**[Kylie Witt]:** Hello, everyone and welcome to this Implementation Information Session for the VCE Study of Classical Hebrew. A re-accredited study design that is being implemented from 2022 until 2026. My name is Kylie Witt, I'm the Unit Manager of the Languages Unit at the VCAA and I'm joined today by my colleague, Maria Dikaiou.

But before we get started, I'd like to do an Acknowledgement of Country. We're all joining this session from across Victoria in different lands and I would like to acknowledge the fact that there are 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. And in particular for me today, that's the Wurundjeri, and for Maria also. When acknowledging country, we recognise 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 of our knowledge in teaching and learning, may we pay our respects to Elders past, present and emerging for they hold the memories, traditions, culture, 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. And I'd like to hand over now to Maria who will proceed with the rest of this session. So Maria, welcome, and thank you for your work on this.

**[Maria Dikaiou]:** Thank you too Kylie. Welcome to all of you and thank you for taking the time to view this implementation video and information regarding the revised and re-accredited VCE Classical Hebrew Study Design. As Kylie mentioned earlier, the VCE Classical Hebrew Study Design will be implemented as of next year, in 2022.

Units 1-4 will be implemented, it won't be a staged implementation, and the accreditation period is from January, 2022 to December, 2026. You will find everything that we refer to in this session on the VCAA website on the Classical Hebrew study page, and that's also where you're able to find the study design which will be implemented next year.

The purpose of this information session is to support teachers in implementing and delivering this revised and re-accredited study design. In our session today, what we will cover and look at is information regarding Units 1-4, inclusive. Information regarding the Areas of study and Areas of studies. The Outcomes and tasks. And to also provide you with information regarding Advice to Teachers and where you can find it on our website.

The structure of the study remains the same in that there are still four Units of work, however, what you will notice immediately from this slide is that every Unit of work now has a name.

Each Unit structure has the following components. Each Unit deals with specific content contained in Areas of study. The Key knowledge and Key skills for each Area of study is now separated, and the Outcomes relate to the Key knowledge and Key skills of each Area of study.

We have for you an example from Unit 2, and this is the same structure, the same Unit structure across all four Units of work. You can see at the top of the slide there, the name for Unit 2, the Area of study, Area of study is a new term, the Outcome. Every Area of study has an Outcome and a task. And you can see clearly that the Key knowledge and Key skills have been separated, they're not together as they are in the current study design.

Aside from every Unit having a name, there's also new terminology, as in Area of study. So, every Unit of work has an Area of study and each Area of study has an Outcome and a task related to it. So, you can see that for Classical Hebrew in the four Units of work, there are three Areas of study and that says and denotes that each Area of study has an Outcome task that must be completed for that Unit of work. So, there are three Areas of study and three tasks for Unit 1, and that's the same right through from Unit 1 through to Unit 4.

One change, a significant change, relates to Unit 1 and Unit 2 Outcomes. All assessments at Units 1 and 2 are school based and the procedures for assessment for Units 1 and 2 are a matter for school decision, however, tasks for Unit 1 and Unit 2 are no longer prescribed in the study design, in the re-accredited study design.

For each Outcome in Units 1 and 2, teachers may choose one of the tasks listed in the study design, or design their own. Students are still assessed and still must produce tasks for their Outcomes in Units 1 and 2, but unlike the current study design, the Outcome tasks for Units 1 and 2 are not prescribed, teachers are free to choose their own.

And you will see from this next slide and the slide after, that for each Unit in Unit 1 and Unit 2, for every Outcome, for each Area of study, for every Outcome, there are examples of suitable tasks for assessment. You don't have to do all of these. The examples next to the dot points indicate that they are suitable tasks that you may select from the following.

So we have, for Unit 1, for every Outcome a number of suitable tasks you may wish to choose or you may wish to create your own, that is perfectly fine as well. And we see the same again for the Unit 2 Outcomes. We have Unit 2 Outcomes, the Areas of study and the Outcomes and sample tasks that you may choose to use, or you may prefer to create your own.

We'll now move forward to the Unit 3 Outcomes and tasks. The School-assessed Coursework tasks for Unit 3 contribute 25% to the study score. And you're able to see on the slide here, the Outcome, there are three Outcomes for Unit 3 and there are marks allocated for each Outcome and of course, the tasks which relate to every Outcome.

Please note that for Unit 3, Outcome 1, there are two tasks quite clearly separated there by the "and" in capitals. The other two tasks for Outcome 2 and Outcome 3, there's only one task for each Outcome. So please be aware, there are two tasks for Outcome 1 in Unit 3.

And the same information is available here regarding the Unit 4 Outcomes and tasks. Again, the School-assessed Coursework for Unit 4 contributes 25% to the study score. And here we have one task per Outcome in Unit 4, and you can see the related marks that are allocated per task.

In terms of external assessment, there is an end-of-year examination. The examination will contribute 50% to the study score, and further advice for all teachers of Classical Hebrew is to keep checking the NESA website for information on the VCE Classical Hebrew examination, because that examination is published on the New South Wales Education Standards Authority website.

So, that is strong advice to please keep referring to that website for information regarding Classical Hebrew and the Classical Hebrew end-of-year examination. What you'll also be able to find on the VCAA website is the Advice for Teachers, which is now a separate publication.

The Advice for Teachers provides learning and teaching activities for Units 1-4. There's also assessment advice for school-based assessment in Units 3 and 4. There are Performance descriptors for you to use should you choose to do so for Units 3 and 4, and there is also a Resources section where you can find resources for teaching of Classical Hebrew.

This is what the Advice for Teachers page looks like on the study page, there is a new format, it's not published together with the study design as it is in the current study design, it is a separate area, separate page if you like, on the VCAA website. And you're able to clearly see information that you can get to immediately, you can find general assessment advice, the Performance descriptors and the Resources with just one click on those tiles.

And then separately, information regarding teaching and learning activities across Units 1, 2, 3, and 4, just with a click you can get to that information immediately. And of course, there is a section on Assessment and in that particular section, there are sample approaches to developing an assessment task for Unit 3 and for Unit 4. So, this is completely new and very worthwhile and worth exploring, and all of this is available on the study page for Classical Hebrew on the VCAA website.

This recording and these slides will be made available on the website, but should you wish to contact us in the Languages Unit, this slide contains information regarding email or telephone contact. Kylie Witt, who is the Languages Unit Manager who introduced the session. Catherine Bryant is another colleague who is also available to be contacted. And of course, my contact details. So, thank you very much again for taking the time and attending this session.

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