**[Maria Dikaiou – Languages Program Manager]:** Thanks very much, Catherine. And welcome to all of you. Thanks for taking the time to attend. The next few slides are going to focus on planning your units of work. So these are some ideas for you to consider. There are a number of references to information that is available on the website. They are in the slides, so you'll be able to access them. So all the information that we provide here is available on the website. We are aware that there are some new teachers in this presentation as well. So if I could ask the experienced teachers just to have a bit of patience with me, please, because there are some things that we need to make sure that we explain very, very clearly.

A reminder that the VCE is two years. So your planning is over two years, year 11 and year 12. So if you, are the one teacher responsible for year 11 and year 12, obviously you're able to do that all on your own, but you might be one teacher teaching year 12 and another teacher teaching in year 11. So it's great, if you're able to plan together, Catherine has already spoken about areas of studies, tasks, and outcomes and units. And we have a couple of slides further on where we're going to look at those again.

Essential and I guess the core part of the planning is understanding that the themes and topics are mandated and the sub topics are there just as ideas as suggestions to you. And as Catherine mentioned earlier, there are nine themes and nine topics listed. However, 12 must be covered over the two year course. So you have an opportunity separate from the nine to choose another three. All of this is important when you are mapping out what you're going to do over the two years. Just as it's important to know what you're doing and when, so that you can gather the appropriate resources that you need to teach your themes and topics. Also think about the learning activities that your students are going to complete.

The learning activities must relate of course, to the sub topic. And we'll mention this a little bit later on, but the Advice for Teachers has plenty of information and lots of learning activities for you to have a look at and use. Consider the key knowledge and the key skills for the outcome. For each outcome in each unit, there are key knowledge and key skills. And they also will form the focus of your teaching. For units 1 and 2 it's up to you as a teacher to decide the task that you will have for assessment. And I would just like to clarify one thing. In the study design at the end of unit 1 at the end of, and at the end of unit 2 there is information about possible tasks that you could use. Some of them have two and three dot points.

That doesn't mean that you have two or three tasks for that particular unit. They're just examples for you to give you ideas. So it's one task per outcome. That has been a little bit confusing for some new teachers. So I just really did want to clarify that. We've stressed this a couple of times, but we do need to cover all topics from the themes and topics they are prescribed over the two years. The sub topics is suggested, suggestions over. So think of one unit, unit 1, one area of study, one theme, one topic, one sub topic. In each of the study designs, the text types are listed. So you can see what students are expected to produce at the end of the year as well. And the preambles in each unit and outcome contain important information.

So it's very important please, to keep reading what you're doing, what the aims are for that particular unit, for that particular area of study. And here we have it again we keep coming back to this because many teachers tell us that sometimes when they see this for the first time, it's really, really confusing. And please forgive me for harping on about this, but the prescribed themes and topics, which will form the core of what you're going to do with your learning activities. We need to be really clear. What is in bold is prescribed, the suggested sub topics in Italics, are just that. When go to the website, to download your study design.

You'll see that there is another document there, Advice for Teachers, there is one for each of the 12 second languages, and it is in this document, that they are suggested learning activities for every unit of work. There are detailed examples of activities which lead to an assessment task. And you can see on the right hand side, I don't know if you can see my clicker here, but if you click on unit 1 you'll be able to see for the three areas of study, learning activities, the same for unit 2 and 3 and 4. Performance descriptors are available down here for units 3 and 4. There's also another document below this, that gives you information about the different styles of writing the main characteristics of them there's also information here about text types, which is really, really helpful and useful. And there's also a resources list. You can't see it all, unfortunately on this little screenshot, but if you go to the website for your language, you're very, you are able to access all of those documents that we just referred to. So there is a lot of help available.

And if it's, if you're a first year teacher teaching VCE, whether it's year 11 and year 12, and you're starting a new programme, or you're taking over from someone and you really need some more help, these detailed examples in the teaching and learning activities really will give you many, many ideas to help you, not only in your teaching, but also to in designing your programme. So there is a lot of help on the website for you. Now, this following slide is just a suggestion for you.

This is an example for unit 3 and unit 4 but we must do exactly the same for unit 1 and 2. So it's a good idea to try and jot down. So you have an overall plan of what you're going to do over the two years. And this is, in some ways it's also a checklist just to make sure that you do cover everything over the two years. So in the first column here, we have our area of study, our key knowledge and skills and our outcomes. I'd also like to suggest that either in this column, or you can add another column to it, you might like to put in your theme and your topic and your suggested sub topic. And that way you can, that's another checklist to make sure that you have covered the prescribed themes and topics over the two years over units 1 and 4. And another consideration here, is also perhaps put in the number of weeks or the number of lessons that you would like to allocate to teaching that particular unit. That's a really helpful tip because it really does then force you to focus in the time period that you're going to have to just really focus on that particular theme and topic. Sometimes if, time might get away, but that's just a, an, a suggestion for you so that you don't run out of time with your teaching. In the middle column here. And this is again where you can refer to your Advice for Teachers.

For the particular requirements of each outcome over units 1 to 4 inclusive, here is where you can list your activities for that particular unit. And this is where your key knowledge and skills also, must be used. So you could put your key knowledge and skills and match up your activities so that, you know, you are totally focused on the outcome for that particular unit. And then in the last column, your assessment task, many teachers have also told us that they like to not only write out the task, but write the outcome with it because the task and the outcome are just so closely related. And it just provides a clearer focus on what you are actually working towards for assessment. And also it avoids in some way, a misinterpretation of the outcome or a misinterpretation of the task. And Catherine showed you the slides earlier where the outcomes and the tasks were together, This particular diagram is for want of a better word, a checklist. So that you can make sure that when you are planning your tasks, you are really thinking about everything that does need to be provided.

So you're identifying your areas of study for which unit and your outcomes, you're identifying the key knowledge and skills, and they're listed for every area of study, again the task types, the outcome, and the task type. And then once you have all of this information, you're able to look at your task design to see if it's compliant. And of course we know that it will be engaging and rigorous. It's also timely just to remind ourselves whilst we're doing this planners, planning. That it's important also to be very familiar with the VCE Assessment Principles. The Assessment Principles define the demonstration of outcomes and levels of achievement on assessment tasks. I think once you read them and you're familiar with them, you'll be able to see, that the information provided in the Assessment Principles gives us as teachers information regarding, that we must have clear instruction for to students for example, that we must make sure that assessments are administered under particular conditions, there's information regarding authentication. And of course we must ensure that the tasks align and meet the VCAA Assessment Principles. So once you've thought about what you're going to teach, what you're going to assess, this is another checklist for you to see that if the information that you're giving your students and the information that you have meet these assessment principles, this is also a very, very, very good handy checklist.

Again, if you like, just to ensure that everything is in order and is fair for students as well. Again this information has come out of the Assessment Principles and I don't want to keep repeating myself, but I think it's important that when you are designing your tasks and you're writing them out, that the assessment is appropriate and understandable for your students, that the wording and language is clear and it reflects terminology in the study design. And of course, please use the terminology in the study design, because this is what you're familiar with and what students are familiar with. Again with assessment. And we spoke about performance descriptors earlier, when you go to your Advice for Teachers at the bottom of that left-hand side column, you will be able to see that there are performance descriptors for every unit of work and every outcome. Unit 3 and unit 4.

So if your schools, many schools have their own performance descriptors that they like teachers to use, some schools have none, some teachers are able to develop their own, but these performance descriptors are there available for you to use, should you wish to do so. So that's four units 3 and 4. External assessment, this is again information for later on in the year when you're speaking about exams with your students. But the oral exam is approximately 15 minutes. The written exam is 2 hours and 15 minutes reading time, previously examination specifications were in the study design. They are now listed separately. And this link here takes you to the examination specifications for the oral and written exam. And it is also the link that takes you to the past exams and assessor reports, available for all your languages. Whilst we're speaking about the oral examination, an extremely useful and helpful page on the study design is this particular one, which takes you to the videos that are available to explain the revised second language oral exam. These are short videos, four short videos. The link is there on the slide for you and you not only is there a video there is also a transcript and each video takes you through different aspects of the oral examination.

May I also remind you that when you are at this stage to look at and discuss the oral exam, please remember that there is the VCE exams navigator, which is available also on the website for you to download. And the navigator provides very, very useful information regarding what students can take into the oral exam and the written exam. So you might like to have a look at those together. Again with these, you may wish to look at them obviously before you look at them with your student, but these are very, very clear. Lots of instructions. Teachers have told us this is a very, very valuable resource, and it explains very clearly the oral examination procedure, and of course, available on the website there.

For general information regarding VCE and administrative information, there is the VCE and VCAL Admin Handbook. And this has information about VCE policy, authentication, satisfactory completion, small group partnerships. If that involves you. Aside from downloading this, please also seek advice from your VCE coordinator or principal. If there is something that you are unsure of, but this is also another handy reference for you. And of course it is available online for you, something new for next year. And the 12 Victorian second languages are in this list. But this information again, is on our website.

And the link to the, this information is also here, but as of next year, enrolment into VCE modern languages at unit 3 and 4 requires students to declare their status as a first language learner or a second language learner. So I'd encourage you all please to go to this link and see the information as it pertains to you. I will also state, even though it's not a Victorian second language that next year Bengali will be on this list just in case we have a teacher of that language there.

So this is for VCE Modern Languages, units 3 and 4. Very important if you're not already a subscriber to please subscribe to the Bulletin online, the Bulletin comes out every month. It doesn't always have information specifically about VCE languages. However, it has very important information regarding the VCE. And there's also information, regarding professional learning, which would be relevant to you. And then the next slide we, there is the link, so that you are able to subscribe and get the Bulletin delivered directly to your inbox. You can also see from this slide, that you can, aside from subscribing to the Bulletin, there may be other teachers in your schools, that are interested in subscribing to the early years alert or to the F to 10 curriculum update. So again, very, very important that in particular, if you're teaching VCE, that you subscribe to the Bulletin.

**[Kylie Witt – Languages Unit Manager]:** As Maria said, if you take the time, once you get the slides, to go back over all the information and follow all the links in the slides, most of the information that you need is actually there. And of course, if you do have any troubles interpreting some of it, you can see on the screen at the moment that our three contact information are there, or the information for our contact details is there. So feel free to ring us up or send us emails if you need to afterwards. And as I said, if you don't find the answers in those forums, then get back to us. I'd also like to, again, thank you to both Catherine and Maria for a fantastic presentation. I think we'd all agree that that was really helpful.

And I'd also like to acknowledge that we have two silent partners in the room, Tony Norman and Geoff O'Neill, Tony's been our host, and he's made sure that the technology has worked where he's had control of it obviously. And Geoff is actually our manager of the VCE unit. So he is also someone who helps us with all of your questions when we need them. So we really appreciate the fact that they've sat through another languages webinar this week in a busy week and a busy year. S

o thank you everyone for coming along tonight and showing your interest. And we hope that we've been helpful to you, and we will continue to help you behind the scenes, but we're going to finish up now. So thank you.

**[Maria Dikaiou]:** Thank you.

**[Catherine Bryant – Languages Program Manager]**- Thanks everyone bye bye.

**[Maria Dikaiou]:** Bye.

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