The revised VCE Second Language study designs (2019-2023)

Community Languages Victoria
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VCE Languages reviewed

The Victorian Curriculum and Assessment Authority has now completed a review of twelve VCE Second Language studies:

Arabic	Indonesian Second Language
Chinese Second Language	Italian
Chinese Second	Japanese Second
Language Advanced	Language
French	Korean Second
	Language
German	Spanish
Greek	Vietnamese Second Language





VCE Languages reviewed

All twelve reviewed study designs are now available on the Victorian Curriculum and Assessment Authority website







Where to find the revised Study Design





What are you looking for today?



All twelve revised study designs are available on the Victorian Curriculum and Assessment Authority (VCAA) website

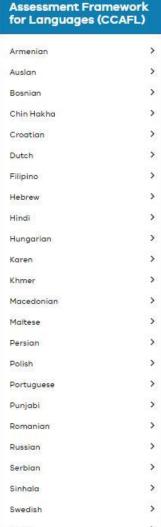




Where to find the revised Study Design







Collaborative

Curriculum and





Staged Implementation

 Units 1 and 2 of the new study designs have been implemented in 2019

 Units 3 and 4 will be implemented in 2020

 The accreditation period for these studies will be 2019-2023





- Online Advice for Teachers (AFT) documents have been devised for all 12 languages
- The Advice for Teachers replaces the current Assessment Handbook
- Exam specifications and sample SACS will no longer be in study designs



- Structure builds on the concepts and terminology in the Victorian Curriculum F-10 to allow a clear transition
- Viewing included as 5th macroskill
- Assessment tasks for Units 1 and 2 to be devised by the teacher
- Key knowledge and key skills for each area of study are in separate lists.





School-assessed coursework

Units 1 & 2

3 assessment

tasks per unit

Schools report results

to the VCAA: Only S/N

Responses in E&SL for Unit 1 Outcome 2

<u>Units 3 & 4</u>

3 SACs – Unit 3

3 SACs - Unit 4

Report results to the

VCAA: S/N and marks

No SAC responses required in English





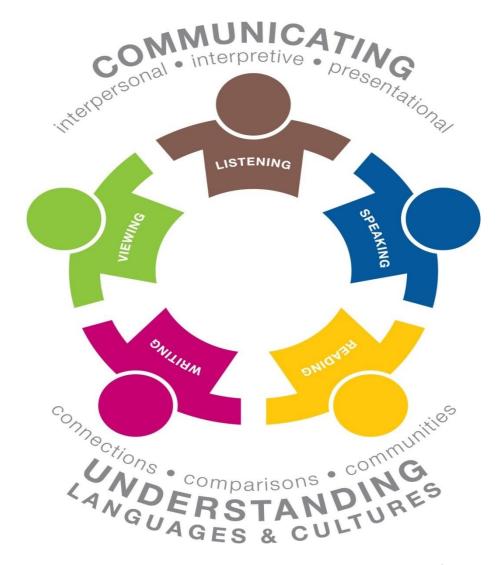
Each study design sets out

- Prescribed themes and topics for the specific language and culture/s
- Suggested subtopics
- Text types students can be expected to produce
- Styles of writing personal, imaginative, persuasive, informative and evaluative
- Grammar list





Cross-study specifications – common to all languages







- Viewing included as 5th macroskill
- "For the purpose of this study, viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations or maps related to the subtopic." Text types, pg. 12.





Students are required to study and analyse "cultural products or practices" as part of some assessment tasks and SACS.

 "Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals." Communities, pg. 10.





Three Areas of Study in each unit

Interpersonal communication

Interpretive communication

Presentational communication

The outcomes for each unit reflect these.





In Unit 3

 Students participate in a role play to negotiate a solution to a personal issue

- Students respond to texts
- Students express ideas in personal, informative or imaginative writing





Unit 3 - Outcomes	Marks	Assessment tasks
Outcome 1 Participate in a spoken exchange to resolve a personal issue	20	A three- to four-minute role-play, focusing on negotiating a solution to a personal issue
Outcome 2 Interpret information from texts and write responses	15	Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic
Outcome 3 Express ideas in a personal, informative or imaginative piece of writing	15	An approximately 250-word personal, informative or imaginative piece of writing
Total marks	50	
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In Unit 4

- Two SACs in Unit 4 can be on the same subtopic
- There are three separate SACs two of which require analysis of chosen aspects of culture
- Students produce a piece of evaluative or personal writing on an issue (SAC 3)





Unit 4 - Outcomes	Marks	Assessment tasks
Outcome 1 Share information, ideas and opinions in a spoken exchange	20	A three- to four-minute interview providing information and responding to questions about a cultural product or practice
Outcome 2 Analyse information from written, spoken and viewed texts for use in a written response	15	An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts
Outcome 3 Present information, concepts and ideas in evaluative or persuasive writing on an issue	15	An approximately 300- word evaluative or persuasive piece of writing
Total marks	50	
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- Chinese Second Language (CSL) and Chinese Second Language Advanced (CSLA) are in separate study designs
- Character list for CSL has 440 characters
- Character list for CSLA has 618 characters
- No translation tasks in VCE Chinese studies
- In Japanese Second Language (JSL) there is now only one list - prescribed Kanji





External Exams

Oral Examination approximately 15 minutes

Written Examination
2 hours plus 15 minutes reading time.

Sample exams will be provided for all twelve studies





For ongoing information



Home > News and events > Bulletins and updates > VCAA Bulletin > 2019 > VCAA Bulletin No. 49 - June 2019

VCAA BULLETIN NO. 49 - JUNE 2019 **FEATURE ARTICLE**

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