**Anne Fisher** - Courses based on the CCAFL Framework, 2021, will be introduced at Year 11 in 2024 and Year 12 in 2025. It's a new Framework, and there are some significant differences between studies based on this Framework and current CCAFL courses. Grammar is one area where there are significant changes to the approach, and this presentation provides information about what teachers can expect in the new studies.

Auslan is also a CCAFL language and is based on a modified version of the Framework. The materials for Auslan will be available in 2023. Grammar in VCE CCAFL study designs, based on the new CCAFL Framework, is one area where a different approach has been taken. The new approach has been designed to support teachers to realise the aims and objectives of the curriculum, in meaningful ways, and to establish and maintain a suitable standard for the teaching and learning in the CCAFL languages at senior secondary level.

Features of the grammar section to note include the fact that only new grammar suitable for teaching and learning at senior secondary level is included in the grammar section. Like the current CCAFL courses, the CCAFL Framework and courses based on it are designed for students who typically have studied the language for at least 200 hours prior to undertaking the study of a language at senior secondary level. Some students with equivalent experience, of course, may also be able to successfully meet the requirements. Because of this, it's expected that students will have some knowledge of grammar and this prior learning is not repeated in the grammar section. Some teachers say that students forget grammar and it has to be taught again at senior levels. However, revising and reusing prior learning is a normal part of teaching. This doesn't constitute new learning and therefore has not been included, as new grammar required for this course at senior secondary level.

In the new VCAA study designs, grammar is presented in a table with four columns. The columns are headed grammar, sub-elements, example sentence and example function. Under the headings, grammar and sub-elements, expect a new grammar for study at senior secondary level is listed. Under the heading example sentence, a complex sentence is provided to demonstrate each sub-element. This example is from Dutch and the sentence translates as, "Most people go on holidays every year, and because it rains a lot in the Netherlands, Dutch people look for a sunny country in the south of Europe." However, the English for each example sentence is not included in the grammar table in the study designs. You may note that the sentence provides teachers with an understanding of the level and standard of language expected, and gives an indication of prior learning required, in addition to the listed grammar for students to be able to perform at this level.

Under the heading Example function, one possible function, for which the sub-element can be used is provided, along with an example of how students may perform this function. The functions are from the Framework Objectives, which in Victoria, referred to as the Areas of study. The grammar section includes example sentences that are complex, compared to the examples in the current CCAFL courses.

The Example sentences perform several roles in the grammar section. They demonstrate the grammatical sub-element nominated for new learning at senior secondary level. They also give an indication of other grammar that the students are expected to be familiar with from prior learning. These won't be listed as sub-elements, but are simply included in the example sentence, as an indication of the range of language the students should be able to understand and use. They also provide sentences that demonstrate the level of complexity that students are expected to be able to understand and produce, to demonstrate their mastery of the language in classwork, assessment tasks and external examinations.

The Example sentences have been carefully designed as a whole, to represent this information for each language, for courses based on the CCAFL Framework. The grammar section is not a substitute for grammar lists or reference texts. The grammar section includes reference to the Grammar functions from the Objectives of the Framework for each sub-element. In the VCE, these equate to the Areas of study.

Objective one, or Area of study one, is interacting in the language, where the students are required to exchange information, opinions, ideas, and experiences in the language, and reflect on knowledge and understanding of the relationship between language and culture.

Objective two, or Area of study two, is analysing language, where students are required to evaluate, synthesise, reflect on, and respond to texts presented in the language and mediate between languages and cultures.

Objective three or Area of study three, is creating meaning in the language, where students are required to express ideas and perspectives in the language, demonstrating knowledge and understanding of language as a system, and the relationship between language and culture.

Let's take a closer look at the example functions. In the CCAFL Framework, 2021, unlike previous CCAFL courses, the grammar structures are linked to the functions represented in the Objectives or the Areas of study. This is useful for creating a clear link between learning language structures, and using them through functions, which are key aspects of the CCAFL Framework and courses based on it. Obviously, each grammar sub-element can be used for a range of functions by speakers of the language. Only one function is provided for each sub-element in the grammar section, even though there may be further applicable functions. The functions indicate a relevant example. However, this should not limit the use of the grammar structures in a broad range of contexts.

For some languages, there may be some grammar sub-elements that are not aligned to a function. These tend to be examples of rules or forms, rather than functions, and could include things like pronunciation shifts related to the influence of proceeding words, for example. There are benefits to this approach to grammar. It provides more effective and comprehensive guidance about what students are expected to bring to their senior secondary language study, what they'll learn at senior secondary level, and the standard of language expected of them at this level.

I hope this presentation has been helpful.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2023