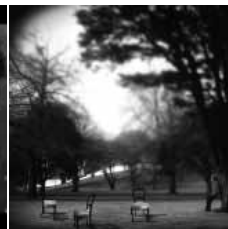
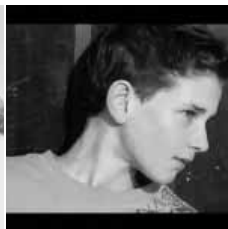
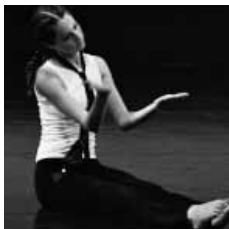


No. 36 April 2006

Victorian Certificate of Education
Victorian Certificate of Applied Learning
Vocational Education and Training



VCAA **Bulletin** VCE, VCAL and VET Supplement 2

VCE studies accredited 1 January 2007: Summary of changes

VCE English

VCE English as a Second Language (ESL)

English/ESL Text list guidelines 2008

VCE Foundation English



VCE English/English as a Second Language 2007

Summary of changes

The *English/English as a Second Language VCE Study Design* has been reviewed and reaccredited for the period 1 January 2007 until 31 December 2011. Units 1 and 2 will be implemented in 2007 and Units 3 and 4 will be implemented in 2008.

The basic aims and intentions of English are maintained. Students will continue to read and respond to set texts, to analyse the use of persuasive language and to write persuasively, to write for a range of different purposes and audiences, and to use and respond to oral language in different contexts. There are however some changes to the structure.

Structure

There are still three areas of study in Units 1–3 and two areas of study in Unit 4, but these have been renamed. There have been some changes to area of study 1, *Reading and the study of texts*, which has been replaced with two discrete areas of study: area of study 1 *Reading and responding*; and area of study 3, *Using language to persuade*. The revised area of study 2, renamed *Creating and presenting*, focuses on writing for different audiences and purposes. *Effective oral communication* is no longer a separate area of study; relevant key knowledge and skills have now been included in all three of the revised areas of study.

Choice has been provided in area of study 2 and the opportunity for schools to select a Context from the study design in Units 1 and 2, and from a list of Contexts prescribed by the VCAA in Units 3 and 4.

Each area of study now has a separate outcome. The descriptions for each unit and area of study have been expanded and systematic progression has been provided across Units 1 to 4. The requirement that students display knowledge of the conventions of spelling, punctuation and syntax of Standard Australian English has been explicitly included in each outcome.

A brief glossary has been added to the study design. Text types have now been described as print, non print and multimodal and definitions are included in the glossary. Other terms relating to information and communications technology have also been defined. The term ‘meta-language’ has been used throughout the study design and is also defined in the glossary.

Text Lists

A key change in the revised study design is the requirement that students study **four** texts in both Units 1 and 2, and Units 3 and 4. Schools set four texts, one for area of study 1 and one for area of study 2, in each of Units 1 and 2. In Units 3 and 4 **four** texts must now be selected from **two** Text Lists covering **two** areas of study. Each year the February VCAA Bulletin will publish Lists 1 and 2 for the following year.

Units 1 and 2 Reading and responding

Area of study 1, *Reading and responding* replaces *Reading and the study of texts* and the study of media texts is now included in area of study 3. Key knowledge and skills focus on the analysis of set texts. Developing work done in Victorian Essential Learning Standards Level 6, students are required to identify and discuss key aspects of set texts, and to understand the ways in which authors and readers create meaning.

Units 1 and 2 Creating and presenting

The focus of area of study 2 in the revised design is still on writing, but students now choose to explore one or two of three Contexts: *Exploring and presenting themes or ideas*; *Exploring technology and communication*, or *Exploring workplace communication*. Students’ writing is informed by reading a set text in each unit, and additional texts to support the achievement of the outcome. These texts provide both stimulus and models for writing for a range of audiences and purposes. Schools may choose the same Context in Unit 1 and Unit 2, or select an alternative Context in Unit 2.

Units 1 and 2 Using language to persuade

Area of study 3 focuses on the use of language in the presentation of a point of view. Students previously studied this area as part of *Reading and the study of texts* in area of study 1. Students now read a wider range of persuasive texts, and greater emphasis has been given to identifying logical appeals and producing reasoned argument.

Units 3 and 4 Reading and responding

Area of study 1, *Reading and responding* replaces *Reading and the study of texts* and the study of media texts is now included in area of study 3. Key knowledge and skills focus on the analysis of set texts.

Units 3 and 4 Creating and presenting

The current area of study 2 still focuses on writing, but this is now informed by reading a text selected from List 2 of the Text list and additional texts to support students’ exploration of **one** selected Context. Students focus on reading and writing and their interconnection and create and present for different audiences and purposes. Student writing is assessed in a separate outcome in Unit 3, as well as Unit 4 and is examined. Contexts for study will be published annually with the Text Lists in the VCAA Bulletin and will remain for approximately three years.

Unit 3 Using language to persuade

Area of study 3 focuses on the use of language in the presentation of a point of view. Students previously studied this area as part of *Reading and the study of texts* in area of study 1. While still focusing on a topical issue, students now read a wider range of persuasive texts, and greater emphasis has been given to identifying logical persuasive techniques and developing a reasoned point of view.

Assessment

Oral assessment tasks have been included as assessment tasks in Units 1, 2 and 3. One task, but no more than one task, in each of these units must be in oral form. There is no requirement for an oral assessment task in Unit 4.

A broader range of assessment tasks has been provided for Units 1 and 2.

The Unit 3 and 4 assessment program has been retained:

- School-assessed Coursework Unit 3 – 25%
- School-assessed Coursework Unit 4 – 25%
- Unit 3 and 4 end-of-year written examination – 50%

The number of tasks for School-assessed Coursework in Units 3 and 4 remains the same. Creating and presenting is now assessed directly in Unit 3, as well as Unit 4. In Unit 3, one assessment task in either Outcome 1 **or** Outcome 3 **must** be in oral form. In Unit 4, the assessment tasks are now equally weighted.

All three areas of study will now be examined in three sections of the examination. Assessment in each section will be equally weighted.

VCE English as a Second Language (ESL)

In keeping with advice from the English as a Second Language Focus Groups, ESL continues to be integrated with the study of English. While specific attention was paid to identify skill development for ESL students, the key knowledge and skills address the needs of both English and ESL students. Schools should note where different requirements for ESL students are indicated in Units 3 and 4. Separate Advice for Teachers of ESL and English students will be published with the printed *English/English as a Second Language VCE Study Design* in Term 2. Activities listed in the 'Advice to ESL Teachers' section will often be suitable for some English classes, especially those with ESL students, and activities listed in the Advice to English Teachers section will often be suitable for some ESL students.

In addition to the entry requirement that students fulfil the VCAA Eligibility Requirements for ESL study at Units 3 and 4, it is recommended that ESL is suitable for students who typically have English language proficiency at a minimum International English Language Testing System (IELTS) 4 level or its equivalent.

English/ESL

Text list guidelines 2008

Requirements for text selection: Units 3 and 4

Texts for study in Units 3 and 4 English/ESL are grouped into two lists: List 1 for the study of Outcome 1, and List 2 for the study of Outcome 2. The lists should be considered in conjunction with the relevant Text Selection requirements set out in the *English/ESL VCE Study Design* for Units 3 and 4.

Each text on VCE English/ESL text lists will:

- have literary merit and be worthy of close study
- be an excellent example of form and genre
- sustain intensive study, raising interesting issues and providing challenging ideas
- be appropriate for both male and female students
- be appropriate for the age and development of students and, in that context, reflect current community standards and expectations.

The text lists as a whole will:

- be suitable for a wide range of students, including second language students
- reflect the cultural diversity of the Victorian community
- include a balance of new and established works
- include texts that display affirming perspectives.

Guidelines for text selection

The text lists for English/ESL must:

1. contain a total of 36 available texts:
 - 20 (List 1: area of study 1)
 - 16 (List 2: area of study 2, four texts for each Context)
2. represent the full range of texts indicated in the study design in the following approximate proportions:

Area of study 1: List 1 (20 texts)	Area of study 2: List 2 (16 texts)
8 novels 2 collections of short stories 2 collections of poetry or songs 3 plays 2 film texts* 3 non-fiction texts	For each Context 1 novel 1 film text* Plus 2 from the following, depending on relevance to Context: Plays Short stories Poetry Other literature
Total: 20 texts	Total: 4 x 4 = 16 texts

*A film text may be selected from List 1 **or** List 2, but not both. **Students are not permitted to write on more than one film in the examination.**

At least one of the selected texts in each of Units 3 and 4 should be an imaginative print text such as a novel, a play, a collection of short stories, or poetry.

At least one of the selected texts should be by an Australian or about Australians.

3. contain at least nine texts by or about Australians (five texts for List 1; four texts for List 2 – one in each Context)
4. contain print and film texts that are widely available, preferably for sale
5. contain no titles in common with those on the VCE Literature Text List
6. after the first two years of implementation be reviewed annually with approximately 25% of the texts being changed. After the first two years of implementation no text should appear for more than four consecutive years or less than two years
7. be accompanied by full bibliographic details where necessary.

Note: While the VCAA considers all selected texts to be suitable for study, teachers should be aware that in some instances sensitivity may be needed where particular issues are raised in certain texts. In selecting texts for study teachers should make themselves aware of these issues prior to introducing them to students.

Prescribed Contexts for area of study 2

A list of prescribed Contexts for study in area of study 2, Units 3 and 4, will be published annually with the text lists. Contexts may remain current for three to four years. The Contexts for study from 2008 are:

The imaginative landscape

Whose reality?

Encountering conflict

Exploring issues of identity and belonging.

VCE Foundation English

The *Foundation English VCE Study Design* has been reviewed and reaccredited for the period 1 January 2007 until 31 December 2011.

In many respects the revised Foundation English study design does not vary significantly from the current study design and the basic structure of the course has been retained. One area of study (Effective research), however, has been replaced by a new area of study (Information literacy).

Students still complete one compulsory area of study in Units 1 and 2 and choose an additional area of study from a choice of five areas of study in each unit.

Introduction

The rationale for the study design has been revised to reflect the updated VCE English requirement. The focus on the vocationally orientated approach to English has been strengthened.

Area of study 6: Information literacy

This new area of study replaces the previous area of study 6: Effective research. While the focus of the previous area of study was on developing students' skills in finding and interpreting data for research and investigative purposes, the new area of study develops students' abilities to recognise the need for credible information and the strategies necessary to access that information. Evaluating, synthesising and communicating collected information for a specified audience and purpose are also included in the new area of study.

Enquiries about the content of the English/ESL and Foundation English study designs can be directed to Dr Susan Leslie, Curriculum Manager, English, Victorian Curriculum and Assessment Authority, phone (03) 9651 4580.



Published by

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

41 St Andrews Place East Melbourne Victoria 3002 Australia

TELEPHONE +61 3 9651 4300 FACSIMILE +61 3 9651 4324

EMAIL vcaa@edumail.vic.gov.au

WEB www.vcaa.vic.edu.au

