consider that your task or your tasks must align to the subtopic, they must be brief and concise, clearly indicate the purpose of the text, why is this piece of writing being written? Show the audience in the context and the text type, and the kind of writing. And it's helpful if you can start with a verb, for example, write a 250 word evaluative article on tada-tada-tada. It's helpful if you are writing a task for the first time and you're really unsure what this looks like, it's helpful to look at the, one of the exam papers for your language.

Section three, which are the writing tasks, and that will give you an indication of how you can go about writing your own task for a particular unit of work that you have. Coursework in Units one and two. This is a reminder that the tasks that you set, the assessment of the outcome must relate to the unit of work studied. If you're teaching a First Language, all the outcomes must be answered in the language. If you're teaching a CCAFL Language, it's only Unit one Outcome 2 or Outcome 2 , which can be completed in English. If you're teaching Chinese Language, Culture and Society, there is one outcome in English in each unit. So please look at that carefully just to make sure that your students are answering the task in the appropriate language.

For coursework tasks, or assessment tasks in Units three and four, all assessment tasks are answered in language, not English. This information is also in the study design, but it's important that you also consider this, because sometimes there are misunderstandings, and the last thing that you want is for your student to complete a task that's not answered in the correct language.

In your study designs, there are also performance descriptors for you to use for assessment if your school does not have performance descriptors that they want you to use. So those performance descriptors are there for you, for your use, should you wish to do so.

Many schools have developed their own performance descriptors, some do not, they are there for you. In Units three and four, there's graded assessment by teachers. That's where the performance descriptors also are very, very handy. for teachers of First Languages and CCAFL, there is on the website, LOTE or Languages Assessment Handbook, which contains assessment advice for both school-assessed coursework and examinations. Catherine as I said earlier will talk to the Second Languages a little bit later on.

A reminder that all assessment tasks must be answered in language and not English. The reason that we keep reminding people of this all the time, is that sometimes we pick up that tasks have been completed incorrectly in the wrong language and that's it's important just to remember that we must answer in the right language, and all assessments tasks must be completed in class and supervised. I'd like to spend, and these topics will be my last lot of slides on the detailed study. This information is only for teachers of First Languages and CCAFL Languages, the detailed study is a significant amount of work that is undertaken and assessed in Unit four.

For First Languages, the detailed study focuses on Language and Culture through Literature in the Arts, and for the CCAFL Languages, it focuses on language and culture through texts. For First Languages and CCAFL, it's also important to know how the detailed study relates to the end of year examinations, and we'll show you that in the next few slides. This information also is in your relevant study design. The detailed study for First Languages and CCAFLs, requires 15 hours of face-to-face classroom teaching, so you can see that it is a significant amount of work for you. It must be based, your resources on at least three different text types, oral and written.

The detailed study is assessed in Unit four, Outcomes 2 and 2 . It's preparation for the oral examination, for the whole oral examination for First Languages and Section two for CCAFL. I won't read this, but in every study design for CCAFL there is this information about the detailed study. What I do need to ask you to consider is the following and to pay particular attention. When preparing your students for the oral examination, and this information again is in the study design, there is one particular sentence that says that students must introduce the focus of their sub-topic in no more than one minute. That in no more than one minute doesn't mean that a student has to speak very, very quickly and introduce, and give all the relevant information about the detailed study in one minute, it's just an indication that your student is able to have up to one minute, but no more than one minute to state what the focus of the sub-topic is for the detailed study.

Please refer to the VCE Navigator, we mentioned this earlier, regarding what objects can be taken into the oral examination. And it's very, very important because it is an oral examination, that students are prepared and that they have lots of opportunities to practise.

One other little bit of advice if I may, is that when you are thinking about your detailed study, think about it earlier on in the year, what you're going to focus on, what your sub-topic will be so that it gives you enough time to think about the resources that you will need to use and collect, the earlier that you can think about it, the more time that you have to collect resources and there might be other opportunities during the course of the year where you can weave the detailed study into your teaching. Please also be familiar with the examination structure for your particular study.

For the CCAFL Languages, we have the oral examination, and you can see here that the second part of the oral examination is the discussion of the detailed study. And there is a written examination, again with the three different sections and section three writing is the section I referred to earlier when we were talking about the particular writing tasks. Again, links are provided for you so that you are able to look at the particular exam and past examination papers related to your particular language, those links are also provided at the end of this presentation.

And again, it's the same for the detailed study for the First Languages, I won't read that, I'm very aware of the time. Again the same, it's similar information as to the CCAFLs to prepare your students, please refer to the VCE Navigator which we referred you to earlier, and lots and lots of practise. Again here, the examination structure for the First Languages, the detailed study is the basis of the whole oral examination.

So it's very, very important that you are familiar with the requirements of the detailed study, it is a very important piece of work. And then again, the three sections for the end of year examination. A few more tips for you. When you are teaching the detailed study, please follow your study design and use different texts, the text can be visual, written and oral. Have a variety of questions to the interview, and give your students lots of opportunities to practise.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2020