

School based assessment for Unit 3 and 4 VCE Chinese

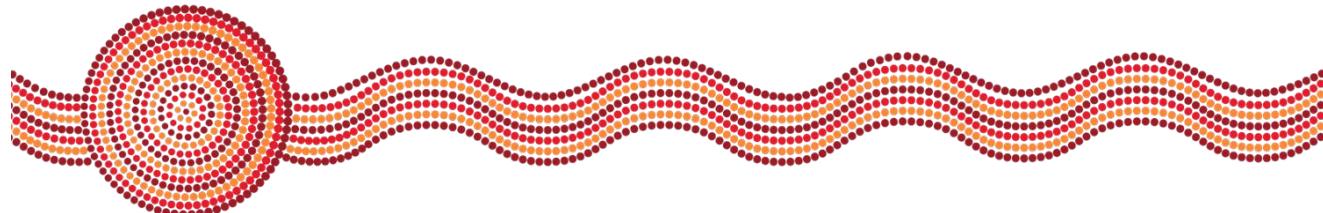
2023 Victorian Chinese Language
Teachers Training Symposium

Presenter: VCAA Languages Unit
19 May 2023

Acknowledgement of country

Our conference is being held on the lands of the Kulin Nations and I wish to acknowledge them as the Traditional Owners of this land.

I would also like to pay my respects to their Elders, past and present, and Aboriginal Elders of other communities who may be here today.

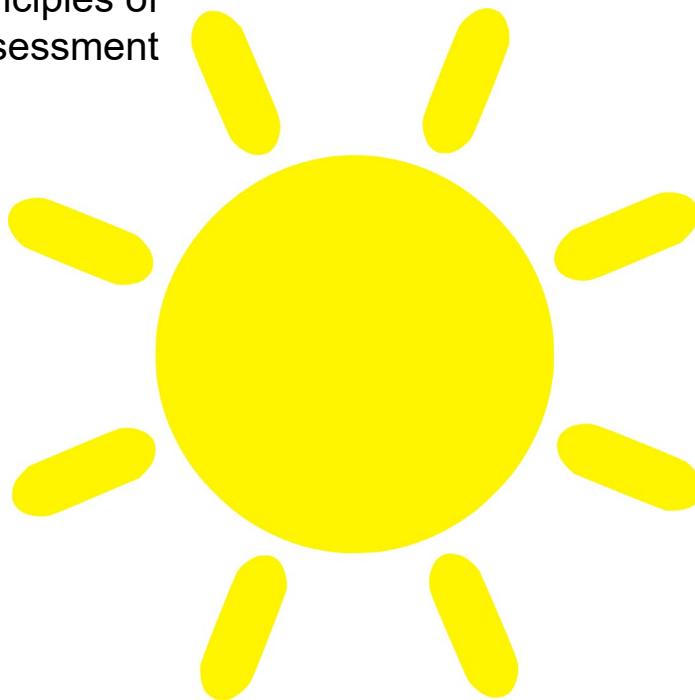


Purpose

- Assist teachers to design and deliver VCE programs that are in accordance with the requirements of the Chinese Study Designs.
- Unpack the VCE assessment principles in relation to developing compliant SAC tasks
- Provide a brief guide to VCAA supporting documents

What do I need to consider to set tasks?

Principles of
assessment



VCE Assessment Principles

Assessment should be:

- valid and reasonable
- equitable
- balanced
- efficient.



<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx>

VCE Assessment principles

Valid

- fair and reasonable
- designated task type
- conducted under fair conditions for all students
- clear instructions included

Equitable

- accessible to all students
- doesn't privilege or disadvantage certain groups of students
- tasks are comparable in scope and demand

VCE Assessment principles

Efficient

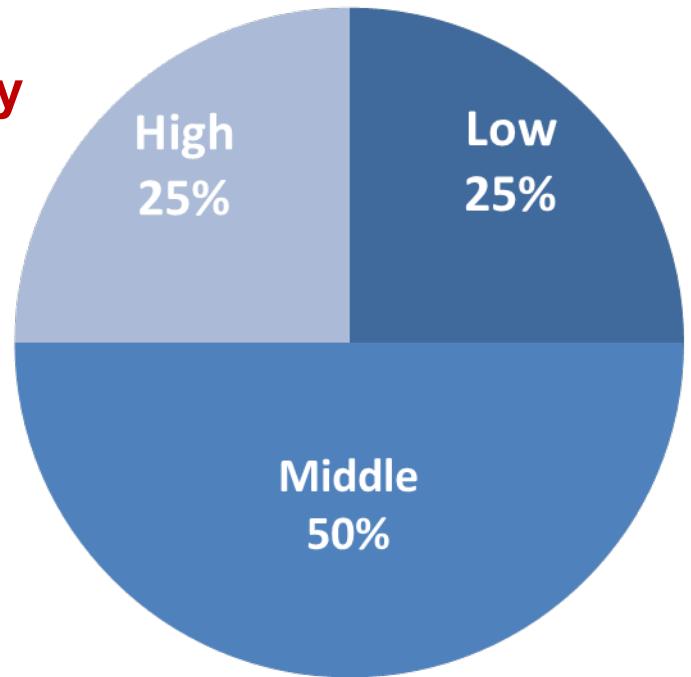
- minimum number of assessments set
- minimise undue workload/stress on students
- avoid under or over assessment of the outcome
- completed within a limited timeframe
- part of the regular teaching and learning program

Balanced

- variety of task types used
- variety of conditions used
- allow students to demonstrate different levels of achievement
- suitable criteria, descriptors, rubrics or marking schemes used
- outcomes, key knowledge and key skills are assessed

Tips for developing a School-based Coursework (SAC) task

-  **25-50-25 rule of thumb**
 - **high / medium / low level of difficulty**
- **multiple entry points**
 - accessibility
- **differentiate**
 - extend the top end



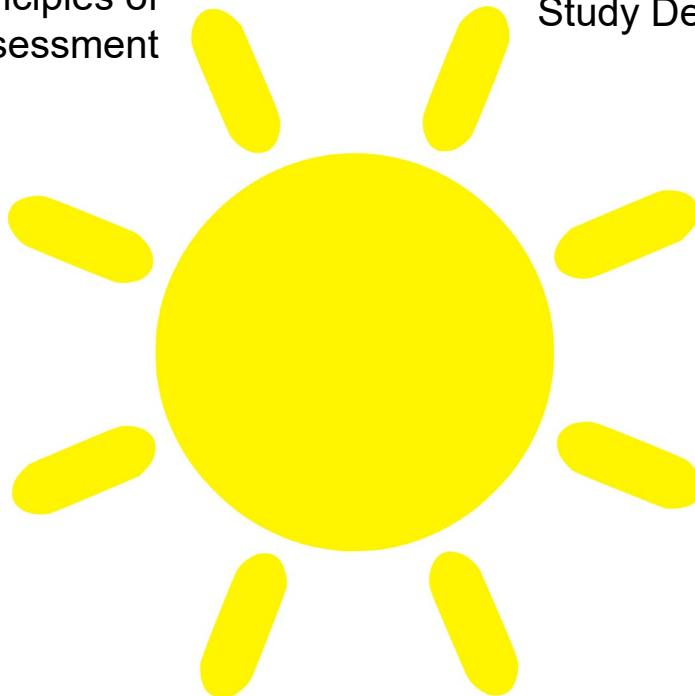
Tips for developing a School-based Coursework (SAC) task

- Ensure appropriate **depth** in assessment of key knowledge, key skills, outcome statements and unit introduction
- content and context of the task must provide **opportunity for achievement of highest level of performance**
- assessment is **appropriate and understandable** for the student cohort
- place **easier items earlier** in the task where possible
- make sure the **typical student** can finish the SAC in the time available
- **wording /language** is clear and appropriate for VCE students
- reflect **terminology** in study design

What do I need to consider to set tasks?

Principles of
assessment

Study Design



Study design



Terminology

- **Areas of Study**
- **Introductory statement**
- **Outcome statement**
- **Key knowledge and key skills**
- **Suggested tasks (Units 1 and 2)**
- **Task statements (Units 3 and 4)**
- **School-Assessed Coursework**

Unit 1

VCE Chinese Second Language
Units 1 and 2: 2019–2027; Units 3 and 4: 2020–2027
26

Unit 1

In this unit students develop an understanding of the language and culture/s of Chinese-speaking communities through the study of three or more topics from the prescribed themes listed on page 12. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Chinese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

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. Students apply acquired knowledge of Chinese culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 10–11 of this study design.

Area of Study 1

Interpersonal communication

In this area of study students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in Chinese on a selected subtopic.

Students consider language as a tool for communication and focus on language important for effective participation in spoken interaction. They develop their understanding that the content and the direction of an exchange are influenced by the participants and the purpose of the interaction, and consider the influence of cultural perspectives on meaning and mutual understanding.

Outcome 1

On completion of this unit the student should be able to exchange meaning in a spoken interaction in Chinese. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for exchanging information on the selected subtopic
- oral language for participating in an informal, personal, spoken interaction in Chinese, including idioms
- language and behaviours required to effectively initiate, maintain and close a spoken exchange
- a range of expectations of the participants in the spoken interaction, depending on age, status and other relevant considerations.

Key skills

- discuss the selected subtopic
- link and sequence ideas and information
- recognise and respond to cues for turn-taking
- use a range of question and answer forms



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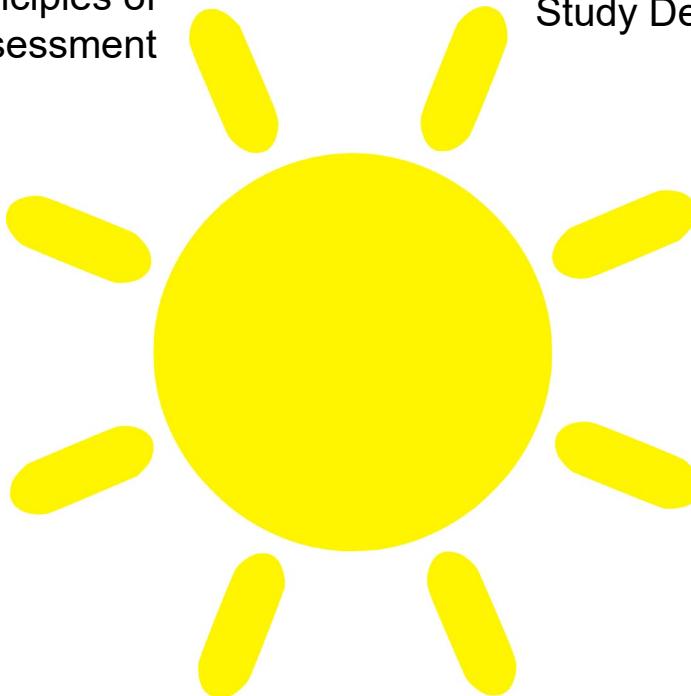


What do I need to consider to set tasks?

Principles of
assessment

Study Design

Outcome and
task statements



Outcome statements

“On completion of this unit students should be able to...”

Outcome 1

On completion of this unit the student should be able to exchange meaning in a spoken interaction in Chinese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

(VCE Chinese Second Language Study Design, p. 26)

Units 1 and 2 Suggested tasks

Suitable tasks for assessment in this unit may be selected from the following:

Outcome 1

- Participate in a conversation, interview or role-play
- Give a talk to the class about the selected subtopic, asking and answering questions.

Outcome 2

- Write a descriptive summary of a film including information from a review of the film
- Listen to a conversation and view a map to write directions
- Read an article and listen to an announcement to write instructions.

Outcome 3

- Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint
- Write an imaginative children’s story.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

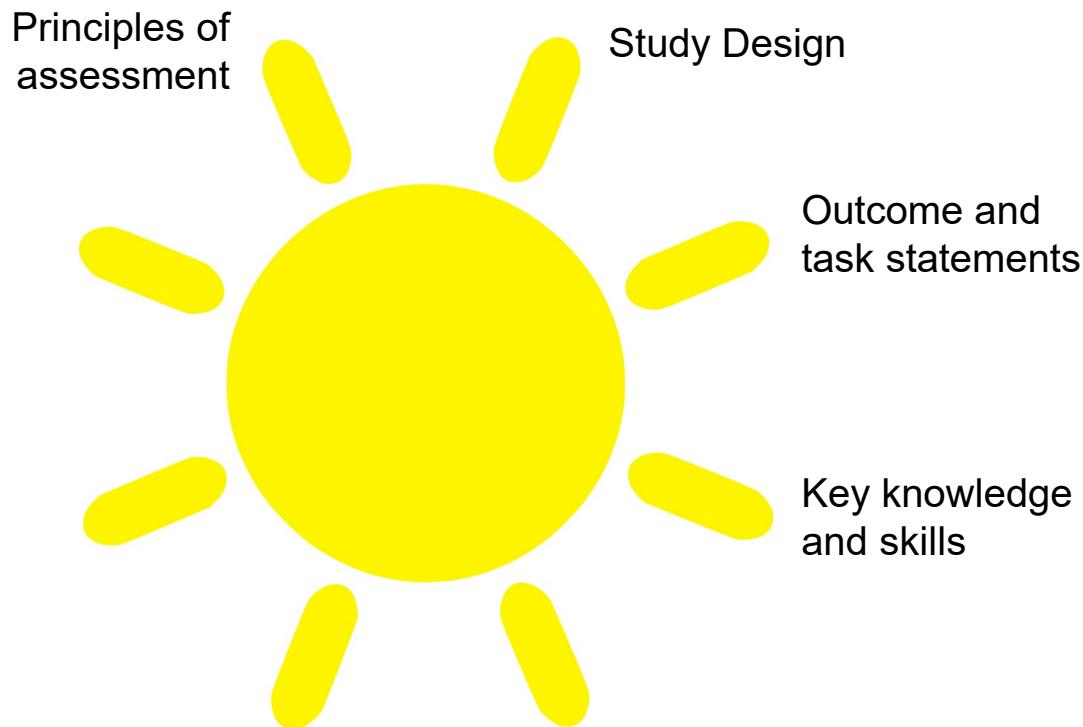
Unit 3 and 4: Prescribed tasks

Unit 3

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Present and exchange information, opinions and experiences and respond to questions.	10	A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied, and a response to questions.
Outcome 2 Analyse and use information from spoken and viewed texts.	20	Written responses to specific questions or instructions, analysing and using the information provided in the texts.
Outcome 3 Express ideas through the production of original imaginative written texts.	20	A 500–600-character imaginative written piece.
Total marks	50	

(Chinese First Language Study Design, p. 25)

What do I need to consider to set tasks?



Key knowledge and key skills

Outcome 3

On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Chinese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

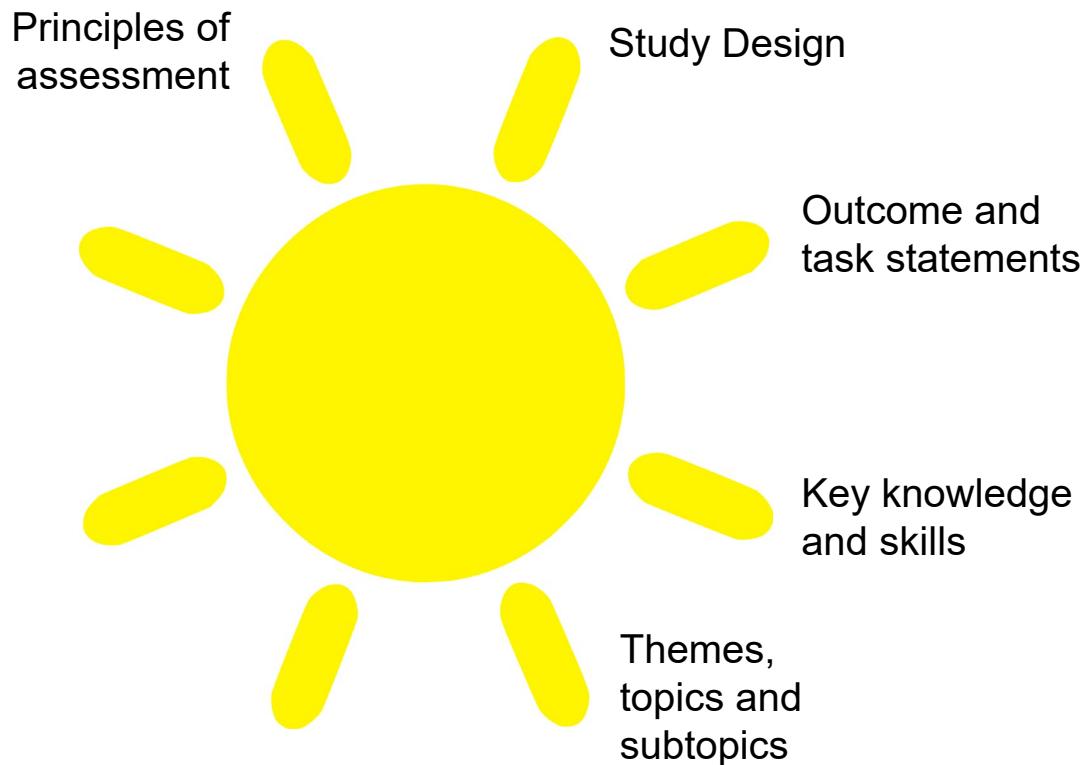
- features of a range of personal, informative or imaginative written texts in Chinese
- vocabulary and grammar suitable for expressing personal ideas, retelling information or storytelling
- methods of presenting direct and reported speech
- appropriate language and layout for the selected text type.

Key skills

- use strategies for creating an original text in Chinese, including planning, drafting, self-correcting and use of dictionaries
- use appropriate tenses, time words, levels of language and register
- sequence ideas appropriately and in accordance with the features of the text type to engage readers
- use stylistic features, language, layout and other elements appropriate to the text type, purpose and audience of the writing
- use appropriate spelling, grammar, characters and punctuation.

Chinese Second Language Advanced Study Design, p 50

What do I need to consider to set tasks?



Prescribed themes and topics, and suggested subtopics

The individual	The Chinese-speaking communities	The world around us
<ul style="list-style-type: none">Personal identity For example, <i>naming, appearance and personalities, family and friends, daily routine/life, interests and hobbies, health and nutrition, leisure activities.</i>	<ul style="list-style-type: none">History and culture For example, <i>festivals, customs and traditions, legends and fables, famous people.</i>	<ul style="list-style-type: none">Global and contemporary society For example, <i>global citizenship, social and economic development, cultural diversity, the human impact on nature, environment and sustainability, volunteering, ideals, wellbeing of youth.</i>
<ul style="list-style-type: none">Relationships For example, <i>family and kinship, social relationships, home and neighbourhood, pets.</i>	<ul style="list-style-type: none">Arts and entertainment For example, <i>Chinese calligraphy and painting, Chinese opera, film, music/dance, sports.</i>	<ul style="list-style-type: none">Communication and media For example, <i>the internet and social media, news media and its influence, idols and celebrities.</i>
<ul style="list-style-type: none">Education and aspirations For example, <i>school life, study and routines, future plans and priorities, further education, employment opportunities, the world of work.</i>	<ul style="list-style-type: none">Living in a Chinese-speaking community For example, <i>urban and rural life, Chinese food and tea, Chinese costumes/fashion, holidays, sightseeing and places of interest, getting around (transport and directions, tickets and reservations), travel plans and accommodation.</i>	<ul style="list-style-type: none">The influence of science and technology For example, <i>innovations in science and technology, the impact of science and technology on society, smart houses, jobs of the future.</i>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested subtopics.

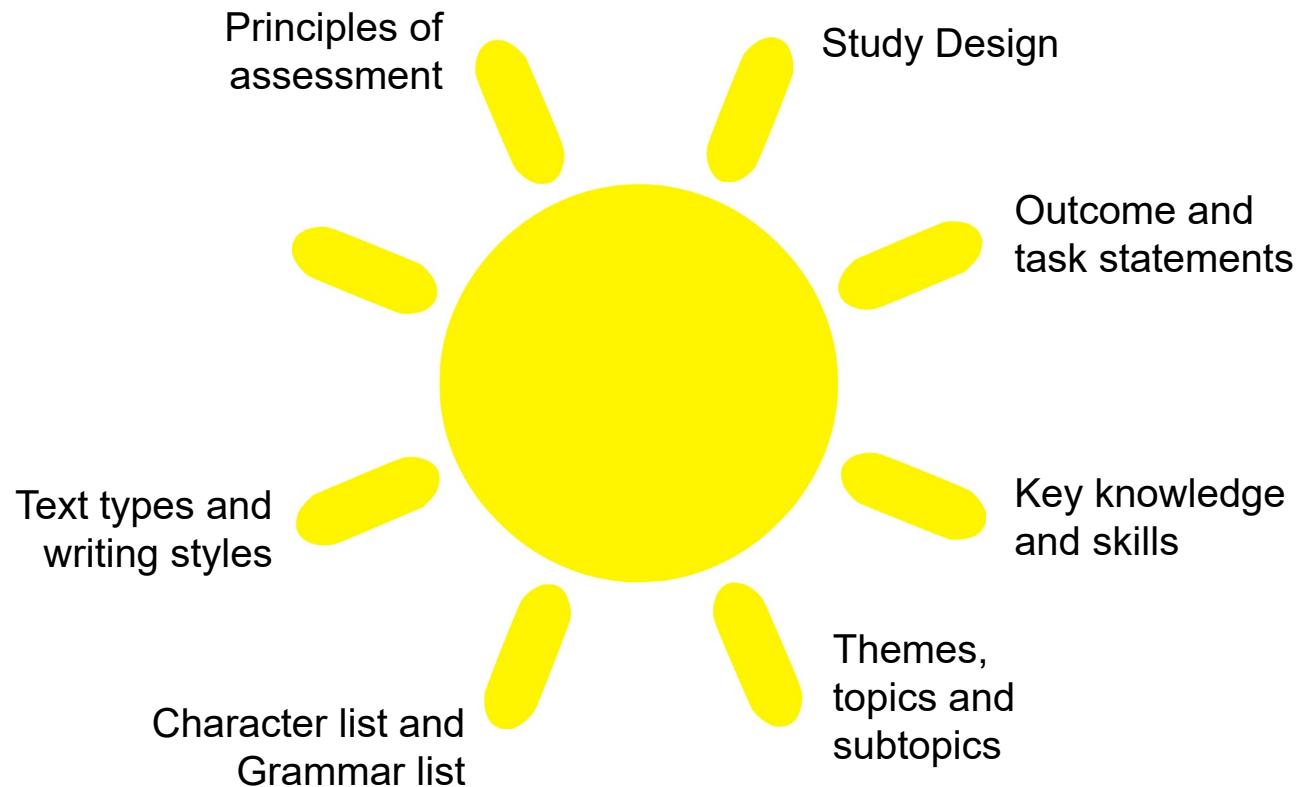
**“One theme
One topic
One subtopic”
PER OUTCOME**



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What do I need to consider to set tasks?



Text types

The text types that students can reasonably be expected to produce by the completion of this study include:

Advertisement	Email	Plan/itinerary
Article	Interview	Public announcement/notice
Biography	Invitation	Report
Blog	Journal entry	Review
Brochure	Letter (formal and informal)	Role-play
Chart/table	Note/message	Script of a play, speech or talk
Conversation	Personal profile	Story

(Chinese Second Language Study Design, p. 13)

Writing styles:

Chinese Second Language

Chinese Second Language Advanced

Chinese First Language

There are five writing styles:

- Personal
- Imaginative
- Persuasive
- Informative
- Evaluative

Writing styles:

Chinese Language Culture and Society

There are three writing styles:

- Personal
- Imaginative
- Informative

Writing styles



Main characteristics of different writing styles

Personal writing:

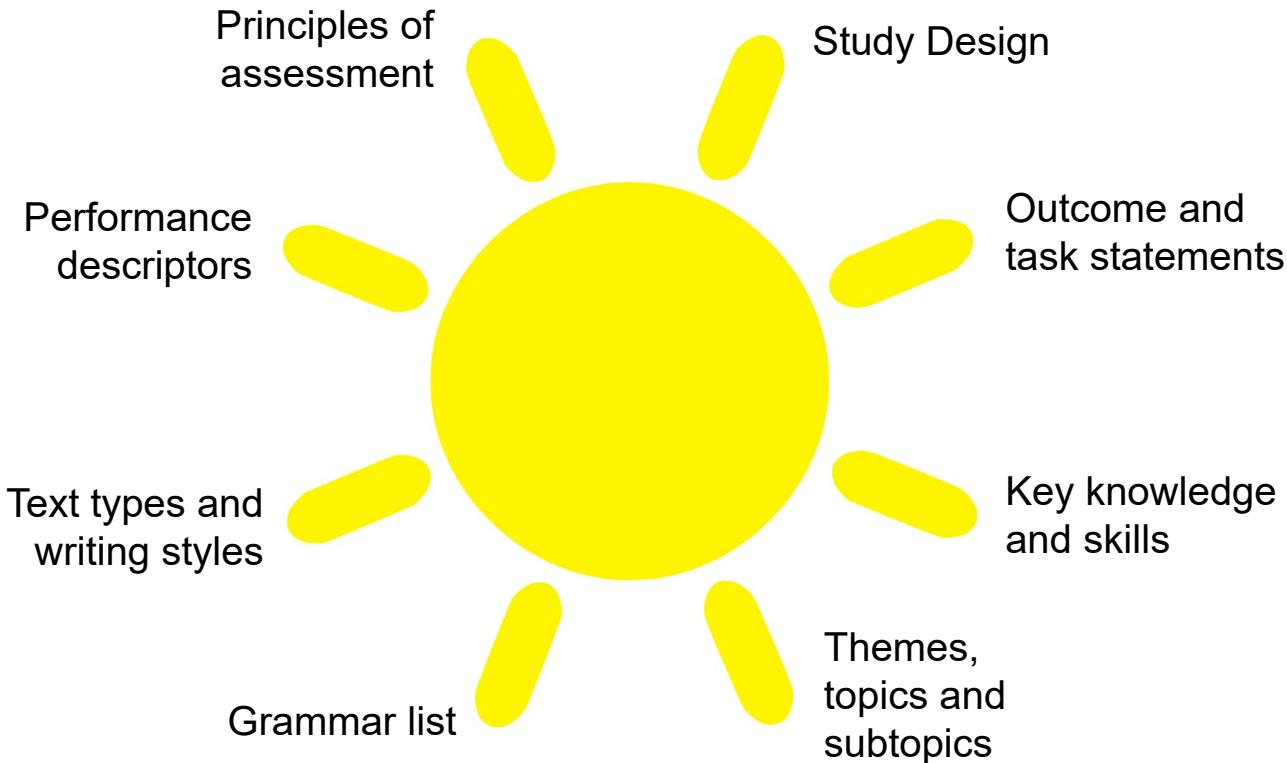
- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Uses the writer's creativity and imagination to entertain the reader.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired

Advice for teachers

What do I need to consider to set tasks?



Assessing Units 3 and 4 SAC tasks

Performance descriptors

The performance descriptors are advisory and designed to support teacher judgments in holistic assessments. They provide a way for teachers to differentiate between levels of student achievement.

 [Unit 3, Outcome 1 \(docx - 59.72kb\)](#)

 [Unit 3, Outcome 2 \(docx - 59.14kb\)](#)

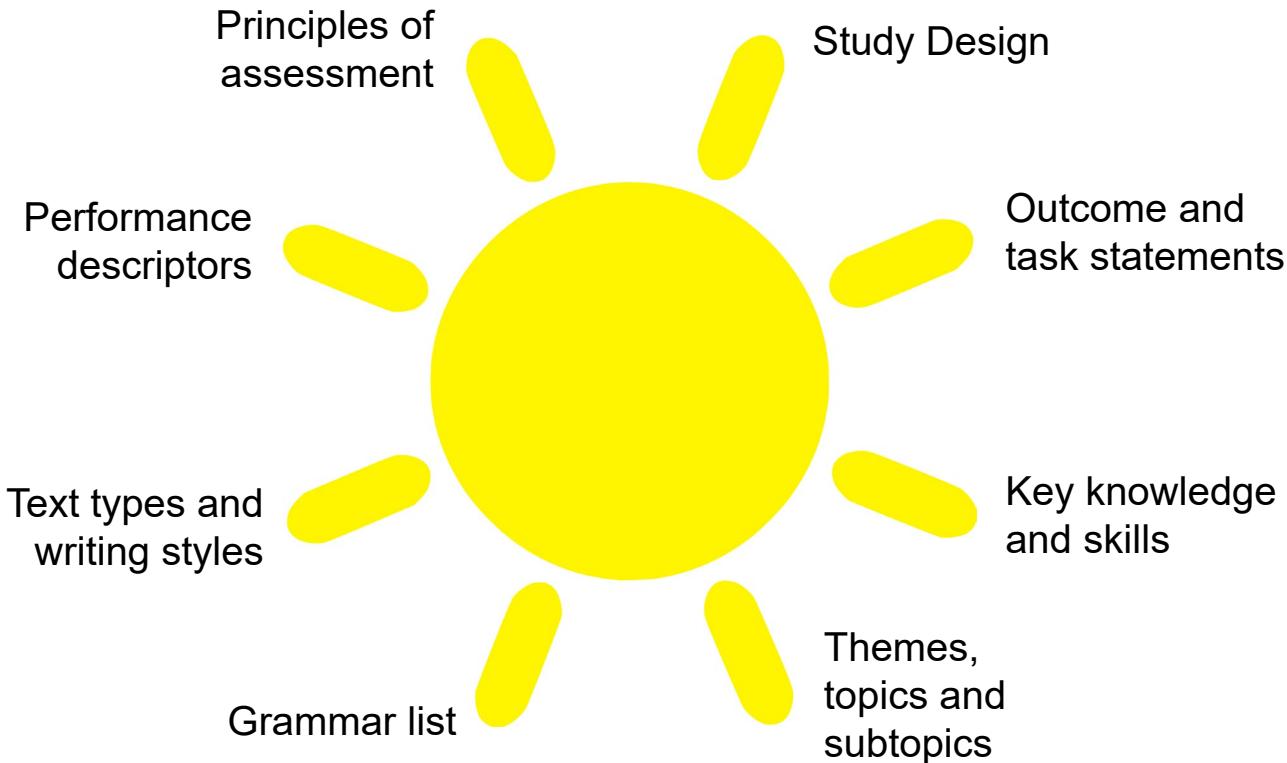
 [Unit 3, Outcome 3 \(docx - 59.29kb\)](#)

 [Unit 4, Outcome 1 \(docx - 59.73kb\)](#)

 [Unit 4, Outcome 2 \(docx - 59.42kb\)](#)

 [Unit 4, Outcome 3 \(docx - 59.78kb\)](#)

What do I need to consider to set tasks?



Tip for setting extended writing tasks

Example:

Outcome 3

On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Chinese.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

- features of a range of personal, informative or imaginative written texts in Chinese
- vocabulary and grammar suitable for expressing personal ideas, retelling information or storytelling
- methods of presenting direct and reported speech
- appropriate language and layout for the selected text type.

Key skills

- use strategies for creating an original text in Chinese, including planning, drafting, self-correcting and use of dictionaries
- use appropriate tenses, time words, levels of language and register
- sequence ideas appropriately and in accordance with the features of the text type to engage readers
- use stylistic features, language, layout and other elements appropriate to the text type, purpose and audience of the writing
- use appropriate spelling, grammar, characters and punctuation.

Chinese Second Language Advanced Study Design, p 50

Tip for setting extended writing tasks

“While students need to be aware of the general features of the writing styles, teaching and learning activities should clearly define the **context**, **purpose** and **audience** to provide direction for students on managing the writing style required for each activity.”

VCE Chinese Second Language Advanced Study Design, p. 13

Tip for setting extended writing tasks

Include these five elements in the task question:

- **Context**
- **Audience**
- **Purpose**
- **Text type**
- **Style of writing**

Example:

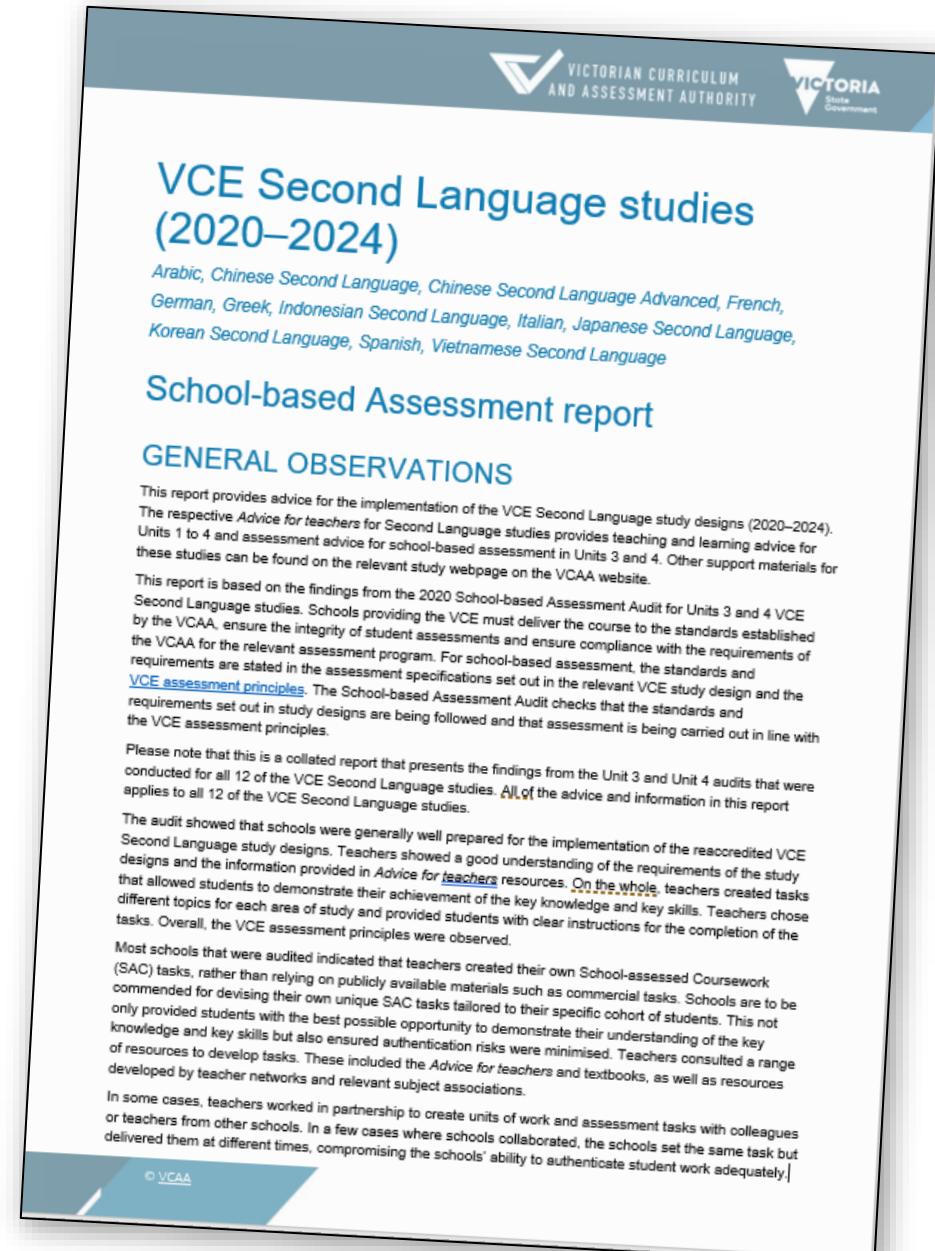
Technology has taken over our lives. You have just participated in a program where you were asked to not use your electronic devices for two weeks and you realised the benefits of doing this. Write the **script of a speech to persuade your fellow students about the benefits of not using their electronic devices for two weeks over the summer holidays.**

(Indonesian Second Language 2022 exam)

Resources on the VCE study page

Check the VCE study page:

- School-based Assessment Report
- Exam assessor reports



VCE Second Language studies (2020–2024)

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

School-based Assessment report

GENERAL OBSERVATIONS

This report provides advice for the implementation of the VCE Second Language study designs (2020–2024). The respective *Advice for teachers* for Second Language studies provides teaching and learning advice for Units 1 to 4 and assessment advice for school-based assessment in Units 3 and 4. Other support materials for these studies can be found on the relevant study webpage on the VCAA website.

This report is based on the findings from the 2020 School-based Assessment Audit for Units 3 and 4 VCE Second Language studies. Schools providing the VCE must deliver the course to the standards established by the VCAA, ensure the integrity of student assessments and ensure compliance with the requirements of the VCAA for the relevant assessment program. For school-based assessment, the standards and requirements are stated in the assessment specifications set out in the relevant VCE study design and the *VCE assessment principles*. The School-based Assessment Audit checks that the standards and requirements set out in study designs are being followed and that assessment is being carried out in line with the VCE assessment principles.

Please note that this is a collated report that presents the findings from the Unit 3 and Unit 4 audits that were conducted for all 12 of the VCE Second Language studies. All of the advice and information in this report applies to all 12 of the VCE Second Language studies.

The audit showed that schools were generally well prepared for the implementation of the reaccredited VCE Second Language study designs. Teachers showed a good understanding of the requirements of the study designs and the information provided in *Advice for teachers* resources. On the whole, teachers created tasks that allowed students to demonstrate their achievement of the key knowledge and key skills. Teachers chose different topics for each area of study and provided students with clear instructions for the completion of the tasks. Overall, the VCE assessment principles were observed.

Most schools that were audited indicated that teachers created their own School-assessed Coursework (SAC) tasks, rather than relying on publicly available materials such as commercial tasks. Schools are to be commended for devising their own unique SAC tasks tailored to their specific cohort of students. This not only provided students with the best possible opportunity to demonstrate their understanding of the key knowledge and key skills but also ensured authentication risks were minimised. Teachers consulted a range of resources to develop tasks. These included the *Advice for teachers* and textbooks, as well as resources developed by teacher networks and relevant subject associations.

In some cases, teachers worked in partnership to create units of work and assessment tasks with colleagues or teachers from other schools. In a few cases where schools collaborated, the schools set the same task but delivered them at different times, compromising the schools' ability to authenticate student work adequately.

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Other resources...

Check the VCE study page:

- Frequently asked questions

VCE Second Languages Frequently asked questions (FAQs)

1. What is the difference between a 'spoken text' and a 'viewed text'?

Spoken texts include but are not limited to audio texts from radio, podcasts or recordings of conversations or spoken interactions. These texts do not include the support of visual elements. By hearing a range of spoken texts, students are given the opportunity to develop and consolidate listening skills.

Viewed texts provide cultural or linguistic information through a visual mode. These texts can also include some spoken or written information. As stated in the [study design](#), 'viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations or maps related to the subtopic.'

A film is a viewed text. A film in the language, with subtitles in English or in the language, is also considered a viewed text.

2. What is a 'cultural product or practice'?

As stated in the [study design](#), cultural products or practices can be drawn from a diverse range of texts, photographs, artworks, architecture, technology, food, clothing, sports and festivals. This list is not exhaustive. Teachers may identify other examples of cultural products or practices within the prescribed themes and topics that would be engaging for students and suitable for the study.

3. How much time should teachers allocate for the completion of outcome tasks?

VCE study designs do not specify how much time should be allocated for SAC tasks. Teachers should use their professional judgement to determine an appropriate time frame that will suit their [particular school](#) setting. Please see the [Assessment Principles](#), which can be found via the VCE General Advice and Policy page. Assessment should be [reasonable](#) and it should be designed for [efficiency](#), and it should be possible for students to be able to complete the task in the allocated time frame. When determining the amount of time to set, teachers should ensure that the assessment will not generate workload and/or stress that unduly diminishes the performance of students under fair and reasonable circumstances.

4. For oral SAC tasks, can students pair up for their assessments?

Each individual student should undertake each oral assessment (such as role-plays and interviews) with their teacher. This will ensure that assessment is [equitable](#), and that under the same or similar conditions, SAC tasks provide consistent information about student performance. It will also ensure that student work can be authenticated effectively. More information about authentication can be found in the [VCE and VCAL Administrative Handbook](#).

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Advice for Teachers

- Suggested learning activities
- Detailed examples of activities leading to an assessment task
- Performance descriptors for Units 3 and 4
- Main characteristics of different styles of writing
- Information about text types
- Resources

ADVICE FOR TEACHERS - CHINESE SECOND LANGUAGE

The VCE Chinese Second Language Units 1 and 2: 2019–2027; Units 3 and 4: 2020–2027 Advice for teachers provides teaching and learning advice for Units 1 to 4 and assessment advice for school-based assessment in Units 3 and 4.

The program developed and delivered to students must be in accordance with the [VCE Chinese Second Language Study Design Units 1 and 2: 2019–2027; Units 3 and 4: 2020–2027](#).

General assessment advice >

Developing a program >

Employability skills >

Teaching and learning activities

Unit 1 >

Unit 2 >

Unit 3 >

Unit 4 >

Assessment

Sample approaches to developing an assessment task >

Performance descriptors >

Examination page

CHINESE LANGUAGE, CULTURE AND SOCIETY

- Examination specifications
- Sample exam
- Past exams
- Exam assessor reports

Examination specifications and sample materials

Oral examination

 [Examination specifications](#) (December 2022)

Written examination

 [Examination specifications](#) (Version 2, February 2023)

 [Sample written examination](#) (February 2023)

Past examinations and examination reports

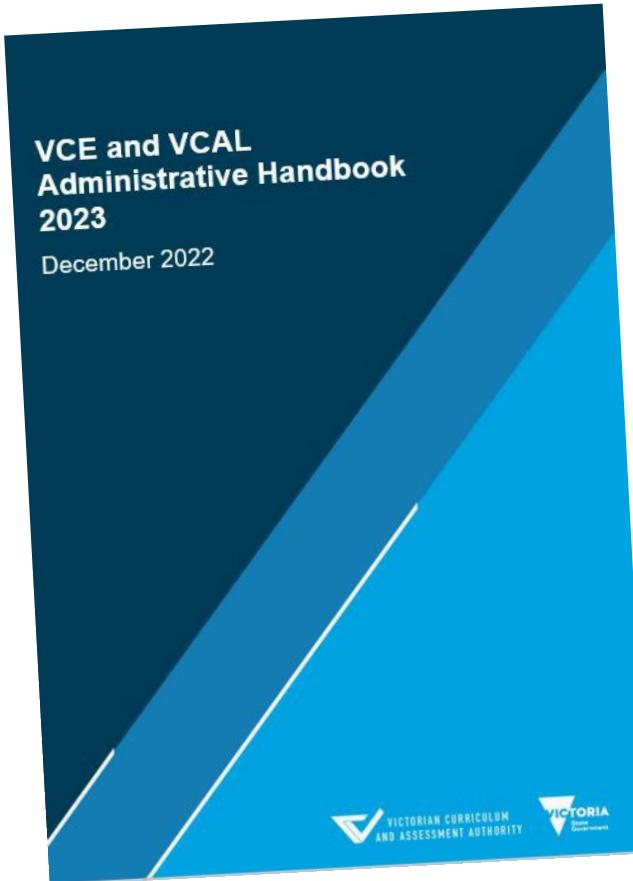
Examinations relating to the current study design

A new [VCE Chinese Language, Culture and Society study design](#) will be implemented in 2023.

Examinations relating to previous study designs

Students and teachers should note that, with the introduction of a new study design, the following past examinations are not necessarily a guide to the current VCE examination for this study.

VCE and VCAL Administrative Handbook



- VCE policy and processes
- Authentication
- Moderation
- Satisfactory completion
- Eligibility for enrolment
- Small group partnerships

Also, seek advice from your VCE co-ordinator or Principal

Videos on the VCAA website

VCE Languages for new and returning teachers

This presentation provides teachers with an overview of the VCE Study Designs and other relevant VCAA documents that can be used to plan their teaching and learning programs and to develop assessment tasks for VCE Languages for Units 1-4.

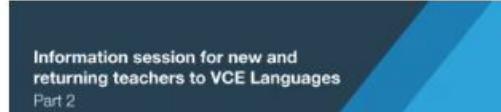
 [Information session for new and returning teachers \(pdf - 2,250kb\)](#)

VCE Languages for new and returning teachers, part 1



 [Information session for new and returning teachers part one - transcript \(docx - 26.94kb\)](#)

VCE Languages for new and returning teachers, part 2



VCE Second Language Study Designs

This presentation provides teachers of VCE Second Languages with an overview of key information to plan their teaching and learning programs and to develop assessment tasks for Units 1-4.

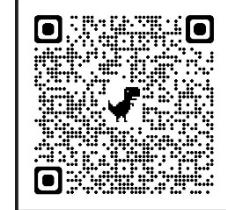
 [VCE Second Language Study Designs \(pdf - 1,702kb\)](#)

VCE Second Language Study Designs, part 1



 [VCE Second Language Study Designs part one - transcript \(docx - 26.94kb\)](#)

VCE Second Language Study Designs, part 2



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Videos on the VCAA website

Overview of the VCE First Languages Study Designs 2022-2026

These two videos provide teachers with an overview of the changes made to the revised and reaccredited Study Designs for:

- [Chinese First Language](#)
- [Indonesian First Language](#)
- [Japanese First Language](#)
- [Korean First Language](#)
- [Vietnamese First Language](#)

 [Overview of the VCE First Languages Study Designs 2022-2026 - Video 1 presentation \(pdf - 446.71kb\)](#)

 [Overview of the VCE First Languages Study Designs 2022-2026 - Video 2 presentation \(pdf - 438.14kb\)](#)

Overview of the VCE First Languages Study Designs 2022-2026 - Video 1

This video provides an overview of the changes made to the revised and reaccredited Study Designs.



 [Overview of the VCE First Languages Study Designs 2022-2026 - Video 1 transcript \(docx - 31.7kb\)](#)

Overview of the VCE First Languages Study Designs 2022-2026 - Video 2

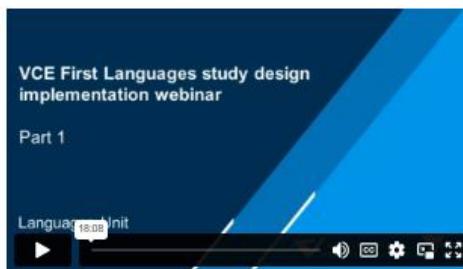
VCE First Languages Implementation Webinar

These two videos provide teachers with further information on implementation of the revised and reaccredited VCE First Languages Study Designs (2022-2026) for Chinese First Language, Indonesian First Language, Japanese First Language, Korean First Language and Vietnamese First Language.

 [VCE First Languages Implementation Webinar - Video 1 and 2 presentation \(pdf - 719.76kb\)](#)

VCE First Languages Implementation Webinar - Video 1

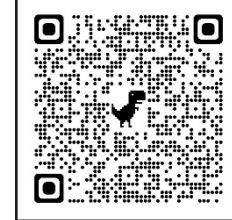
This video follows on from the "Overview of the First Languages Study Designs 2022-2026" videos. Find out more about viewed texts, songs and poems, and things to consider when selecting subtopics.



 [VCE First Languages Implementation Webinar - Video 1 transcript \(docx - 31.36kb\)](#)

VCE First Languages Implementation Webinar - Video 2

This video follows on from the "Overview of the First Languages Study Designs 2022-2026" videos. Find out more about planning for 2022 specifically, the new subtopic 'Studies of Australia', VCAA assessment principles and the timing of assessments.



Videos on the VCAA website

Overview of the VCE Chinese Language, Culture and Society Study Design (2023-2027)

This pre-recorded, on-demand video is to support teachers to implement the revised Study Design. It presents an overview of the revised Study Design.



- [Overview of the VCE Chinese Language, Culture and Society Study Design \(2023-2027\) transcript](#)
- [Overview of the VCE Chinese Language, Culture and Society Study Design \(2023-2027\) presentation](#)

Implementation webinar recordings

▼ Webinar 1: Implementing the Study Design

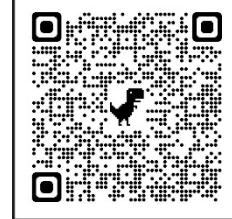
This is the recording of the live webinar held in June 2022 where the Curriculum Manager and practicing VCE teachers explored how the revised VCE Chinese Language Culture and Society (2023-2027) can be implemented in classrooms and responded to follow up Q&A from the published on-demand video.



- [Webinar 1: Implementing the Study Design transcript](#)
- [Webinar 1: Implementing the Study Design presentation](#)

▼ Webinar 2: A focus on Area of Study 1

This is the recording of the live webinar held in August 2022 where the Curriculum Manager and practicing VCE teachers explored how to support teachers to design tasks for outcome 1 and to use the Prescribed Text list for Units 3 and 4.



Videos on the VCAA website

Assessment and Feedback in the VCE - Part 1

This video will introduce the VCAA policies and practices related to assessment and feedback in the VCE. It will introduce the VCE Assessment Principles that underpin all VCE assessment practice and discuss the opportunities and challenges associated with assessment and feedback in the VCE.



[Assessment and Feedback in the VCE - Part 1 transcript](#)

VCE Assessment Principles

This video will explore the VCE Assessment Principles that underpin all VCE assessment practice.



[VCE Assessment Principles transcript](#)

Assessment and Feedback in the VCE - Part 2



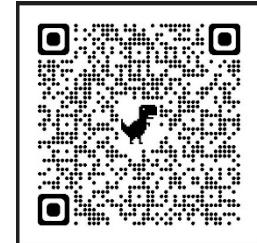
[Assessment and Feedback in the VCE - Part 2 transcript](#)

VCE School-based Assessment Audit

This video will provide an overview of the School-based Assessment Audit program for VCE studies (excluding the VCE VM) in 2023.



[VCE School-based Assessment Audit transcript](#)



Videos on the VCAA website

What's statistical moderation

Need to know how and why statistical moderation is run? How schools can develop different assessment tasks and it can be fair and equitable for all students? This short video explains the broad context of statistical moderation and provides an insight into why it is run.

01:50

Statistical Moderation Introduction transcript (docx - 24.79kb)

QR code

The image shows a video player interface for a video titled "Statistical Moderation INTRODUCTION". The video duration is 01:50. Below the video player is a link to the "Statistical Moderation Introduction transcript (docx - 24.79kb)". To the right of the video player is a QR code.

Stay up to date ...

The VCAA Bulletin provides regular updates on briefings and all other curriculum and assessment issues



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People and places in early childhood education

So much of what we do at the VCAA is centred around processes and systems that support the development of Victoria's curriculum and assessment, including early childhood education. Behind the scenes, we are privileged to know many of you in schools and educational settings and see the inspiring work that you do with young people and in the broader community. There are so many stories of your contribution to Victoria's education and young people that could be shared.

This is the motivation behind a new page we've created for early childhood educators called [People and places in early childhood education](#). The page is dedicated to sharing 'on the ground' insights and experiences in early learning centres and venues.

The first contribution is an interview with Michelle Gujer, the Early Learning Manager at Gowrie Broadmeadows Valley. This 128-place early learning centre includes long day care,

integrated kindergarten and sessional kindergarten, and is located within the Broadmeadows Valley Learning Precinct.

As a dynamic and busy hub for children and families, the educators place the VEYLDF practice principle of 'high expectations for every child' at the centre of their work. In this interview, Michelle explains how they engage with the principle and how it influences her leadership approach, relationships with families and colleagues, and the outcomes the service achieves.

We will publish four 'People and places in early childhood education' feature items this year. Look out for notifications in the Bulletin or subscribe to the [Early Years Alert](#).

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VCAA Bulletin

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Final messages

- **Know your study design!**
- Utilise the VCAA website
- “Bookmark” the study page for your VCE study
- Use the teacher support materials on the VCAA website
- Contact the Languages Unit for any curriculum queries



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