**Anne Fisher** - 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. The organisation of the content around Concepts, Topics, and Perspectives is one area of change. This presentation will provide information on how the content is organised, how it differs from the current CCAFL studies, and what to consider when designing content for your students.

 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. The framework has been developed through National collaboration and with input from people from all around the country. It includes only the essential structure, required content, and language-specific content. Each Jurisdiction takes this common material and develops courses or studies based on it. They each differ. However, the essential learning is the same for a particular language in all Jurisdiction. This allows students from any State or Territory to undertake the end-of-year examination with confidence.

The VCE study designs for each CCAFL language are based on the Framework. School-based assessment, including the Outcomes and tasks, are specific to the VCE. The Framework is not the same thing as the study design, but a VCE CCAFL study design includes all the elements of the National Framework, so when I refer to the Framework in this presentation, I'm referring to content that will appear in the VCE CCAFL study designs. The Framework includes Prescribed Topics aligned to overarching Concepts that allow students to engage with their interests and investigate a range of Perspectives through their learning. There's a strong emphasis in the curriculum on enabling students to talk about their own world and interests in addition to learning about places and cultures where the language is spoken in communities in Australia and across the world.

The Framework requires students to develop skills in moving between languages and cultures, which represents a move away from single language proficiency as in the past. Value is placed on multilingualism and multicultural perspectives required to function effectively in Australia and as global citizens. The Themes and Topics of the current Framework have been replaced with the Concepts, Topics, and Perspectives. There are four Concepts common to all CCAFL languages at this level. These are Identity, Legacy, Responsibility, and Sustainability. Each language has two Topics aligned to each of the Concepts giving eight Prescribed Topics per language. By studying the eight Prescribed Topics, the Concepts are covered in the learning programme. Please note that the Topics vary between languages, so be sure to check the Topics in the study design for your specific language.

Let's start by looking at the Concepts. The Concepts provide the content that students are expected to encounter through the Prescribed Topics. They allow personal, community, and global perspectives to be explored in the language and within the Australian context for language learning. All Concepts have to be studied over the two years of the senior secondary study of the language through the Topics in the study.

The study of Identity enables students to explore topics related to their personal world, to reflect on personal identity, to explore and communicate aspects of Australian society in culturally and linguistically appropriate ways. The study of Legacy allows students to consider how people and events influence change and how people respond to opportunities and challenges. The study of Responsibility enables students to investigate how people manage social responsibilities and influence decisions that affect individuals or groups within society. And the study of Sustainability provides students with the opportunity to explore topics with a focus on aspect of sustainability, including present and future lifestyles, the environment, and how language and culture can be sustained.

All languages have eight prescribed Topics, and these eight Topics are related to the Concepts. All eight Topics for a language are to be studied over the two years of the senior secondary study. The Topics are studied through subtopics chosen by the teacher. It's recommended that students study between eight and 12 subtopics over the two years of the course, and some subtopics may require greater depth of treatment than others. Over the study, there must be opportunities for students to study one or more subtopics with a focus on Australian content as this is part of the Framework and therefore, the VCE study designs. This Australia content may be related to aspects of the Australian way of life, or to the environment, or sport, art, or other areas of interest. It may involve explaining something familiar to an Australian individual, to a speaker of the language, such as reflecting on life on an Australian dairy farm.

It may include content that asks for comparisons on an aspect of society in Australia with another society, such as how the elderly are respected, when you can learn to drive, or the quality of public transport. There are many possibilities and including Australia content recognises the important opportunity for students to express ideas about their lives and interests to others through the language. A document, Ideas for Subtopics, will be available in support materials on the VCAA website to assist teachers to come up with their own ideas for subtopics. The Perspectives are similar in scope to the current CCAFL Themes. However, they're not used as course organisers. This means that teachers can decide which Topics can be addressed best from which Perspective as they develop their learning programmes. Topics and associated subtopics that could involve really complex grammar and vocabulary for this level, if studied in depth or theoretically, can be made accessible by taking a personal or community perspective.

For example, a subtopic such as recycling could focus on what individuals can do to recycle. This would be a personal perspective rather than the processes of recycling in a global perspective. This flexibility can make the required language learning more manageable for students. Concepts are studied through Topics, and the Topics are studied through subtopics and perspectives and suitable language chosen by the teacher. This is the example provided in the Framework in the study design's Any Ideas for Subtopics support materials. Teachers are encouraged to be creative, imaginative, and to think broadly about subtopics they can use in class with their students. It would be expected that only one of these would be used in a programme of teaching and learning so that a whole range of different subtopics can be covered in the course.

The Ideas for Subtopics document I've been referring to is a support document to assist teachers to develop suitable subtopics for their students and to address the curriculum. It includes eight example subtopics aligned to each concept on each topic. The example subtopics are not intended as a tick list, and there is no expectation that all subtopics there will or can be studied in two years. They're offered as examples only to inspire ideas for other suitable subtopics. Many of them are generic and teachers may wish to include some subtopics that focus more directly on the language-speaking communities and cultures or topics of particular interest to their students. The document, Ideas for Subtopics, also includes advice and a checklist for selecting suitable subtopics aligned to the Topics, and a checklist for ensuring the subtopics in combination meet the needs of the two-year course.

The example subtopics provided in these slides relate to the four Topics that are common to all languages. This example is taken from the Ideas for Subtopics presented in Punjabi. The examples for other languages will include reference to those languages instead of Punjabi in the fourth dot point above. This approach is designed to be clear about what is prescribed content and what is open to teacher choice.

I hope this presentation has been helpful. Please check the VCAA website for further information and support materials as it becomes available.

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