CCAFL Renewal Project

The CCAFL study designs that teachers are to use from 2024 contain new terms. The purpose of these changes to the terminology is to achieve a common understanding of the terms used across all the CCAFL study designs.

Frequently asked questions (FAQs)

What are concepts, topics and perspectives?

The *themes* and *topics* of the previous study designs (prior to 2013) have been replaced with *concepts, topics* and *perspectives*. Concepts provide the content that students are expected to encounter through the prescribed topics. They allow students to explore personal, community and global perspectives in the language and within the Australian context for language learning. More information regarding perspectives can be found further on in this document.

During the course of the two years of the senior secondary study of the language, all the concepts should be studied through the topics. The topics are to be studied through subtopics, which are chosen by the teacher. More information regarding subtopics is provided below.

Please refer to the **Terms used in the study** document for further information.

How many concepts and topics do I need to teach?

There are four concepts common to all CCAFL languages and two prescribed topics associated with each concept. Topics are provided in the study and vary between languages, so please ensure that the topics being taught are those from your specific language study design. Over the two years of the course, students will study a total of eight topics and these will be through subtopics chosen by the teacher.

Why is the grammar section in the revised study design different from the previous study design?

One area where a different approach has been taken is the Grammar section. The grammar is presented in a table that includes language structures. Language structures include the grammatical items nominated for study at senior secondary level, as well as sub-elements that give more detail. These are not necessarily the only grammar structures that students will learn. The Grammar section is not a substitute for grammar lists or reference texts.

Where are the subtopics?

The subtopics can be found in the **Support materials** section of the specific language study page on the VCAA website.

The **Ideas for subtopics**is a support document to help teachers develop suitable subtopics for their students.

The document **Ideas for subtopics** includes eight examples of subtopics aligned to each concept and topic. It is not necessary to teach all eight subtopics; indeed it is not possible to teach them all over the course of study. They are ideas provided to help teachers choose suitable subtopics and teachers can use them as they see fit.

In order to help teachers develop their teaching and learning program, the document also provides advice,
a checklist for selecting suitable subtopics aligned to the topics, as well as a checklist for ensuring that the subtopics in combination meet the needs of the two-year course.

What are visual texts?

Visual texts include a wide range of texts, such as films, cartoons, photographs, posters, artworks, maps and many more. Care must be taken when selecting visual texts for school-based assessment tasks to ensure that the information required in the student response is located in the visual aspects of the text. Please refer to the **Terms used in this study** for more information.

How many Outcomes and assessment tasks are there?

Each unit from Unit 1–4 has three areas of study. Each area of study in each unit has an outcome and assessment task. There are three assessment tasks in each unit of work.

Do students have to study a subtopic from all perspectives?

No. When considering subtopics, teachers need to ensure that a range of perspectives are included across all the subtopics, but not within one subtopic. Students should be able to address subtopics that focus on a personal perspective, as well as subtopics with a community perspective or global perspective. Teachers can decide which topics and subtopics can best be addressed, and from which perspective, as they develop their teaching and learning program.

Which writing styles should I focus on in this study?

Students need to be familiar with a range of writing styles (personal, informative, descriptive, evaluative, reflective, persuasive and imaginative; individually or in combination). Teachers must ensure that students are given opportunities to produce writing in all of these styles during the course of the study.

Where are the tasks for Unit 1 and Unit 2?

There are no prescribed tasks for Units 1 and 2. VCE study designs do not prescribe tasks at the Unit 1 and 2 level. The study design provides a list of suitable tasks from which teachers may select; however, these are only suggestions and teachers may develop their own tasks for assessment in Units 1 and 2. Only one task is required for each outcome.

Can any of the assessment tasks be answered in English?

There is only one assessment task that can be answered in English and that is in Unit 1 Area of Study 2. All other assessment tasks must be answered in the language being studied.

Where can I include Australian content in a teaching and learning program?

Unit 2 Area of Study 3 focuses on an Australian topic. However, throughout the study some other opportunities must be provided for teaching Australian content. These may be related to aspects of the Australian way of life, environment, sport, art or other areas of interest.

Inclusion of Australian content recognises the important opportunity for students to express ideas about their lives and interests to others through the language.

Where can I find the detailed study?

There is no detailed study in the revised VCE CCAFL studies, so the detailed study is no longer a requirement of the teaching and learning program.

Where is the *Advice for teachers* information?

The **Support materials** for teachers is a separate publication on the VCAA website. (This replaces the previous *Advice for teachers*.)Please visit the home page for the language you are teaching to find support materials, which include ideas for subtopics as well as resources to assist teachers when developing their teaching and learning program**.**

How can I use the Resources document?

The new **Resources** document does not list all the resources that teachers might use over the course of the study. It provides information and guidance to teachers for finding good resources themselves. Teachers are encouraged and guided to find contemporary, up-to-date materials from a range of sources.

Where can I find more information?

Please look at the recordings on your study page on the VCAA website for more information regarding the revised CCAFL study designs. These recordings are short and target specific areas of the study design including the terminology, grammar, concepts, topics and perspectives. The recordings will be added to in the future to help teachers with their understanding of the revised CCAFL study designs and assist them in developing their teaching and learning program.