**[Kylie Witt – Languages Unit Manager]:** So welcome everybody, my name is Kylie Witt. I'm the unit manager of the languages unit at the VCAA and I'm joined by my two colleagues, Catherine Bryant and Maria Dikaiou and we're welcoming all of our teaching and learning guests to our webinar this afternoon which is for VCE Second Language Study Designs. So if you're teaching a second language, that's what this afternoon's webinar is all about, and we welcome you here. We'd like to thank you very much for giving up your time. We know that it's a busy, busy time of a very busy year, so thank you very much for giving up an hour to come and spend that with us.

I'd like to start by acknowledging that 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 recognize 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 we celebrate the continuation of a living culture that has a unique role in this region. As we share our knowledge in teaching and learning, may we pay our respects to Elders past, present and emerging, for they hold the memories, traditions, cultures and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and we hope that they will walk with us on our journey.

I'd like to remind everyone here tonight that the session is being recorded. This means that you will have access to this recording again later. We'll be emailing it to you in a couple of days, once it's been finalized, and you'll also receive the slides. So there's no need to be taking photos of the slides either, although we recognize that some people do that while they're taking notes.

So without further ado, we're here to talk about features of the second language Study Designs. You'd all be aware that those have changed in recent times. And that there are lots of questions that need answering. So we'll do our best to answer those before you actually voice them. We're going to go back over the relevant documents that you'll need and where you can find those. And we're going to present to you a few tips on designing units three and four assessment tasks.

We had a session on Tuesday also, which will be available on the VCAA website, which was a general overview of all the languages. So there's some information in that webinar that may be of interest to you as well. So look out for that. When you get your email telling you where to locate this one, you'll also have access to the other one on the VCAA website.

Okay so VCE languages, many of you would know this, but just to remind us all how important this learning area is to people around Victoria. Approximately 54,000 students do at least one unit three or four study each year. And in 2019 approximately 10,139 students studied a language other than English at year 12 level. So there's lots of support for languages, and although there's some interesting things going on in the media, languages remains very important. So we're very happy that you're here tonight to hear more about how we can keep strengthening the delivery of languages in Victorian schools, because that's only going to mean a positive outcome for our students and also contribute positively to conversations about this in the future. So without further ado, I'd like to invite Catherine to take on the lead. And just one moment while I pass the baton to her. Catherine, you now have control over the slides. And she will get started on the content for us.

**[Catherine Bryant – Languages Program Manager]**- Thank you very much, Kylie. Thanks for that introduction, and thanks everyone for joining us here today. We do recognize that things are really, really busy and it's been an absolutely hectic year. So we're very pleased to see you all here with us tonight.

Okay, so just to confirm, today's webinar is all about the second languages. And so if you log on to our website, and you hit study designs, you're faced with this picture here we see in front of us, and tonight we're focusing on these 12 studies that we see in the red box. As you know, they were reviewed in recent years as Kylie said, in 2017 they underwent a major review and they were implemented at units 1 and 2 in 2019, and then at Units 3 and 4 level for the first time in 2020, this year. J

ust a reminder about a couple of things: As you're probably aware, in 2020 due to the unprecedented situation with the pandemic and with teaching remotely, there was a different study design that was implemented just for 2020 only. They are now gone, so you won't find them anymore on our study page. So please be careful, please make sure that you go back to the, the normal study design which will now be back up on your page.

The other thing to know about is that this year, again because of everything that's happened, the VCAA made the decision to actually extend by 12 months the accreditation period for all of the study designs across the whole of the VCE. So, all of the 12 study designs that we're talking about tonight, they used to have an accreditation period that went up to the end of 2023 but that's now been extended to the end of 2024.

So if you're wondering why they get why they get reviewed, VCE studies all VCE studies are reviewed from time to time. They're on an accreditation cycle. And that's to make sure that they're up to date and they're contemporary. Okay. So, let's start. So, features of the second language study designs. So, broadly speaking the structure builds on the concepts and the terminology in the Victorian curriculum to allow for a clear transition.

At Units 1 and 2 level the assessment tasks are to be developed by the teachers. So in our old study designs, the assessment tasks for Units 1 and 2 were prescribed, they were there. You'll find some suggested ones now for Units 1 and 2 in the study design, but you don't have to use those ones. You're free to create your own, provided that they do meet the requirements of the outcome. So that's an important change to know about. And also when you look at it now you'll see that the key knowledge and the key skills are presented in two, not in one combined list. You would have seen this picture in the front of the study design. It's a graphic interpretation of the macro skills and the connections, comparisons and communities which are some of, provide the context for learning each specific language. And so really, this graphic is really intended to represent the, the integrated nature of the language learning and language teaching.

Another change which I'm sure you're aware of is the inclusion of viewed texts. And viewing. So, in each study design there's a statement that says, viewed texts may include photos, pictures, posters, films or film clips, captioned illustrations, charts, tables or maps related to the subtopic. Just be aware that, says they may include that. So you might have access to other examples of viewed texts that would also be really good and really engaging for your students so that list there is not exhaustive. The inclusion of viewing was really put in there as a recognition that today we spend a lot of time engaging with screens. We look at pictures, we looked at and we're looking at images all the time in our daily life. Many of our students of course, are visual learners. So learning to respond to those visual things is a is a really important skill that's been included.

Another thing that you will have seen included now, is it talks about cultural products or practices. And they're a requirement in some of the assessment tasks and SACs. So again, in the study design there's a statement and it says cultural products or practices can be drawn from a diverse range of texts, activities, and creations. They may include the following and there's a list of things like that. So again, teachers are free to find other examples of, you know, relevant cultural products or practices from their own specific language speaking community, that might be a fantastic opportunity to teach your students.

Okay so in each area, in sorry, in each study design, There are areas of study, there are prescribed themes and topics, and we're going to talk about that in a minute, suggested subtopics and then text types. The areas of study have names now. So interpersonal communication, interpretive communication, and presentational communication are there, and the outcomes for each unit reflect those labels. All right. So, themes, topics and sub-topics. This is a really really important thing. And we're going to spend a little bit now, of time talking about this.

If we look at this table, this is an example taken from the Italian study design. We've got this table and I'm sure everyone's seen this before. I just wanted to draw your attention to a few things to do with this table. At the bottom there, it's highlighted in green, it's very small. You'll see that the bold, anything that's in bold writing is prescribed. So there's prescribed themes which are the three columns there. And then there's the prescribed topics which are also bold. So there's nine of those. And then what's underneath that is in the italics. Those are suggested sub topics. So they are suggestions only. And so when you see all of that, you might be thinking oh my goodness, how am I going to fit all of that in? It doesn't mean that you need to teach each and every one of those suggested sub topics. You could teach the ones that, one from each topic.

So for example, in the left hand side column the individual, the top left prescribed topic is Personal identity and lifestyles. You could choose sport. as your suggested, as your sub topic as a way of teaching that topic. Again, over on the right, in the middle column, we've got the Italian cultural heritage. You could teach festivals as a way of teaching that topic. But those are only suggestions.

So, if you had a fabulous lot of resources to do with, say like, fashion, for this one, you could teach that under the Italian cultural heritage. So, just be aware that you only need to choose one from each one, and that you don't actually have to use those suggestions. If you've got another one that would fit really nicely under that prescribed topic. Teachers have between Units 1 and 4 to teach all of those nine topics. Okay? So you've got all of Units 1 and 4, Unit 1 to 4, to teach nine.

Now, if we look at units one to four, which we'll do in a minute, you've actually got a total of 12 outcomes. So you've got 12 opportunities to teach nine topics. So you can actually revisit some of those, and address a different sub topic for a different occasion. You're free to determine which sequence you teach those things. So that's completely up to you. And some of them might require more time than others. Um, So I hope that's, that's useful just to know about those things with the, the prescribed themes, the prescribed topics and the suggested sub topics. Okay. So, more things that you find in the study design. You'll find that there's, what's called styles of writing. They used to be called kinds of writing. There's five of those. And we'll talk about those a little bit more shortly. There's a grammar list. For Japanese there's a kanji list. There used to be two, divided into recognition and production. Now there is simply one. And, for Chinese second language and Chinese second language Advanced, of course there's a character list.

Okay. With the five styles of writing, there's a nice statement there, that I think is very useful. And it's in all of the study designs. That one's just taken from Arabic for an example but it says, while students need to be aware of the general features of the writing styles, teaching and learning activities should clearly define the context, purpose, and audience to provide direction for students on managing the writing style required for each activity. So what this means is, when you're setting up a writing task for your students, if it's an extended response, it's a really good idea to develop a task that has those things in it. So it clearly articulates a context, a purpose, an audience and the writing style. And it would also be useful to have the text type, and that would really support your students to know how they go about formulating their response.

If you're looking for an example of a good way of setting up a writing task, you could always look at the exam and you could look at section 3, and have a look at how those tasks are written, because you'll find that's, that's a good guide to go by. If you look in the advice for teachers, you'll see there is this document, which um. Because it's in the advice for teachers, it's important to know it's simply advice. It's just that - advice. The study design is the mandated document. So that's everything that you must do. Advice for teachers is things that you may wish to have a look at. It's recommended that you have a look at it but it's advice.

So in this document called main characteristics of different writing styles, you'll see it goes down each, there's five, and it explains to you typically what each one of those would look like, or some of the characteristics that might be shown in that kind of writing. So that's a useful thing to look up. Okay. So when we talk about school assessed coursework, for units 1 and 2, there are three outcomes and each outcome has one task. So three outcomes and three tasks, for each one. Some responses are required in English For Unit 1 outcome 2. And that's the only SAC that requires some English.

At units 1 and 2 level, the only thing that you need to send in to the VCAA is an S or an N. It means of course, you're still going to be doing assessment with your students and you're still going to be giving them feedback. But you only need to send in the S or the N. At Units 3 and 4 level, of course, things are a little bit different. Again, you've got three outcomes and three tasks for each unit. All responses, however, at Units 3 and 4 level are in the language. And then when you're reporting things to the VCAA, you need to send in two things, the S's and the N's, and then the marks.

All right. So we're going to focus in, on a little bit now, on Units 3 and 4. And this is taken from the study design of course. So if you look at unit 3, there are three outcomes, and each outcome has one task. At outcome 1, students are participating in a spoken exchange in the language to resolve a personal issue. And then if we look on the right-hand side, there's our task statement, which says: a three to four minute role play focusing on negotiating a solution to a personal issue. At unit two, if we look at the, at the outcome statement, they're going to be interpreting information from texts and writing responses in the language. On the right-hand side, we have our assessment task. So they're giving responses to specific questions and instructions using information extracted from written, spoken and viewed texts on the selected sub topic.

We're going to talk about this one in a little bit more detail in a minute. And, if we look at outcome 3, The outcome is express ideas in a personal, informative or imaginative piece of writing in the language. and they're going to be producing an approximately 250 word personal, informative or imaginative piece of writing. And apologies to teachers of Japanese, Korean, and Chinese. You've got a different word limit of course, in ji, cha or characters.

All right, so if we focus in a little bit on unit 3, outcome 2 Let's have a look at this in a bit more detail now. So the outcome statement says that students are giving responses to specific questions or instructions using information extracted from written spoken and viewed texts on the selected subtopic. So what this means is, the teacher is giving the students three stimulus texts, and they're going to be on the same sub topic. So here's an example for you. This is just an example. The theme could be the language speaking communities. That's that middle column. Topic is cultural perspectives, sub topic is music.

Okay, so for the assessment task, Here's an example for what the three stimulus texts could be. So, for the listening text, it could be a short spoken interview with a popular singer, for the reading text, it could be a short article. about the singer. And then for the viewing text, it could be a poster advertising their concert. So again, you can see the three texts focus on the one subtopic, and then the students are responding to questions about the three texts. Now, when we think about these stimulus texts, obviously in our example here, the viewing text is a poster, but as we know viewing things could be a little video or it could be a longer viewed text.

So some teachers have asked us do I have to show all of those things on the day of the SAC? And the answer to that is, well if you are showing them a movie as the viewing text or if the reading text is a longer reading text maybe it's a book chapter or a short story, or something like that, it might not be practical to do all of that on one day. And that could be quite a lot, probably too much for the students to manage. So it's, it's all right to show some of those things in the lead up to the SAC, provided that all the students are having equal access to that thing. So, provided that all students have got the same conditions. They're viewing it under the same conditions or they're reading it under the same conditions. So it's fair for everybody. It's the task itself that needs to be unseen. So students won't know what question they, questions are going to be asked. They won't know what they're going to be asked to be doing with those things. Maybe, the other two stimulus texts could also be the surprise.

So when you're setting up these things you need to consider authentication all the time. So you need to really be very careful that you can say 100% for sure, that the students are producing their own work. Okay. All right. So, when you're developing the SAC, you're developing some questions. And they should allow the students to interpret information from the texts and they're going to be identifying main points, and they're looking at specific detail and also in the study design, you'll see it talks about students synthesizing information and making links between the information in the texts. So that's an important thing to consider.

When you're setting up the questions, it's always a good idea to think about having a range of questions, from a bit more easy, to more medium sort of questions, and then getting a little bit more challenging towards the end. So, the task itself as a whole, needs to be accessible for the weaker students in the class, so they need to be able to show you what they can do. And then you also, at the same time need to provide an opportunity for the really, really high performing performing students to also show you what they can do. So of course, how many questions you want to set is completely up to you. It needs to be manageable and, not an over assessment. So you wouldn't have too many questions. But you could start with some lower order sort of questions like what, or who, or where, or those sorts of questions and then gradually increase to higher order sorts of things towards the end. Maybe that could be things like explain or compare or things like that. So the goal that you're going for all the time is, your students are going to be, when they've done their SAC and you've marked it, hopefully you've got a nice broad spread of marks. You don't want them to bunch in together.

Okay. If we look at Unit 4, I don't know if you can see that, there's a blue box kind of covering, sorry, outcome 1 and outcome 2. And that's there, because I wanted to just remind you that it's okay for, 2 of the SACs, 2 of the outcomes, to focus on 1 subtopic. That's an option that you can take if you want to, you don't have to. So, but again, we do have 3 outcomes and we have 3 tasks. So for Outcome 1 students are sharing information, ideas and opinions, in a spoken exchange in language. And they're going to participate in a three to four minute interview providing information and responding to questions about a cultural product or practice. For outcome 2, they're going to analyse information from written, spoken and viewed texts for use in a written response in language. And to do that they're going to produce an approximately 250 word written response for a specific audience and purpose, incorporating information from three or more texts. For outcome 3, they're going to present information, concepts and ideas in evaluative or persuasive writing on an issue in language. And they're going to do an approximately 300 word evaluative or persuasive piece of writing.

So again, if we look at this outcome 2 in a little bit more detail, here's another example of how you might like to approach it. So the outcome statement is an approximately 250 word written response for a specific audience and purpose, incorporating information from three or more texts. And this is just an example. You might like to look again at that middle column, the language speaking communities. This is just an example, you don't have to, but the language speaking communities. Topic lifestyles, sub topic rural and urban life. That's a picture of a kookaburra, It's probably quite small, you might not be able to see it. So I apologize. So again, with this one, we're setting up one task and again students have got three or more texts focused on the one sub topic.

So again, if you're, if one of your texts is extremely lengthy, and it requires a number of lessons, Then, doing that in the lead up to the SAC again, would be fine, provided that students have all had equal access to that particular text. And that you can say for sure that authentication measures have been taken into consideration. Because it's the task itself that's going to be that's going to be the unseen thing. Okay. So here's a way of setting up this task. So there are three texts. Students are going listen to an interview with a rural high school graduate. They're going to read a letter to the editor about employment opportunities in a small town. And then the viewing thing is maybe they're going to look at a statistical data display about migration to cities.

Now that's just an example of a viewed text. There's heaps of other viewed texts. They might have a photograph or it might be a little news story, or it could be anything. And then the task, they're going to analyse the information from the 3 texts and use it to develop their 250 word response. And again, characters, ji or cha for Japanese, Chinese or Korean. And the task may require students to identify relationships and make comparisons between the key ideas that have been presented in the texts.

Hopefully, that's been useful and gives you a few ideas about how you might like to go about setting up those tasks yourself.

And I'm now going to hand over to Maria who is going to continue our presentation. Maria, I'm sending you control of the slides.

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