

Accreditation Period

Units 1 and 2

From 2019

Units 3 and 4

From 2020

Victorian Certificate of Education

Spanish

Study Design

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Important information

Accreditation period

Units 1 and 2: 1 January 2019

Units 3 and 4: 1 January 2020

The accreditation period for Units 1 and 2 commences on 1 January 2019.

The accreditation period for Units 3 and 4 commences on 1 January 2020.

Other sources of information

The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via free subscription on the VCAA's website at: www.vcaa.vic.edu.au.

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [VCE Administrative Handbook](#) contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx.

Introduction

The language

The language to be studied and assessed is modern standard Spanish which is an official language in more than twenty countries. The variations in the use of Spanish across these nations, which are phonetic, morphological, syntactic and semantic in nature, are acceptable in both written and spoken form.

Scope of study

VCE Spanish focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Spanish on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Spanish in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Rationale

The study of Spanish contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Spanish-speaking communities in Australia and internationally in a variety of endeavours.

The study of Spanish develops students' ability to understand and use a language that is spoken by approximately 500 million people across four continents and which is one of the official languages of the United Nations and European Union. The Spanish language is the most widely spoken Romance language, both in terms of the number of speakers and the number of countries in which it is an official language. Pronunciation and usage of the Spanish language naturally vary across countries, these regional differences making the language richer.

As Spanish belongs to the family of Romance languages, derived from Latin, it has many lexical and structural connections with English as well as other European languages. The study of Spanish offers a strong literary and artistic heritage, enhanced by the range of popular cultures it represents and the colloquial expressions used by its speakers. The Spanish language has also been enriched by the influence of many other languages, including Arabic, Basque, Catalan, Greek, French, English and the Indigenous languages of the Americas.

A knowledge of Spanish can provide opportunities to further explore intercultural connections with the Spanish-speaking world and prepare students for further study and employment in areas such as interpreting and translating, the arts, architecture, tourism, community services, overseas aid, business, finance and technology.

Aims

This study enables students to:

- communicate with others in Spanish in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Spanish is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

Structure

The study is made up of four units. Each unit deals with language and specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curricula.

VCE Spanish is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [VCAA Bulletin](#). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Spanish to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [VCE Administrative Handbook](#). Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study design.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current [VCE Administrative Handbook](#) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Spanish are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- Examinations*: oral component and written component: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current [VCE Administrative Handbook](#) for authentication procedures.

*A single grade is awarded.

Cross-study specifications

For the purposes of this study the following specifications apply across all units. Details of the scope of each specification are provided in the unit overviews and in the introduction to the relevant areas of study.

Themes and topics are prescribed and create a framework of content for the activities and tasks that students undertake for the areas of study in each unit. Language content suited to the level and scope of the themes and topics is also specified and includes grammar, text types and writing styles that students are expected to be familiar with by the end of Unit 4. There is no prescribed order in which this learning should occur.

Communicating and understanding languages and cultures

VCE language study is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning each specific language while the interpersonal, interpretive and presentational contexts define the ways in which students use the language they are studying. The integration of these contexts through the teaching and learning program enables students to develop their understanding and skills in the language.



Communicating

VCE Spanish requires communication in Spanish in a variety of situations and for multiple purposes. These purposes include socialising, exchanging information, creating texts, interpreting from one language to another and reflecting on language experiences to improve communication in the future.

Interpersonal communication

Interpersonal communication requires interaction with other speakers of the language in oral or written form. Information is exchanged in a manner that is accessible to others, offers coherent views and stimulates reasoned responses in Spanish in a range of contexts.

Interactions will relate to the themes and topics selected for the unit and may include text types such as a conversation, email exchange, letter, participation in a debate, telephone call, text message or discussion.

Interpretive communication

Interpretive communication requires the location, interpretation and analysis of information obtained in Spanish. The content is drawn from the themes and topics selected for the unit and includes listening and reading texts and may include visual materials that reflect some aspect of language or culture.

Presentational communication

Content related to the themes and topics selected for the unit is presented to a specified audience in oral or written form in Spanish, and may include visual, movement or musical elements. In Units 1 and 2, the presentation focus is on introducing cultural aspects associated with Spanish-speaking communities to a specific audience, through narration, recounting and explaining in an informative and engaging way. In Units 3 and 4, the focus is on integrating concepts, information and ideas from a range of sources, and presenting them to persuade an audience, to reflect and express ideas, explain a point of view or evaluate information.

Understanding languages and cultures

Understanding languages and cultures requires an investigation of the roles of language and culture in shaping meaning and reflection on the practices, cultural products and perspectives of the cultures of Spanish-speaking communities.

Connections

The study of any language provides access to additional information on new and familiar topics, including those of immediate interest and relevance to students. Within the themes and topics selected for each unit, students are encouraged to draw on perspectives and ways of thinking and acting in the world which complement what they have learned in their own language from other disciplines, research or informal sources.

Intercultural awareness requires students to reflect on the ways that culture influences how language is used and received. Students consider the process of learning another language, investigating another culture or participating as a global citizen in areas such as travel, tourism, work, economic activity or research.

Comparisons

Comparisons are undertaken between Spanish and other languages, including English, to reflect on the dynamic nature of language, the notion of language as a system, limitations on equivalence between languages and the interplay between language, culture and the individual.

Language is used to reflect on and explain the similarities and differences between the cultures studied and the student's own culture/s.

Communities

Within the themes and topics selected for each unit, students investigate a variety of cultural products and practices and their use or role in Spanish-speaking communities. 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 identify aspects of cultural products or practices that originate in or are influenced by the language and cultures of Spanish-speaking communities in their own lives.

Prescribed themes and topics

There are three prescribed themes for study in VCE Spanish:

- The individual
- The Spanish-speaking communities
- The world around us

These themes have a number of prescribed topics and suggested subtopics.

All the themes and topics are to be studied over the course of Units 1–4. The order in which the themes and topics are studied is not prescribed; teachers may choose which themes and topics are studied for each unit.

In each unit, the learning program will include topics from more than one theme and at least one topic and subtopic for each area of study. The subtopic will provide the context for teaching, learning and assessment of achievement.

Consideration should be given to the appropriateness of topics and subtopics in terms of creating logically sequenced language skill development and for the depth of study required in each unit. It is not expected that all topics will require the same amount of study time and some may be more suited to Units 1 and 2 or to Units 3 and 4, depending on the learning program.

Prescribed themes and topics, and suggested subtopics

The individual	The Spanish-speaking communities	The world around us
<ul style="list-style-type: none"> • Personal identity and lifestyles For example, <i>daily life, health and wellbeing, human values, leisure and free time, rights and responsibilities, travel and tourism.</i> • Relationships For example, <i>family/friends, school/social relationships, peer group pressure, neighbourhood/community, relationships through social media, work relationships, intergenerational relationships.</i> • Aspirations, education and careers For example, <i>experiences of schooling, future aspirations, challenges and goals, jobs of the future, employment opportunities/unemployment, lifelong learning, work-life balance.</i> 	<ul style="list-style-type: none"> • Cultural heritage For example, <i>cultural identity, art and literature, murals/film, customs and traditions, music, dance, legends, varieties of Spanish and their use, regional differences.</i> • Historical perspectives For example, <i>Indigenous civilisations, historical events and figures, political and social systems (such as democracy, Mexican or Cuban revolutions).</i> • Living in a Spanish-speaking community For example, <i>migration to Australia, the migrant experience, community organisations, lifestyles in Spanish-speaking parts of the world.</i> 	<ul style="list-style-type: none"> • Global and contemporary society For example, <i>global citizenship, urbanisation/use of public space/liveable cities/rural life, social justice, solidarity, equality, access to education, access to clean water and fresh foods, civil rights.</i> • Communication and media For example, <i>internet and social media, news media and its influence, bias in media, censorship, advertising and its impact, media dominance.</i> • The influence of science and technology For example, <i>impact of information technology on society, renewable energy, innovations in science and technology, environmental issues.</i>

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

Text types

Students come into contact with a wide range of texts when undertaking VCE Spanish and practise listening, speaking, reading, writing and viewing skills through texts of all types. The texts used by students to practise receptive language skills (listening, reading and viewing) should be chosen for their suitability to develop student learning in the selected subtopics for each unit. The demands on students are greater when producing original texts (spoken or written). Productive activities must be appropriate to the level of language learning of the students. 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. It is important that students have an awareness of the features, context, purpose and audience of each text used and the text type in general.

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

Announcement	Interview	Résumé
Article	Letter (formal and informal)	Review
Blog	Note/message	Role-play
Conversation	Personal account	Script of a speech or talk
Discussion	Personal profile	Short story
Diary/journal entry	Report	Summary
Email		

Writing styles

Students are expected to be able to produce different styles of writing. Writing styles include: personal, imaginative, persuasive, informative and evaluative.

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.

Vocabulary

There is no prescribed vocabulary list for VCE Spanish. Students are expected to be familiar with a range of vocabulary and idioms relevant to the themes and topics prescribed in the study design.

Grammar

Students are expected to recognise and use the following grammatical items:

		For example:
Adjectives	Demonstrative	<i>Este, esta; estos, estas; ese, esa; esos, esas; aquel, aquella; aquellos, aquellas</i>
	Possessive	<i>Mi, mis; tu, tus; su, sus; nuestro/a, nuestros/as; vuestro/a, vuestros/as; su, sus</i>
	Descriptive (position)	<i>Es una mujer inteligente; Compré el vestido rojo; María Luisa es una gran mujer</i>
Articles	Definitive	<i>El, la, los, las</i>
	Indefinite	<i>Un, una, unos, unas</i>
Adverbs	Regular forms – formation	<i>Fácil → fácilmente; Amable → amablemente</i>
	Irregular forms or identical to the corresponding adjectives	<i>Bueno/a → bien malo/a → mal mejor, peor</i>
Comparatives	Inequality (adjective/noun/adverb)	<i>Más...que; menos...que</i>
	Equality (adjective/adverb)	<i>Tan...como; tantos/as...como</i>
	Irregular forms	<i>Bueno-mejor; malo-peor</i>
Conjunctions	Common Spanish conjunctions	<i>Y; e; o; u; pero; mas; sino; entonces; ni...ni; o...o; sea ...sea</i>
Direct and indirect speech	Direct speech	<i>...dijo: 'Tengo clase' 'Quiero que el mundo esté sano' 'Tenemos una fiesta aquí' '¿Dónde está el banco?', preguntó Juan</i>
	Indirect speech	<i>...me dijo que... ...tenía clase. ...quería que el mundo estuviera sano. ...tenían una fiesta aquí. Juan preguntó que dónde estaba el banco.</i>
Interrogation and exclamation	Questions and exclamation marks	<i>¿.....? ¡.....! Hace calor, ¿verdad? ¡Qué guapo es tu hermano! ¡Cómo se parece Ana a su madre!</i>
	Interrogative words	<i>¿Qué?, ¿Cuántos/as?, ¿Dónde?, ¿Cuál? ¿Cómo?, ¿Quién/es?</i>

Impersonal 'se'	Se = the third person singular or plural conjugation of a verb	<i>Se habla español en clase. Se venden helados de chocolate.</i>
Linguistic connectors	Common linguistic connectors	<i>Sin embargo; no obstante; finalmente; es decir; Por otro lado ...</i>
Nouns	Gender	<i>Femenino, masculino</i>
	Number	<i>Singular, plural</i>
Numerals	Cardinal	<i>Uno, dos, tres...</i>
	Ordinal	<i>Primero, segundo, tercero...</i>
Negation	Common negative words and expressions	<i>No; nadie ; nada; ni ; ni...ni; jamás; tampoco Todavía no; ya no ...</i>
	Double negation	<i>No hay nadie en este club; No quiero comer nada</i>
Passive voice	Ser + past participle of verb	<i>Estas obras literarias fueron escritas por un periodista mexicano.</i>
Prepositions	Common prepositions	<i>A, ante, en, con, por, para, sin...</i>
	Verbs with prepositions	<i>Abrir: de par en par hacia dentro Bajar: del avión/en ascensor/hacia el pueblo/por las escaleras</i>
Pronouns	Subject (personal pronouns)	<i>Yo, tú, usted, él, ella, nosotros...</i>
	Direct object	<i>Me, te, lo, la, nos, os, los, las</i>
	Indirect object	<i>Me, te, le, [se] nos, os, les [se]</i>
	Direct and indirect object (combined)	<i>Me traes la revista. Me la traes. Tráemela Entrega el dinero a José. Entrégalo a José. Entregáselo</i>
	Reflexive	<i>Me, te, se, nos, os, se. Me levanto...</i>
	Demonstrative	<i>éste, ésta, esto, éstos, éstas; ése, ésa, ésos, ésas, eso; aquél, aquélla, aquéllos/as, aquello</i>
	Possessives	<i>Mío/a, tuyo/tuya, suyo/a, nuestros/as, vuestros/as, suyos/as</i>
	Relatives	<i>A que, con que, de que, en que; a quien, con quien, de quien; el cual, la cual, los cuales, las cuales; lo que.</i>
Punctuation	Punctuation marks	<i>Punto, coma, punto y coma...</i>

Regular verbs

Indicative	
Present	<i>Hablo, como, escribo</i>
Present continuous	<i>Estoy hablando, estoy comiendo</i>
Preterite	<i>Hablé, comí, escribí</i>
Imperfect	<i>Hablaba, comía, escribía</i>
Perfect	<i>He hablado, he comido</i>
Past perfect	<i>Había hablado, había comido</i>
Future	<i>Hablaré, comeré, escribiré</i>
Conditional	<i>Hablaría, comería, escribiría</i>
Subjunctive	
Present	<i>Que hable, que coma, que escriba</i>
Imperfect	<i>Que hablara, que comiera, que escribiera</i>
Imperative	<i>¡Hable! ¡Venga</i>
Affirmative	<i>¡Hable! ¡coma! ¡escriba! (Ud.)</i>
	<i>¡Habla! ¡come! ¡escribe! (tú)</i>
Negative	<i>No hable (Ud.)</i>
	<i>No hables (tú)</i>

Irregular verbs

Indicative	
Present	<i>Doy, hago, digo</i>
Present continuous	<i>Estoy dando, estoy haciendo</i>
Preterite	<i>Di, hice, dije</i>
Imperfect	<i>Daba, hacía, decía</i>
Perfect	<i>He dado, he hecho, he dicho</i>
Past perfect	<i>Había dado, había hecho</i>
Future	<i>Daré, haré, diré</i>
Conditional	<i>Diría, haría, diría</i>
Subjunctive	
Present	<i>Que dé, que coma, que escriba</i>
Imperfect	<i>Que diera, que hiciera, que dijera</i>
Imperative	
Affirmative	<i>¡Dé! ¡haga! ¡diga! (Ud.)</i>
	<i>¡Da! ¡haz! ¡di! (tú)</i>
Negative	<i>No dé, no haga, no diga (Ud.)</i>
	<i>No des, no hagas, no digas (tú)</i>

Unit 1

In this unit students develop an understanding of the language and culture/s of Spanish-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. 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 Spanish 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 Spanish 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 9–10 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 Spanish 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 Spanish.

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 Spanish, 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

- self-correct language use as appropriate
- use appropriate pronunciation, intonation and stress
- use appropriate forms of address and non-verbal forms of communication, such as eye contact and gestures
- recognise meaning in terms and concepts without a direct equivalent in English
- use language that conveys intended meaning, taking into account cultural perspectives.

Area of Study 2

Interpretive communication

In this area of study students locate and use information from two texts in Spanish, chosen from a written, spoken or audiovisual format. They develop skills and knowledge to read, listen to or view texts in Spanish effectively, to summarise content and to combine information from the texts in written responses in Spanish and English. The subtopic selected for the texts will be drawn from the prescribed themes and topics and should provide an opportunity for students to learn about the culture/s of the Spanish-speaking communities.

In preparation for understanding and interpreting information on the selected subtopic, students consider relevant content, language and cultural information. They focus on language important for presenting information in written form, such as answering questions or writing for a specific purpose and audience. Students identify and clarify aspects of language and culture in the texts.

Outcome 2

On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Spanish, and respond in writing in Spanish and in English.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for understanding, interpreting and conveying information on the subtopic
- conventions of text types and language for relaying information in writing.

Key skills

- identify key concepts from written, spoken or audiovisual texts in Spanish
- differentiate between general meaning and specific meaning
- link ideas and information from the two selected texts
- recognise and interpret expressions without a direct equivalent in English
- use suitable written Spanish for the purposes of the text type, such as levels of formality or abbreviated language
- use appropriate spelling, grammar, layout and punctuation
- self-correct language use as appropriate.

Area of Study 3

Presentational communication

Students present content related to the selected subtopic in Spanish in written form, which may include supporting visual elements. Students develop a presentation that recounts, narrates, entertains, retells or interprets information, concepts and ideas for a specific audience.

The presentation will feature cultural products or practices from Spanish-speaking communities which can be drawn from a diverse range of texts, activities and creations.

Outcome 3

On completion of this unit the student should be able to present information, concepts and ideas in writing in Spanish on the selected subtopic and for a specific audience and purpose.

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

Key knowledge

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for conveying information on the subtopic
- conventions of a written presentation in Spanish
- presentation methods such as awareness and engagement of audience and clarity of information.

Key skills

- use strategies for creating an original text in Spanish, such as planning, drafting, self-correcting and use of dictionaries
- sequence ideas logically and to engage the audience
- use suitably written Spanish and other elements as appropriate to the text type, purpose and audience for the presentation
- use stylistic features appropriate to the text type, such as headings, repetition and exclamations
- identify and explain language and aspects of culture requiring interpretation
- use appropriate spelling, grammar and punctuation.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment tasks must be a part of the regular teaching and learning program and relate to the selected subtopic. They should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set, these outcomes encompass the areas of study in the unit.

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 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Spanish and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate 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.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of this study design.

Area of Study 1

Interpersonal communication

In this area of study students participate in a written exchange in Spanish. They develop skills and knowledge that enable them to read, listen to and view texts in Spanish and to develop a suitable response in Spanish. The stimulus material may be in spoken or written form, such as a letter, telephone message, video call or email, and may be accompanied by visual information, such as maps, advertisements, menus, photographs, film clips or diagrams.

In preparation for engaging with the subtopic, students consider relevant content, language and cultural information. They focus on language that is important for writing for a specific purpose and audience. Students identify and clarify aspects of language in the exchange and account for the influence of cultural perspectives on meaning and mutual understanding.

Outcome 1

On completion of this unit the student should be able to respond in writing in Spanish to spoken, written or visual texts presented in Spanish.

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 understanding and conveying general information and information on the subtopic
- conventions of text types and language for relaying information in writing
- nature of direct, indirect and rhetorical questions in Spanish.

Key skills

- use strategies for identifying key concepts and information from written, spoken, visual or audiovisual texts in Spanish
- respond to requests or questions and link to ideas and information provided in the exchange
- differentiate between general meaning and specific meaning
- use appropriate spelling, grammar, layout and punctuation
- self-correct language use as appropriate.

Area of Study 2

Interpretive communication

In this area of study students extract information from texts provided in Spanish and respond to the texts in writing using elements of this information. They develop skills and knowledge to read, listen to or view texts in Spanish and to use information in a new context. The topic selected for the texts will be drawn from the prescribed themes, with students developing their understanding of the culture/s of Spanish-speaking communities.

In preparation for understanding and interpreting information on the topic, students consider relevant content, language and cultural information. They focus on language that is important for identifying and synthesising information presented in Spanish and for recounting information in Spanish. They recognise and account for other perspectives in their interpretation of information, ideas and opinions.

Outcome 2

On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Spanish.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for understanding, interpreting and conveying information on the subtopic
- conventions of text types and language for commenting in writing on information, ideas and opinions.

Key skills

- use strategies for identifying relevant concepts and detailed information in written, spoken or visual texts in Spanish
- evaluate, select and use relevant information
- link detailed ideas and information from the stimulus material with general knowledge of the topic
- recognise meaning in terms and concepts without a direct equivalent in English
- self-correct language use as appropriate
- use suitable written Spanish for the purposes of the text type and audience, such as an appropriate level of formality
- use appropriate spelling, grammar, layout and punctuation.

Area of Study 3

Presentational communication

In this area of study students research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in Spanish on an aspect of the selected subtopic of interest to them.

Students consider relevant content, language and cultural information that can be used in the development of their oral presentation. They focus on skills and knowledge that enable them to read, listen to and view texts in Spanish and to speak about cultural connections and comparisons.

Students may consider aspects of culture such as:

- cultural products or practices that demonstrate cultural differences between different Spanish-speaking communities
- the cultural dimension underpinning social behavioural norms, social expectations and the way individuals engage with the world
- differences and similarities between Spanish-speaking and other communities and social structures
- the interplay between culture and the individual, including attitudes to social conformity.

Outcome 3

On completion of this unit the student should be able to explain information, ideas and concepts orally in Spanish to a specific audience about an aspect of culture within communities where Spanish is spoken.

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

Key knowledge

- one or more aspects of the culture of Spanish-speaking communities
- concepts and ideas that reflect the selected subtopic
- vocabulary and grammar suitable for understanding, interpreting and conveying information orally
- text and language conventions used in written, spoken and visual texts in Spanish
- the focus, purpose and subject matter of the presentation.

Key skills

- identify cultural meaning in written, spoken or audiovisual texts in Spanish
- select relevant examples to demonstrate an aspect of culture
- create an original oral presentation in Spanish that explains one or more aspects of culture
- sequence ideas logically
- use suitable oral Spanish and other elements as appropriate to the text type, purpose and audience for the presentation
- use visual, digital media or other resources to support the presentation
- self-correct language use as appropriate
- use appropriate pronunciation, intonation and stress.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks. Assessment tasks must be a part of the regular teaching and learning program and relate to the selected subtopic. They should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set, these outcomes encompass the areas of study in the unit.

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

Outcome 1

- Write a personal answer to an email
- Write an informative blog in response to texts
- Respond in a written letter to a radio announcement or editorial.

Outcome 2

- Describe in writing an experience seen from different perspectives
- Write a reflective article on a cultural insight, such as the attitudes of Spanish-speaking people in Australia and elsewhere to traditional customs
- Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society.

Outcome 3

- Narrate a life story, event or incident that highlights an aspect of culture
- Tell the class a personal or reflective story about a cultural event
- Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation.

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

Unit 3

In this unit students investigate the way Spanish speakers interpret and express ideas, and negotiate and persuade in Spanish through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Spanish, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Spanish-speaking communities. They reflect on how knowledge of Spanish and Spanish-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of this study design.

Area of Study 1

Interpersonal communication

In this area of study students develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in Spanish on a selected subtopic. Students research relevant content, language and cultural information, in particular that associated with acknowledging other speakers' points of view, and negotiating and persuading in culturally appropriate ways. They consider the interplay between cultural perspectives and mutual understanding, and focus on language important for effective participation in spoken interactions in Spanish. Students develop their understanding that language choices influence outcomes and impressions created in the exchange.

Outcome 1

On completion of this unit the student should be able to participate in a spoken exchange in Spanish to resolve a personal issue.

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 interpreting information, and negotiating and expressing a point of view or preference
- oral language and behaviours required to effectively initiate, maintain and close a spoken exchange, including strategies for revisiting unresolved issues and confirming outcomes
- negotiation strategies including acknowledging and linking to other speakers and offering compromises.

Key skills

- exchange relevant information
- link ideas in a logical and persuasive way
- recognise meaning in terms and concepts with implied meaning or without a direct equivalent in English
- use language that conveys intended meaning, taking into account cultural perspectives
- understand expectations and influences on participants in the interaction and use negotiation strategies

- clarify decisions and ensure agreed outcomes are reached
- self-correct language use as appropriate
- use appropriate pronunciation, intonation and stress
- use appropriate forms of address and non-verbal forms of communication
- recognise and respond to questions and cues for turn-taking.

Area of Study 2

Interpretive communication

In this area of study students extract information from three or more texts relating to the selected subtopic, and create written responses to specific questions or instructions in Spanish. Students synthesise information from written, spoken and visual texts.

Students consider relevant content, language and cultural information from three or more texts to identify and interpret key ideas and detail on the selected subtopic. Texts could include extracts, articles, blogs, webpages, postcards, stories, podcasts, songs, plays, news items, films, photographs, maps and other written, spoken or viewed texts. Students connect and compare ideas and identify different points of view or perspectives in each of the texts.

Students respond to the texts in writing in Spanish. They consider the influence of language, culture, social norms and ways of thinking in shaping meaning and the sequencing of ideas in the response.

Outcome 2

On completion of this unit the student should be able to interpret information from texts and write responses in Spanish.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for understanding, interpreting and conveying information on the selected subtopic
- conventions of text types and language for conveying information in writing.

Key skills

- interpret relevant concepts and detailed information from written, spoken and visual texts in Spanish
- recognise meaning in terms and concepts without a direct equivalent in English
- link ideas and information from the texts in a logical way
- use appropriate spelling, grammar and punctuation
- self-correct language use as appropriate
- use suitable written Spanish for the audience, purpose and text type.

Area of Study 3

Presentational communication

In this area of study students create an extended original piece of personal, informative or imaginative writing in Spanish to express ideas, thoughts or responses on an aspect of the selected subtopic.

Students analyse and reflect on content related to the selected subtopic to assist in identifying aspects suited to reflection, informing or storytelling. They may use cultural products or practices as stimulus material for their writing. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students consider the language and features of the types of text they encounter to ensure that their writing includes culturally appropriate content.

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 Spanish.

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 Spanish
- 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 Spanish, 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 and punctuation.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must relate to the selected subtopic and be completed mainly in class and within a limited timeframe. All responses for this unit are to be in Spanish.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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

External assessment

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations, which together will contribute 50 per cent to the study score.

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Spanish-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 Spanish.

Students identify and reflect on cultural products or practices that provide insights into Spanish-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of this study design.

Area of Study 1

Interpersonal communication

In this area of study students research and present information on a cultural product or practice from a Spanish-speaking community. Students develop knowledge and skills to share observations and consider how the product or practice may reflect a specific cultural perspective or behaviour.

Through the investigation of a cultural product or practice, students research specialised content, language and cultural information related to the selected subtopic. The subtopic for Area of Study 1 may be the same as the subtopic for Area of Study 2. Students use knowledge of the subtopic to explain differences and similarities between cultural contexts, such as the present and the past, or between Spanish-speaking communities in different locations around the world. They develop language important for effective participation in spoken interaction in Spanish, including deep knowledge of the subtopic, to present information, ideas and opinions about the cultural product or practice and to participate in an extended discussion.

Outcome 1

On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Spanish.

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 relating to a cultural product or practice, including expressions that reflect aspects of culture
- the cultural and social context within which the product or practice exists
- oral language and behaviours required to present information and participate in an interview on the subtopic, including anticipating and responding to questions
- vocabulary and grammar suitable for conveying information, explaining opinions and sharing ideas.

Key skills

- select relevant and interesting information for the exchange and in response to questions
- link ideas logically
- recognise and respond to questions and cues for turn-taking
- self-correct language use as appropriate
- use appropriate pronunciation, intonation and stress
- use appropriate forms of address and non-verbal forms of communication
- explain meaning in terms and concepts without a direct equivalent in English
- exchange and justify opinions and ideas
- recognise and use suitable language and strategies to distinguish between factual information and personal perspectives.

Area of Study 2

Interpretive communication

In this area of study students analyse and present in writing information extracted from written, spoken and viewed texts in Spanish on a selected subtopic. The subtopic for Area of Study 2 may be the same as the subtopic for Area of Study 1. The texts should provide insights into an aspect of life in Spanish-speaking communities and opportunities for students to make comparisons between cultures, places or times. Viewed texts may include photographs, drawings, maps, films or posters.

Students respond to the texts in an extended piece of writing in Spanish that requires a different text type to the stimulus material. Students identify and analyse key ideas and make comparisons between the details, ideas and points of view expressed in each of the texts.

Outcome 2

On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in Spanish.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- concepts and ideas related to the selected subtopic
- vocabulary and grammar suitable for interpreting and conveying information on the selected subtopic
- features of text types
- language for analysing and comparing ideas in extended writing.

Key skills

- use strategies for identifying and understanding key ideas and detailed information from written, spoken and viewed texts in Spanish
- recognise cultural, language or contextual aspects critical to meaning in written, spoken and viewed texts
- identify relationships and make comparisons between the key ideas and perspectives expressed or observed in the texts
- present information relevant to audience and purpose
- use appropriate spelling, grammar, layout and punctuation
- self-correct language use as appropriate
- use suitable stylistic features for the audience, purpose and text type.

Area of Study 3

Presentational communication

In this area of study students present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions about an aspect of the selected subtopic. The selected subtopic must be different from the subtopic/s used in Areas of Study 1 and 2.

Students investigate relevant content, language and cultural information to assist in persuading others of a particular position or evaluating existing positions and opinions on an issue related to the subtopic. They develop knowledge and understanding of the issue, such as the benefits of learning Spanish, the ongoing effects of an historical event, environmental concerns, youth issues in contemporary society or an aspect of the literary or artistic heritage of the Spanish-speaking communities.

Students create an original written text in Spanish on an aspect of the subtopic for a specified audience and text type. The written text is for a persuasive or evaluative purpose. Students consider acceptable ways of persuading others or evaluating arguments, and carefully select and sequence language for the audience and purpose of the writing.

Outcome 3

On completion of this unit the student should be able to present information, concepts and ideas in evaluative or persuasive writing on an issue in Spanish.

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

Key knowledge

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

Key skills

- research the subtopic and possible issues
- sequence ideas logically to support an evaluative or persuasive argument
- create original writing in Spanish
- self-correct language use as appropriate
- use appropriate spelling, grammar, layout and punctuation
- use suitable written Spanish for the audience, purpose and text type

For evaluative writing

- identify different positions on an issue associated with the subtopic and identify relevant information to compare and draw conclusions
- use evaluative techniques including aligning like items, making valid comparisons and justifying personal conclusions

For persuasive writing

- formulate a position on an issue associated with the subtopic and identify relevant and compelling information to support the position
- use persuasive strategies, including justifying ideas and opinions or describing hypothetical outcomes and past experience.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must relate to the selected subtopic and be completed mainly in class and within a limited timeframe. All responses for this unit are to be in Spanish.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contributions to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Share information, ideas and opinions in a spoken exchange in Spanish.	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 in Spanish.	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 in Spanish.	15	An approximately 300-word evaluative or persuasive piece of writing.
Total marks	50	

External assessment

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

Contribution to final assessment

The examinations together will contribute 50 per cent to the study score.

End-of-year examinations

Description

- an oral examination
- a written examination.

All relevant key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

The written examination will be set by a panel appointed by the VCAA.

Conditions

The examinations will be completed under the following conditions:

- Duration:
 - Oral examination: approximately 15 minutes
 - Written examination: 2 hours plus 15 minutes reading time.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE Administrative Handbook](#).
- The examinations will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Unit 3 and 4 sequence together with any sample material.