Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

Designed to support courses based on the CCAFL Framework (2021)

VCE Macedonian

Support materials – Resources

This information is designed to provide guidance for teachers on how to locate suitable resources for teaching, learning and internal assessment associated with the CCAFL Framework (2021) and language studies based on it.

Dictionaries

The following dictionaries are suitable for the study of Macedonian and for use in the end-of-year external written examination:

* Hill P, Mircevska S and Windle K (eds) 2016, *Routledge Macedonian-English Dictionary*, Taylor and Francis, Canberra
* Murgoski Z 2006, English Macedonian and Macedonian English Dictionary (Anglisko Makedonski i Makedonsko Angliski Recnik), Zoze Murgoski, Skopje
* Murgoski Z 2005, Dictionary of the Macedonian Language (Recnik na Makedonskiot Jazik), 1st edn, Zoze Murgoski, Skopje

Other resources for use with studies based on the CCAFL Framework (2021)

Useful resources for a teaching, learning and assessment program include resources suitable for student use and reference materials for teacher use, such as:

* course books that include texts or learning that reflect the aims and requirements of the CCAFL Framework (2021) and studies based on it
* grammar and writing guides
* journals and periodicals
* language-specific social media posts, podcasts, and news, radio, television or other programs
* films and documentaries
* library resources
* listening, reading and visual texts
* literature from the language and readers in the language
* materials from organisations and associations that provide publications in the language, such as embassies, teacher associations and community groups
* support materials published by the curriculum and assessment authority in your jurisdiction to accompany the study
* teacher resources providing information on grammar, language, culture and teaching and learning activities
* websites.

Selecting suitable resources

The following advice aims to assist teachers to locate suitable resources for the teaching and learning program for their students. Teachers should:

1. Be familiar with the language requirements and content of the study

Teachers should note that students are expected to:

* engage with subtopics related to the prescribed topics
* have opportunities to engage with the learning objectives and content of the curriculum
* encounter contemporary language
* access modern content and forms of information
* encounter resources that suit the language expected for this level of learning.

2. Avoid unsuitable subtopics and resources

Teachers must avoid subtopics and resources that:

* may cause distress to individuals or groups of students
* present disrespectful or discriminatory content
* present controversial or contentious content
* condone or glorify unlawful behaviour.

A broad range of subtopics may be used in classwork, and all the subtopics, and the resources to support them, must meet these standards.

In addition, teachers should avoid resources that:

* contain inappropriate language, violent content or sexual content. Particular care should be taken with websites that include advertising when providing links for students to use independently
* require students to subscribe or provide personal information for access.

Teachers should select only those texts or parts of texts that meet the standards outlined here.

Subtopics that do not meet these standards are also avoided in end-of-year external examinations. More information on content standards in written examinations is provided under *Content standards for written examinations,* below.

3. Provide a variety of resources in teaching and learning

Teachers should seek to use a variety of resources that provide information for teaching, or texts that can be used for student learning.

It is important to expose students to a range of modelled language, including:

* a variety of spoken, written and visual text types
* language with different levels of formality and for different contexts, purposes and audiences
* examples of different styles of writing and language use, including descriptive, evaluative, imaginative, informative, personal, persuasive and reflective writing and language use, individually or in combination
* language used in a range of media.

4. Review texts before using them with students

Teachers should ensure that each resource presents:

* information on subtopics directly related to the prescribed topics of the study
* suitable content for students (see above)
* accessible language for students at this level
* suitable stimulus texts for the tasks required in coursework and/or preparing students for examination tasks. For example:
* Student analysis of language (analysing language) requires language input presented in listening or reading texts.
* Texts used to stimulate an exchange or response (interacting in the language) require content for students to respond to. For example, an email may invite comment, or confirmation of arrangements.
* Visual texts are unsuitable for language analysis tasks, but may be suitable for engaging with cultural understanding or providing complementary information on a subtopic.
* Resources may provide combinations of listening, reading and/or visual stimuli. This may be useful for particular tasks, but unsuitable for others where overlapping information may make it difficult to identify the source(s) of information in a student response.

Content standards for written examinations

In an examination environment, contexts that may inadvertently cause anxiety, distress or offence or that might relate to a distressing event in a student’s life are avoided. Texts that present disrespectful, discriminatory, controversial or contentious content are also avoided.

In addition, written examination setting and vetting teams are sensitive to subtopics or questions that, although not directly discriminatory or distressing, may pose problems. For example, care is taken to avoid:

* advantaging, disadvantaging or prioritising one gender, community, religious group or socioeconomic group
* cultural, social and gender stereotypes
* contexts, subtopics and questions that may be perceived as promoting an opinion or perspective that may cause offence or be politically controversial
* subtopics and events that may offend or distress a section of the community (and events that may have ramifications for community members), for example, a natural disaster or a social or community tragedy
* real people’s names, business names, products and advertisements.

Care is also taken to use correct and appropriate terms when referring to specific communities. For example, if referred to in relation to their specific location, Aboriginal communities are referred to by their language group, not in general terms such as Australian First Nations Peoples or First Nations Australians.