



# LANGUAGES PATHWAYS

## Subject Guide



**NAZARETH**  
COLLEGE



Language learning broadens students' horizons within the personal, social, cultural and employment opportunities available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. As a result, a bilingual or plurilingual capability is the norm in most parts of the world.

Learning a language in addition to English extends students' literacy repertoires and their capacity to communicate. It strengthens students' knowledge of the nature of language, culture, and the processes of communication. The study of language helps to develop an understanding of the role of language and culture in communication. Their reflections on language use and language learning are then able to be applied in other learning contexts.



# LANGUAGES PATHWAYS

Pathways Summary



NAZARETH  
COLLEGE







# VCE ITALIAN

(Second Language)



VCE Italian as a Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Italian around the themes of the Individual, Italian-Speaking Communities and The World Around Us.

VCE Italian as a Second Language provides students with the opportunities to communicate with others in Italian in interpersonal, interpretive and presentational contexts. Students can explore the relationship between language and culture and enhance their intercultural awareness.

VCE Italian as a Second Language leads to a range of careers including tourism, hospitality, teaching, translating, interpreting, business, finance and I.T.



# VCE ITALIAN

(Second Language)

## FOCUS AREAS

### Unit 1

On completion of this unit students should be able to:

- exchange meaning in a spoken interaction in Italian.
- interpret information from two texts on the same subtopic presented in Italian and responding in writing in Italian and in English.
- present information, concepts and ideas in writing in Italian on the selected subtopic and for a specific audience and purpose.

#### Key knowledge and skills include:

- oral language for participating in an informal spoken interaction.
- a range of expectations of the participants in the spoken interaction.
- conventions of text types and language for relaying information in writing.
- vocabulary and grammar suitable for conveying information on the themes.

### Unit 2

On completion of this unit students should be able to:

- respond in writing in Italian to spoken, written or visual texts presented in Italian.
- analyse and use information from written, spoken or visual texts to produce an extended written response in Italian.
- explain information, ideas and concepts orally in Italian to a specific audience about an aspect of culture within communities where Italian is spoken.

#### Key knowledge and skills include:

- differentiating between general meaning and specific meaning.
- using strategies for identifying key concepts and information from written, spoken, visual and audiovisual texts in Italian.
- conventions of text types and language for commenting in writing on information, ideas and opinions.
- creating an original oral presentation in Italian that explains one or more aspects of culture.



# VCE ITALIAN

(Second Language)

## FOCUS AREAS

### Unit 3

On completion of this unit students should be able to:

- participate in a spoken exchange in Italian to resolve a personal issue.
- interpret information from texts and write responses in Italian.
- express ideas in a personal, informative or imaginative piece of writing in Italian.

**Key knowledge and skills include:**

- vocabulary and grammar suitable for interpreting information, negotiating and expressing a preference.
- oral language and behaviours required to effectively initiate, maintain and close a spoken exchange.
- link ideas in a logical way.
- use language that conveys intended meaning, considering cultural perspectives.
- clarify decisions and ensure agreed outcomes are reached.

### Unit 4

On completion of this unit students should be able to:

- share information, ideas and opinions in a spoken exchange in Italian.
- analyse information from written, spoken and viewed texts for use in a written response in Italian.
- present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian.

**Key knowledge and skills include:**

- ideas and concepts related to the selected subtopic.
- vocabulary and grammar suitable for evaluative or persuasive writing.
- conventions of evaluative or persuasive writing in Italian suited to the text type and audience.
- language for analysing and comparing ideas in extended writing.
- present information relevant to audience and purpose.



# VCE ITALIAN

(Second Language)



## ASSESSMENT

Unit 1 and 2 students complete School Assessed Coursework, which includes oral dialogues and presentations, a range of different writing conventions and viewing and reading activities.

Unit 3 and 4 students complete School Assessed Coursework (50%), an external oral exam (12.5%) and an end-of-year external examination (37.5%)





# VCE JAPANESE

(Second Language)



VCE Japanese Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Japanese around the themes of the Individual, Japanese-Speaking Communities and The World Around Us.

VCE Japanese as a Second Language provides students with the opportunities to communicate with others in Japanese in interpersonal, interpretive and presentational contexts. Students can explore the relationship between language and culture and enhance their intercultural awareness.

VCE Japanese as a Second Language leads to a range of careers including tourism, hospitality, teaching, translating, interpreting, business, finance and I.T.



# VCE JAPANESE

(Second Language)

## FOCUS AREAS

### Unit 1

In this unit, students access and share useful information on the sub-topics of relationships, personal identity and lifestyles and visiting Japan through Japanese, and they consolidate and extend vocabulary and grammar knowledge and language skills. Students focus on analysing cultural products and practices including visual, spoken and written texts.

**Key knowledge and skills include:**

- oral language for participating in an informal spoken interaction
- a range of expectations of the participants in the spoken interaction, depending on age, status and other relevant considerations
- conventions of text types and language for relaying information in writing
- presentation methods such as awareness and engagement of audience and clarity of information
- vocabulary and grammar suitable for conveying information on the themes.

### Unit 2

In this unit, students explore how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture and its impact on meaning, understanding, and the individual's language use in specific contexts and for specific audiences.

**Key knowledge and skills include:**

- nature of direct, indirect and rhetorical questions in Japanese
- differentiating between general meaning and specific meaning
- using strategies for identifying key concepts and information from written, spoken, visual and audiovisual texts in Japanese
- conventions of text types and language for commenting in writing on information, ideas and opinions
- creating an original oral presentation in Japanese that explains one or more aspects of culture.





# VCE JAPANESE

## (Second Language)

### FOCUS AREAS

#### Unit 3

In this unit, students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade through the study of the prescribed themes. The students reflect on how knowledge of Japanese and Japanese speaking-communities can be applied in a range of contexts and endeavours.

##### Key knowledge and skills include:

- vocabulary and grammar suitable for interpreting information, negotiating and expressing a preference
- oral language and behaviours required to effectively initiate, maintain and close a spoken exchange
- link ideas in a logical way
- use language that conveys intended meaning, considering cultural perspectives
- clarify decisions and ensure agreed outcomes are reached.

Unit 1 and 2 students complete School Assessed Coursework, which includes oral dialogues and presentations, a range of different writing conventions and viewing and reading activities.

Unit 3 and 4 students complete School Assessed Coursework (50%), an external oral exam (12.5%) and an end-of-year external examination (37.5%)

#### Unit 4

In this unit, students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese.

##### Key knowledge and skills include:

- cultural implications of issues for Japanese speakers and Japanese-speaking communities
- vocabulary and grammar suitable for evaluative or persuasive writing
- conventions of evaluative or persuasive writing in Japanese suited to the text type and audience.

### ASSESSMENT



# VCE CHINESE

(First Language)



## UNITS 1 & 2

This unit examines speaking, writing, listening and reading skills in the language. It extends the students' ability in these areas related to the prescribed themes of self and others, tradition and change in Chinese-speaking communities and global issues. The areas are studied in an integrated way, as appropriate to the students' linguistic needs and outcomes for the unit.

## UNITS 3 & 4

This unit examines speaking, writing, listening and reading skills in the language. It extends the students' ability in these areas related to the prescribed themes of self and others, tradition and change in the Chinese-speaking communities and global issues. The areas are studied in an integrated way, as appropriate to the students' linguistic needs and outcomes for the unit.

The students are required to undertake a detailed study during Unit 4 of language and culture through literature and the arts. This detailed study should enable students to understand and appreciate aspects of language and culture through the study of texts drawn from literature and the arts, which focus on the selected sub-topic. It will include study of the author's / director's / composer's intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the audience.



# VCE CHINESE

(First Language)



## FOCUS AREAS

### Unit 1

#### 1. Themes and topics

- Self and others: Personal world, personal beliefs and ideals, contributing to the community
- Tradition and change in Chinese-speaking communities: Classical and modern literature, changing lifestyles
- The global issues: Peace

#### 2. Grammar: Notional words & Function words

#### 3. Text types

- Application letter/Curriculum vitae
- Narrative
- Review
- Speech
- Summary
- Commentary
- Newspaper/magazine article

#### 4. Vocabulary and styles of writing

- Personal
- Persuasive
- Evaluative



# VCE CHINESE

(First Language)



## OUTCOMES

**Outcome 1:** On completion of this unit the student should be able to establish and maintain written or spoken exchange related to an issue of interest or concern.

**Outcome 2:** On completion of this unit the student should be able to listen to, read and reorganise information and ideas from written and spoken texts.

**Outcome 3:** On completion of this unit the student should be able to produce a personal response to a fictional text.

## ASSESSMENT

- Discussion or personal letter or fax or email
- Listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type
- Read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.
- Oral presentation or review of article
- End of Semester Examination





# VCE CHINESE

(First Language)



## FOCUS AREAS

### Unit 2

#### 1. Themes and topics

- Self and others: Personal beliefs and ideals
- Tradition and change in Chinese-speaking communities: Arts and entertainment, education, story from the past
- The global issue: Human rights in the world today

#### 2. Grammar: Notional words & Function words; Complex sentences

#### 3. Text types

- Narrative
- Review
- Speech
- Summary
- Commentary
- Newspaper/magazine article
- Script
- Debate

#### 4. Vocabulary and styles of writing

- Imaginative
- Persuasive
- Evaluative



# VCE CHINESE

(First Language)



## OUTCOMES

**Outcome 1:** On completion of this unit the student should be able to participate in a written or spoken exchange focusing on the resolution of an issue.

**Outcome 2:** On completion of this unit the student should be able to listen to, read and extract and compare information and ideas from written and spoken texts.

**Outcome 3:** On completion of this unit the student should be able to produce an imaginative piece in written or spoken form.

## ASSESSMENT

- Formal letter or fax or email or role-play
- Listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Chinese
- Read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Chinese
- Journal entry or spoken personal account or short story
- End of Semester Examination



# VCE CHINESE

(First Language)



## FOCUS AREAS

### Unit 3

#### 1. Themes and topics

- Self and others: Personal beliefs and ideals
- Tradition and change in Chinese-speaking communities: Modern and classical literature
- The global issues: The nature and future of work

#### 2. Grammar: Notional words & Function words; Complex sentences

#### 3. Text types

- Advertisement
- Documentary (film/television)
- Report
- Application letter/Curriculum vitae
- Narrative
- Commentary newspaper/magazine article
- Speech

#### 4. Vocabulary and styles of writing

- Imaginative
- Persuasive
- Evaluative



# VCE CHINESE

(First Language)



## OUTCOMES

**Outcome 1:** On completion of this unit the student should be able to express ideas through the production of original texts.

**Outcome 2:** On completion of this unit the student should be able to analyse and use information from spoken texts.

**Outcome 3:** On completion of this unit the student should be able to exchange information, opinions and experiences.

## ASSESSMENT

- A 500-600 character imaginative written piece
- A response to specific questions or instructions, analysing and using information requested
- A 4-5 minute evaluative oral presentation focusing on points for and against an aspect related to texts studied
- End-of-year Oral Examination and Written Examination





# VCE CHINESE

(First Language)



## FOCUS AREAS

### Unit 4

#### 1. Themes and topics

- Self and others: Personal beliefs and ideals
- Tradition and change in Chinese-speaking communities: Education
- The global issues: Human rights in the world today

#### 2. Grammar: Notional words; Function words; Complex sentence

#### 3. Text types

- Advertisement/ Documentary (film/television)
- Report
- Application letter/Curriculum vitae
- Speech
- Narrative
- Survey
- Commentary newspaper/magazine article

#### 4. Vocabulary and styles of writing

- Imaginative
- Persuasive
- Evaluative



# VCE CHINESE

(First Language)



## OUTCOMES

**Outcome 1:** On completion of this unit the student should be able to analyse and use information from written texts

**Outcome 2:** On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of language and culture.

## ASSESSMENT

- A response to specific questions or instructions, analysing and using information requested
- A 350-450 character persuasive or evaluative written response, for example, report, essay, article or review
- A 3-4 minute interview on an issue related to texts studied
- End-of-year Oral Examination and Written Examination



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