**[Kylie Witt]:** Welcome everyone. My name's Kylie Witt. I'm the manager of the Languages Unit. And I'm joined here today by my colleague, Catherine Bryant, also from the Languages Unit. We have a third member of the Languages Unit, her name is Maria Dikaiou, but she's not with us today.

I hope this is the second video that you're watching on this topic. And if it's not, I would strongly encourage you to watch Video 1. This is Video 2 of a series of two. And in these two videos, we're providing an overview of the VCE First Languages Study Designs that have recently been re-accredited for use from 2022 to 2026. Those study designs have been revised and re-accredited.

So we'd like to explain to people, if you've been with us for a while and you're teaching the previous study design which finishes in 2021, we are hoping to help you with the transition to the next variation of the study design. And if you are new to VCE teaching of a First Language, then we hope that this helps you understand the key elements of this study design.

So, as I mentioned, this is about the VCE First Languages. That is: Chinese First Language, Indonesian First Language, Japanese First Language, Korean First Language and Vietnamese First Language. And if you joined us in the first video, we provided you with some information about Units 1 to 4, that is they're going to be implemented in 2022. And we'd like to finish in this video by providing the rest of the information that we think will help you implement your teaching and learning programs using this study design.

So that is in fact the purpose of this video, to support you in that work. And this video will cover more specific details about Units 1 to 4. We gave you an overview and a couple of key pieces of knowledge last time. And now we'll delve into each of the units specifically. We'll talk about the areas of study in a bit more detail and we'll touch on some of the outcomes and the tasks. And so I'd like to hand over to Catherine, who will start to outline some of those things for you. Thanks, Catherine.

**[Catherine Bryant]:** Thanks Kylie. And hi everyone. So in the next few slides, we're going to be talking about the way the units are structured, and we'll give you some more information about the outcomes and the tasks.

So, as we mentioned earlier in Video 1, the areas of study have names in the revised study design and they are: interpersonal communication, interpretive communication and presentational communication.

So when you look at your study design now, you'll see that each area of study has a name and a specific focus. You'll also notice that the key knowledge and the key skills are presented in two separate lists, as we mentioned earlier, and that is to provide some more clarity for teachers and the outcomes relate to the key knowledge and the key skills for each of those areas of study.

It's really important to know that when you're using your study design, that you're starting at the top of each page and you're reading that title of the Area of Study. And then you read the introduction that comes underneath, and then you keep reading the outcome statement and then read the key knowledge and the key skills. There's really important information in all of those parts and they all relate to the task. So when you're reading, just be mindful that there's a lot of information there and all of it is there for a reason. And it's really important that you read it closely.

All right, now if we speak about Unit 1 and 2 for a minute, as it is in the previous study design, assessments at Unit 1 and 2 level are school-based. So procedures for assessment of levels of achievement in Units 1 and 2, are a decision that is made at the school level. An important thing to know that is a change is that in the revised study design for Units 1 and 2 outcomes, there are no longer tasks that are prescribed there in the study design.

However, there is a list of tasks that are given to teachers and teachers may choose one of those tasks for each outcome, or it's possible if you have your own task, you may produce your own provided that it aligns with the outcome. So the ones that are given in the list are just for an idea, or an example or for guidance.

So if we have a look at the outcomes and the task list in Unit 1, you're given a choice of possible tasks that you could use for outcomes 1,2 and 3, and you may use one of those for each outcome, or you may come up with your own provided that it addresses the outcome.

And if we look at the Unit 2 task list again, this is in the study design at the end of the Unit 2 section, you'll see there's some suggestions for tasks that you could use for outcomes 1, 2 and 3. And again, you may use one of those per outcome or you may develop your own as long as it addresses the outcome.

Now it's important to note that there are some important instructions included in Units 1 and 2. And that is, that in outcomes 1 and 3, teachers must ensure that students are assessed on a different macro skill for each outcome. So for example, if a spoken exchange is selected in Area of Study 1, then a written piece should be selected for Area of Study 3. And this will achieve an appropriate balance across the assessment for the unit.

In that second dot point, it says that where teachers allow students to choose between tasks, they must ensure that the tasks that are set are of comparable scope and demand. Now, this is important for Units 1 and 2, but it's also important for Units 3 and 4 as well. So, when we say it must be comparable scope and demand, it must be the same level of difficulty. And this is meaning that we're thinking about the assessment principle of equity. So all students are going to be doing the outcome on the same theme, same topic and same sub-topic that was taught in class as well.

Okay. Now, if we move on to Unit 3, we can see a table there and we can see that there are three outcomes for Unit 3, outcome 1, 2 and 3. We have a total of 50 marks and each outcome has marks allocated. In outcome 1, it is present and exchange information, opinions, and experiences and respond to questions. And in order to do this, the students will do a four to five minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied and a response to questions.

In outcome 2, we see viewed texts are coming in now. So outcome 2 is analyse and use information from spoken and viewed texts. So teachers will need to find a listening text and a viewing text. For the task, we have written responses to specific questions or instructions, analysing and using the information provided in the texts. For outcome 3, we have express ideas through the production of imaginative written texts.

So let's look at Unit 4 tasks and outcomes now. So again, we have three outcomes, same as in Unit 3. And again, Unit 4 has marks allocated and it adds up to 50 marks. So for outcome 1, we have analyse and use information from written and viewed texts. Students are producing written responses to specific questions or instructions analysing and using information provided from the texts. in outcome 2, students respond critically to spoken, viewed, and written texts. So again, we have viewed texts coming in here. They respond critically to spoken, viewed and written texts, which reflect aspects of language and culture through the extended study. And we'll talk a little bit in a little bit more detail about the extended study on the next slide.

For the outcome 2 task, the students are producing a persuasive or evaluative written response to the extended study. And again, we can see the word limits are there for each of the various languages. In outcome 3, students are exchanging information, ideas and opinions in response to spoken written and viewed texts, which reflect aspects of language and culture through the extended study. And for the task, they're doing a four to five minute interview on an issue related to the texts studied for the extended study.

Now, let's focus on the extended study a little bit more. So the extended study of language and culture will be undertaken in Unit 4, over Areas of Study 2 and 3. So it's outcomes 2 and 3. And there will be approximately 15 hours of scheduled class time devoted to the extended study. And it has retained a structure which is a little bit similar to the former detailed study in the previous study design. However, there are some differences to note.

Okay. So in the revised study design, the extended study should be based on a subtopic drawn from one of the prescribed topics under the theme 'Tradition and change in the Language-speaking communities'. So, when we think of our table of prescribed themes and prescribed topics and suggested subtopics, that is the middle column, and there are three prescribed topics that you could draw the subtopic from. And they are: Literature and the Arts, Stories from the past or Youth issues, as you can see on the slide.

The extended study will draw on a selection of texts. In the study design it says that students should explore their subtopic in sufficient depth. And to do that, it is suggested that at least three texts of adequate depth be selected, and they should include: a spoken text, a viewed text and a written text. For example, a short novel, a film, a poem or a song. And they're just examples. There might be another kind of text that you could find that would be suitable. And of course the length of the texts selected will vary depending on the type of the text and their density and their level of complexity.

And the third dot point there on the slide just reminds you that in the study design, it says that the extended study should include a study of the author's or the director's or the composer's or the artist's intent as well as the relationship between the context in which the text was produced, the text itself, the author and the audience. Okay. So I'm now going to hand back over to Kylie. Who's going to wrap up Video 2 for us. Thank you, Kylie.

**[Kylie Witt]:** Thanks, Catherine. Thank you. Okay. So you'll find if you've been using the previous study design that you're used to having a bit more information in the study design, than you might find in the revised one. And that's because as Catherine mentioned earlier, a number of features of the previous study design and now being presented differently.

So the Advice for Teachers for example, is now a separate electronic resource that will be available by linking from the study page. Likewise, you may have been used to seeing more information on external assessment in the study design. At the moment, the study design simply tells you that there is indeed still an oral exam that goes for approximately 10 minutes, and there's a written exam that goes for 2 hours and also has reading time associated with it.

So if we could move on to the next slide, I'll reassure you, we have not hidden that information anywhere, it's simply been moved somewhere else. You would possibly be aware that each study has both a study page and an examination page. And you always start from your study page. And that links through to all the other important pieces of support. So very soon you'll be able to access the Advice for Teachers.

You'll also be able to link from the study page to the revised exam specifications, both for the oral and the written exam. And later down the track, you'll also be able to access a sample written exam. So that information is all coming as part of implementation. It's not being hidden, it's on its way. Next slide.

So that just leaves us to say thank you. for the moment, we hope that you've gained a great deal of insight from this video. And we also hope that you've watched Video 1, if you didn't watch Video 1, can I just strongly encourage you to do that so that you do get the full picture and thank you very much for your time.

If there's anything in either of these videos that has meant that you need more information or more support, then please get in touch. As I mentioned there are three of us. There's me, there's Catherine and there's Maria. And the three of us we'll do what we can to support you. If you get in touch. Thank you very much for joining us.

**[Catherine Bryant]:** Thank you.

**[Kylie Witt]:** Thanks, bye.

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