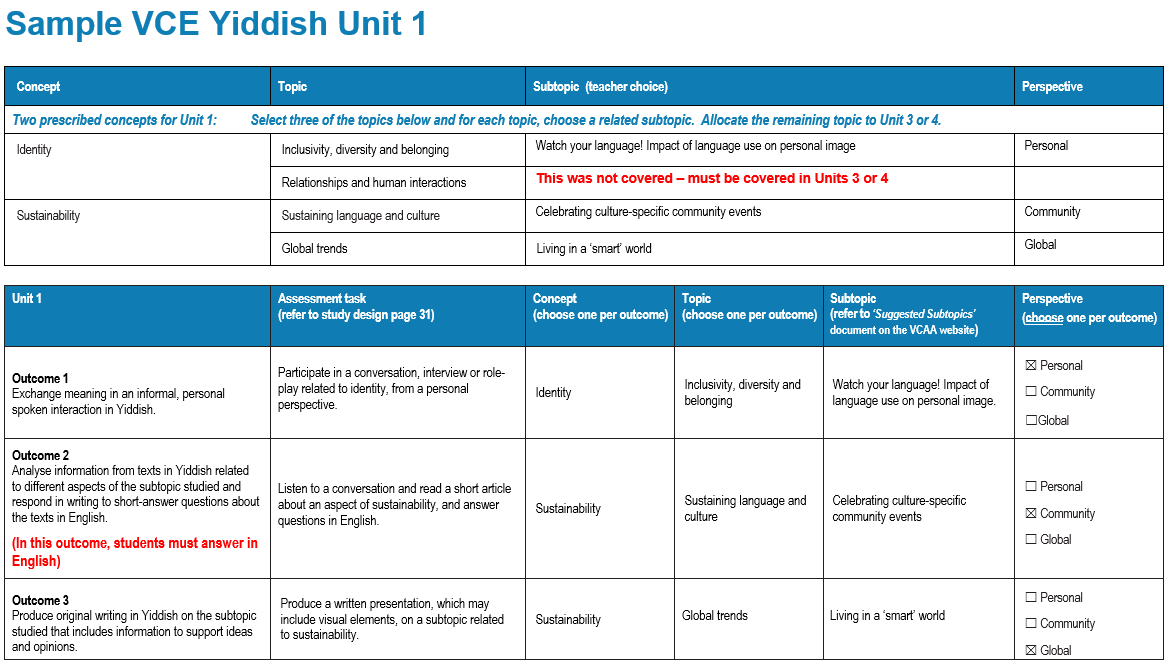
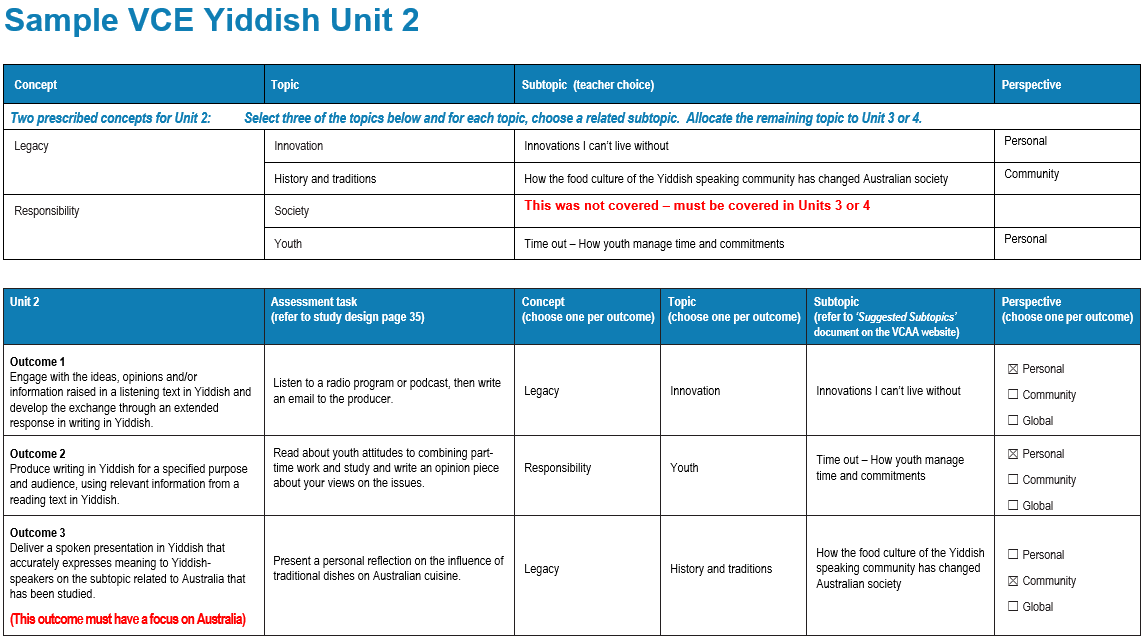
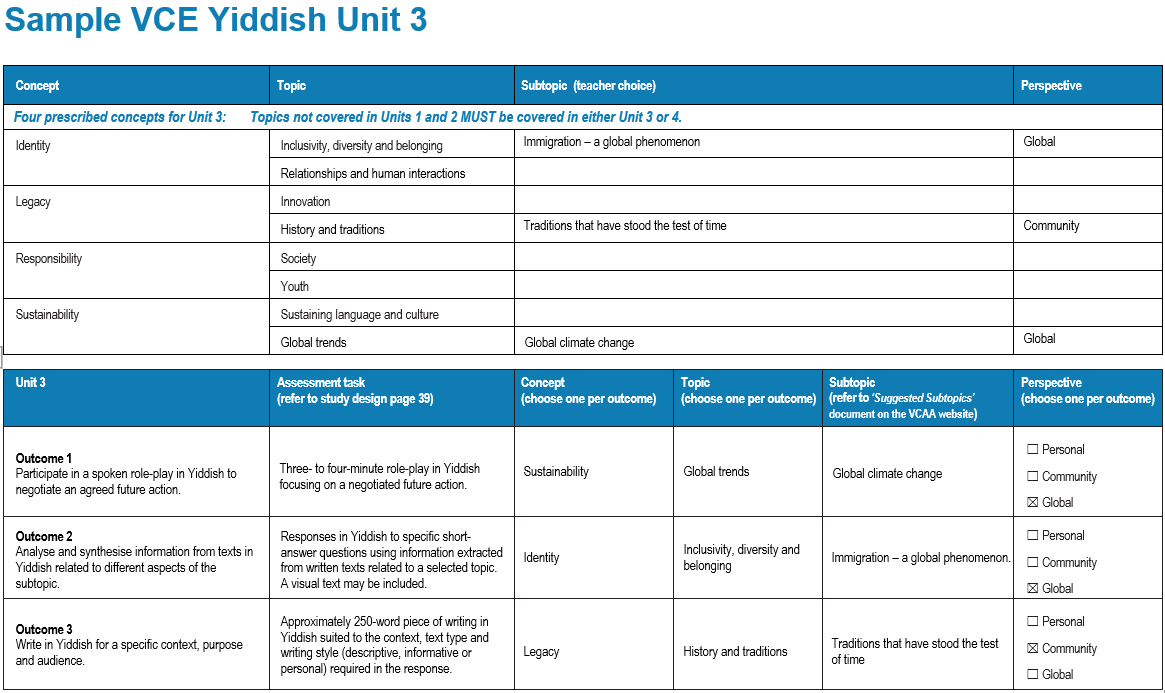
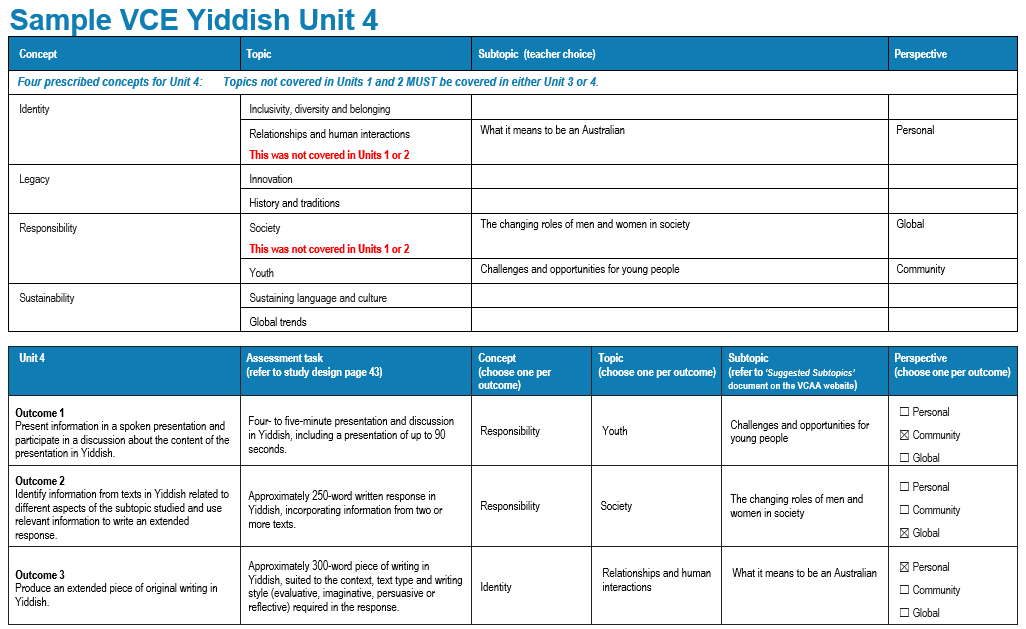
VCE Yiddish Units 1 and 2: 2024–2028; Units 3 and 4: 2025–2028

VCE Yiddish Planning Tool – SAMPLE

This sample illustrates one way of developing a program for VCE Yiddish. Please refer to the [study design](https://vcaa.edugate-cms.eduweb.vic.gov.au/Documents/vce/yiddish/2024YiddishSD.docx) for further information.







For further support, please refer to the [VCE Yiddish study page](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/yiddish/Pages/Index.aspx) on the VCAA website.

VCE Yiddish Unit 1 VCE Yiddish Units 1 and 2: 2024–2028; Units 3 and 4: 2025–2028

|  |  |  |  |
| --- | --- | --- | --- |
| Concepts and topics not covered in Units 1 and 2 must be covered in Units 3 or 4. Each of the concepts and topics must be covered at least once by the end of Unit 4.  All perspectives must be addressed over the two years of the study. | | | |
| Concept | Topic | Subtopic (Suggested subtopics on the study design page) | Perspective |
| *Two prescribed concepts for Unit 1: Select three of the topics below and for each topic, choose a related subtopic. Allocate the remaining topic to Unit 3 or 4.* | | | |
| Identity | Inclusivity, diversity and belonging |  |  |
| Relationships and human interactions |  |  |
| Sustainability | Sustaining language and culture |  |  |
| Global trends |  |  |

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| Unit 1 | Assessment task (refer to study design page 31) | Concept (choose one per outcome) | Topic (choose one per outcome) | Subtopic (refer to *‘Suggested Subtopics’* document on the VCAA website) | Perspective (choose one per outcome) |
| Outcome 1  Exchange meaning in an informal, personal spoken interaction in Yiddish. |  |  |  |  | * Personal * Community * Global |
| Outcome 2  Analyse information from texts in Yiddish related to different aspects of the subtopic studied and respond in writing to short-answer questions about the texts in English. |  |  |  |  | * Personal * Community * Global |
| Outcome 3  Produce original writing in Yiddish on the subtopic studied that includes information to support ideas and opinions. |  |  |  |  | * Personal * Community * Global |

VCE Yiddish Unit 2 VCE Yiddish Units 1 and 2: 2024–2028; Units 3 and 4: 2025–2028

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| --- | --- | --- | --- |
| Concepts and topics not covered in Units 1 and 2 must be covered in Units 3 or 4. Each of the concepts and topics must be covered at least once by the end of Unit 4. All perspectives must be addressed over the two years of the study. | | | |
| Concept | Topic | Subtopic (Suggested subtopics on the study design page) | Perspective |
| *Two prescribed concepts for Unit 2: Select three of the topics below and for each topic, choose a related subtopic. Allocate the remaining topic to Unit 3 or 4.* | | | |
| Legacy | Innovation |  |  |
| History and traditions |  |  |
| Responsibility | Society |  |  |
| Youth |  |  |

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| --- | --- | --- | --- | --- | --- |
| Unit 2 | Assessment task (refer to study design page 35) | Concept (choose one per outcome) | Topic (choose one per outcome) | Subtopic (refer to *‘Suggested Subtopics’* document on the VCAA website) | Perspective (choose one per outcome) |
| Outcome 1  Engage with the ideas, opinions and/or information raised in a listening text in Yiddish and develop the exchange through an extended response in writing in Yiddish. |  |  |  |  | * Personal * Community * Global |
| Outcome 2  Produce writing in Yiddish for a specified purpose and audience, using relevant information from a reading text in Yiddish. |  |  |  |  | * Personal * Community * Global |
| Outcome 3  Deliver a spoken presentation in Yiddish that accurately expresses meaning to Yiddish-speakers on the subtopic related to Australia that has been studied. |  |  |  |  | * Personal * Community * Global |

VCE Yiddish Unit 3 VCE Yiddish Units 1 and 2: 2024–2028; Units 3 and 4: 2025–2028

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| --- | --- | --- | --- |
| Concepts and topics not covered in Units 1 and 2 must be covered in Units 3 or 4. Each of the concepts and topics must be covered at least once by the end of Unit 4.  All perspectives must be addressed over the two years of the study. | | | |
| Concept | Topic | Subtopic (Suggested subtopics on the study design page) | Perspective |
| ***Four prescribed concepts for Unit 3: Topics not covered in Units 1 and 2 MUST be covered in either Unit 3 or 4.*** | | | |
| Identity | Inclusivity, diversity and belonging |  |  |
| Relationships and human interactions |  |  |
| Legacy | Innovation |  |  |
| History and traditions |  |  |
| Responsibility | Society |  |  |
| Youth |  |  |
| Sustainability | Sustaining language and culture |  |  |
| Global trends |  |  |

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| Unit 3 | Assessment task (refer to study design page 39) | Concept (choose one per outcome) | Topic (choose one per outcome) | Subtopic (refer to *‘Suggested Subtopics’* document on the VCAA website) | Perspective |
| Outcome 1  Participate in a spoken role-play in Yiddish to negotiate an agreed future action. | Three- to four-minute role-play in Yiddish focusing on a negotiated future action. |  |  |  | * Personal * Community * Global |
| Outcome 2  Analyse and synthesise information from texts in Yiddish related to different aspects of the subtopic. | Responses in Yiddish to specific short-answer questions using information extracted from written texts related to a selected topic. A visual text may be included. |  |  |  | * Personal * Community * Global |
| Outcome 3  Write in Yiddish for a specific context, purpose and audience. | Approximately 250-word piece of writing in Yiddish suited to the context, text type and writing style (descriptive, informative or personal) required in the response. |  |  |  | * Personal * Community * Global |

VCE Yiddish Unit 4 VCE Yiddish Units 1 and 2: 2024–2028; Units 3 and 4: 2025–2028

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| --- | --- | --- | --- |
| Concepts and topics not covered in Units 1 and 2 must be covered in Units 3 or 4. Each of the concepts and topics must be covered at least once by the end of Unit 4.  All perspectives must be addressed over the two years of the study. | | | |
| Concept | Topic | Subtopic (Suggested subtopics on the study design page) | Perspective |
| ***Four prescribed concepts for Unit 4: Topics not covered in Units 1 and 2 MUST be covered in either Unit 3 or 4.*** | | | |
| Identity | Inclusivity, diversity and belonging |  |  |
| Relationships and human interactions |  |  |
| Legacy | Innovation |  |  |
| History and traditions |  |  |
| Responsibility | Society |  |  |
| Youth |  |  |
| Sustainability | Sustaining language and culture |  |  |
| Global trends |  |  |

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| Unit 4 | Assessment task (refer to study design page 43) | Concept (choose one per outcome) | Topic (choose one per outcome) | Subtopic (refer to *‘Suggested Subtopics’* document on the VCAA website) | Perspective (choose one per outcome) |
| Outcome 1  Present information in a spoken presentation and participate in a discussion about the content of the presentation in Yiddish. | Four- to five-minute presentation and discussion in Yiddish, including a presentation of up to 90 seconds. |  |  |  | * Personal * Community * Global |
| Outcome 2  Identify information from texts in Yiddish related to different aspects of the subtopic studied and use relevant information to write an extended response. | Approximately 250-word written response in Yiddish, incorporating information from two or more texts. |  |  |  | * Personal * Community * Global |
| Outcome 3  Produce an extended piece of original writing in Yiddish. | Approximately 300-word piece of writing in Yiddish, suited to the context, text type and writing style (evaluative, imaginative, persuasive or reflective) required in the response. |  |  |  | * Personal * Community * Global |

VCE Yiddish Planning Tool - Checklist

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| Concepts and topics not covered in Units 1 and 2 must be covered in Units 3 or 4. Each of the concepts and topics must be covered at least once by the end of Unit 4. All perspectives must be addressed over the two years of the study. |

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| **Unit 1** | Concept | Topic | Perspective |  | **Unit 3** | Concept | Topic | Perspective |
| Identity | Inclusivity, diversity and belonging | Personal  Community  Global | Identity | Inclusivity, diversity and belonging | Personal  Community  Global |
| Relationships and human interactions |
| Relationships and human interactions | Personal  Community  Global | Legacy | Innovation | Personal  Community  Global |
| History and traditions |
| Sustainability | Sustaining language and culture | Personal  Community  Global | Responsibility | Society | Personal  Community  Global |
| Youth |
| Global trends | Personal  Community  Global | Sustainability | Sustaining language and culture | Personal  Community  Global |
| Global trends |
| **Unit 2** | Concept | Topic | Perspective | **Unit 4** | Concept | Topic | Perspective |
| Legacy | Innovation | Personal  Community  Global | Identity | Inclusivity, diversity and belonging | Personal  Community  Global |
| Relationships and human interactions |
| History and traditions | Personal  Community  Global | Legacy | Innovation | Personal  Community  Global |
| History and traditions |
| Responsibility | Society | Personal  Community  Global | Responsibility | Society | Personal  Community  Global |
| Youth |
| Youth | Personal  Community  Global | Sustainability | Sustaining language and culture | Personal  Community  Global |
| Global trends |