**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 the current CCAFL courses. One of these differences is the Resources document developed to accompany individual CCAFL language study designs.

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 main difference between the current CCAFL Resources and the new Resources document for each language is that the new resources don't try to list all the resources that teachers might use. They provide information and guidance to teachers for finding good resources themselves. This gives much more flexibility for teachers in the selection of subtopics and also encourages teachers to seek contemporary up-to-date materials from a range of sources and media. However, language-specific information is provided for dictionaries that are suitable for the student use in the end-of-year examination. The remaining information in the document is generic and applies to all VCE CCAFL languages.

So, let's have a look at each part of the document. Dictionaries suitable for end of year examinations are specified as any printed monolingual and/or bilingual dictionary in one or two separate volumes. In class, students will use other dictionaries and sources of vocabulary presented in a range of media. The use of dictionaries is part of a range of strategies that students can apply when, for example, mediating between languages, reflecting on language use, understanding the context for language use, understanding language as a system, or understanding the limitations of resources and technologies. Successful use of dictionaries and translation technologies require students to understand the characteristics of vocabulary and how it's presented in reference texts.

The next section of the Resources document provides ideas for the types of reference materials teachers can locate and use. These resources might be reference materials just for use by the teacher in preparing teaching and learning activities, or they may be texts for use by students in studying a particular Topic and subtopic. This slide shows a screenshot of the beginning of this section, but there are many more sources of suitable resources and new technologies mean that this list will continue to grow over time.

The next section includes detailed information about things that teachers should consider when selecting both subtopics and the resources to support their study. Knowing the requirements of the study design underpins all of these choices. Students need to engage with the Prescribed topics through subtopics and have opportunities to engage with the content of the curriculum and the requirements of the Outcomes and tasks.

Unsuitable subtopics and resources are obviously to be avoided, and there's guidance about what these might include. It's more than just being age appropriate. The more text types and writing styles that students see modelled in spoken and written resources, the better equipped they will be to address the requirements of classwork, assessment tasks, and examinations. Teachers are advised to always check resources before using them with students to make sure that they are suitable for use with students but also to ensure that they're suitable for the activities that they aim to support.

Detailed information on how to go about about implementing these steps is provided in the Resources document for each language found on the VCAA website. There's a common set of guidelines for developing the end-of-year written examination for CCAFL languages, which is consistent across all jurisdictions and consistent with the general requirements for developing any written examination. Jurisdictions are careful to follow these guidelines when developing examinations. They are provided here in summary form to give teachers an idea of the characteristics of texts that students can expect in examinations. This may also be useful guidance for teachers when deciding texts for use in class and for assessment tasks.

This slide represents a very brief overview, but more detailed information is provided in the Resources document for each language that will appear under support materials for each language on the VCAA website. I hope this information has been helpful in explaining the new approach to resources and the advice provided for teachers in the resources document. More information will be provided in Support materials on the VCAA website under each language as this material becomes available.

Thank you so much for reviewing this presentation.

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