**[Catherine Bryant – Languages Program Manager]:** So, as you can see on this slide, we have 12 Second Languages. They were reviewed by the VCAA in 2017, and they were implemented in 2019 at unit one and two level and then they were implemented this year at units three and four for the first time. As Maria mentioned, the accreditation period for all of the study designs were extended by 12 months. So if you do have a copy of the study design hovering around at home, the printed out version or at the office, do just be careful to make sure that you're using the one that's downloaded from the website because the dates have been updated.

Okay, so just to take you through briefly some of the features of the revised Second Language studies. The Advice for Teachers now appears as an online document. It's no longer in the back of the study design itself, as it used to be. You can find the Advice for Teachers for each of those via the study page. So the main study page has a link to the Advice for Teachers. There used to be an Assessment Handbook for each of those studies. So that has now gone. That's a big change for VCE studies, actually. The Advice for Teachers really essentially replaces that document. If you look at the Advice for Teachers that's where you'll find the performance descriptors, that's where you'll find suggestions for developing a teaching and learning progression. It's also got information about text types, about kinds of writing and things like that.

Exam specifications are now no longer in the back of the study design as they used to be. They are located on the study page. So there's a link that will take you to that. We took some features of the revised VCE Second Language studies.

Viewing has been included now. And it's really just to recognise that, that these days when we're all spending so much time viewing images and looking at things and videos as part of our daily life so that's been included. Assessment tasks for units one and two are to be to be devised by the teacher. In the previous study designs there was a prescribed task in units one and two, but it will no longer be. You'll see a list of suggested tasks that you are welcome to choose from for units one and two but you don't have to choose those, use the ones that are, they're suggestions only. But if you are developing your own task you do need to make sure that it's addressing the key knowledge and the key skills of the outcome.

The key knowledge and the key skills for each area of study are in separate lists. They used to be bundled together. And then of course the detailed study is no longer an element of VCE Second Language studies. So if we talk a little bit more about viewing. There's a statement in the study design that says, "For the purposes of this study viewed text may include photos, pictures, posters, films." You don't need me to read out all of that, I would just wanted to point out that study design may include those things. So you might through all of the resources that you're gathering up for your students, you might find other viewed things, other texts that aren't included on this list, that would also be a suitable thing. The other thing I just wanted to mention that, it doesn't always have to be a film. But if a film or showing a film or film clip or a documentary or something is problematic because of technology or time or it would be difficult, you don't always have to show students a film. If you're looking for a viewed text, it could simply be, I would put a picture or a poster or a photograph or something like that. So just bear those things in mind.

Okay, so the Second Languages now talk about cultural products or practices and they're included as part of some of the assessment tasks and the SACs. They can be drawn from a diverse range of texts, activities, and creations. Again, in study design it says, "cultural products and practices may include," and then there's a list of things that they may include. But again as a teacher I'm sure that you're an expert of the particular language and you might be able to think of other relevant cultural products or practices that would be really engaging for your students that aren't exactly included in that list. So that's just a useful thing to know, that list is not exhaustive.

In each area of study in the Second Languages, it has interpersonal communication, interpretive communication, presentational communication. Interpersonal communication could be happening in a written form or it could be verbally. So could the others. When you look at the outcomes you'll see they reflect those areas of communication.

Okay, so for the VCE Second Languages, the examination structures, there's two exams. There's an oral exam which is approximately 15 minutes long. There's a written exam, two hours and 15 minutes reading time. There's a link there. This is the same link actually that Maria mentioned earlier. And this is a great page because it's full of really useful things to do with the examination studies, past exams there. But you'll also find there the exam specifications for the two exams. You'll find a sample exam for the written exam. For the oral exam, VCAA developed four little videos that explain what happens with the oral exam. The 2020 exams will go up there shortly. And that's also where you download, you can download that Chief Assessor's report, the one that Maria was talking about earlier. So that's a useful page just to know about.

So this now applies to all of the VCE studies not just the Second Languages but the First Languages and the CCAFL and all of the other VCE language studies. Actually it applies to all kinds of teaching in all subject areas really. And we talk about these things called assessment principles. And this is a really useful thing to think about when you're designing your own assessment tasks. They're very common sense sort of rule of thumb. It doesn't only apply to VCE. This would be a useful thing to think about with all of your teaching actually.

When we say assessment should be valid and it should be reasonable, we really mean that when you're setting up your assessment task or your SACs, which really should provide clear instructions to the students. So you're going to have a cover page and it's going to explain everything that they need to do very clearly. You're also going to make sure that the assessment task is assessing the key knowledge and the key skills for that particular outcome. And that you're not assessing anything beyond the scope of that outcome or beyond the scope of that study design.

When we talk about assessment being equitable, what we mean is it's not going to privilege or disadvantage any particular student because of who they are, where they are, or their socioeconomic status or their geographical location or anything like that. An example might be if it's setting up an assessment task and the student has to talk about a particular experience that they've had, an imaginary experience, it's important to think about the students in the room. So if some students have actually had that experience and that would give them an advantage, that would be unfair to the others that wouldn't have had that experience, wouldn't be able to draw on that so just think about those types of things when you're setting up your SAC task.

When we say assessments should be balanced, what we mean is that across the units, one to four, you're going to, wherever possible, provide a range of opportunities for students to show what they can do. So you're not always going to be doing exactly the same kind of assessment. The study design has that built into it. The study design tells you what kind of tasks you should be doing, you need to be doing.

And then the last thing is assessment should be efficient. So what this means is that you're going to avoid over assessment. So when you're setting up your SAC tasks they shouldn't be generating workload problems for students, so they shouldn't be generating stress. It should be possible for a student to complete that in a normal amount of time without being inefficient. There's a link there. If you would like to know some more about assessment principles, then you're welcome to download that.

So back to now some more support documents that are there for you. So if you're teachers of First Languages and CCAFL or if your study still have an assessment handbook and this is a really useful resource. It's not available anymore for Second Languages because that was phased out however for teachers of First Languages and CCAFL that's where you would find things like performance descriptors. You'll find advice about setting up some tasks and how to design tasks. So that again, it's available on your particular study page.

Okay, another resource it's really useful to know about is the VCE and VCAL Administrative Handbook. But if you've got questions about things to do with VCE policy and processes, if you need more information about authentication, if you need more information about moderation, on what is meant by satisfactory completion, all of these things, have a look in the VCE and VCAL Administrative Handbook. You'll see that it's got a date on it, 2020, so that's updated annually. So again don't use an old version that's hanging around, Make sure you're using the relevant version from that year. Sorry again, get it from the website. Don't rely on an old copy. Also, if you have any questions about these sorts of things you should always go to your VCE coordinator or your principal because they can help you to make sense of what's in the VCE and VCAL Admin Handbook, if you need guidance or if you want, you're needing questions answered, things like that.

So this is something we need to let you know about really. So from 2021 on, so for next year on, the VCAA's introduced a new policy for enrolment in these particular languages that you can see showing there on the screen. I'm not going to read out those ones to you. And then there is an additional language that will be joining this group in 2022 and that's Bengali. What it means is that for students to enrol into those particular languages they need to declare their status as a First Language Learner or a Second Language Learner and they need to complete a declaration to do that. There'll be information about that on the website. And that's again something that you can find more information about from there. And again talk to your VCE coordinator or principal if you have questions about that one.

**[Kylie Witt – Languages Unit Manager]:** So first of all, I'd like to thank again Catherine and Maria, in case we get right up to the wire at the end of it all. When you need help, the first place of course is the VCAA website. That's where the latest version of everything is posted. That website is regularly updated. And as Maria said, you need to make the study design your best friend. Catherine has also outlined a whole range of other parts of the website that you need to explore. So make a point of doing that. Make a point of subscribing to the bulletin as Maria suggested so that you get regular updates. And again, you get reminders when things change, you get word of additional webinars such as this one. The three of us can help you by email. So once you have this slide set emailed back to you, our details were on slide four our phone numbers and our emails.

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