

**Updated – version 1.4**

Amendments to study design history

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| Version | Status | Release Date | Comments |
| 1.4 | Current | October 2024 | Update to Unit 3 Outcome 2 assessment task and weighting (page 28)  Addition of Unit 3 task conditions (page 29)  Update to Unit 4 Area of Study 2 Outcome statement (page 32)  Update to Unit 4 Outcome 2 assessment task (page 34)  Addition of Unit 4 Task conditions (page 35) |
| 1.3 | Superseded | August 2023 | Update to assessment task table for English as An Additional Language students. The word ‘OR’ has been inserted between bullet point 1 and 2 tasks (page 28). |
| 1.2 | Superseded | August 2022 | Update to text selection for  Units 1 and 2 (page 12).  Update to text selection for  Units 3 and 4 (page 21). |
| 1.1 | Superseded | March 2022 | Update to text selection for  Units 1 and 2 (page 12).  Update to text selection for  Units 3 and 4 (page 21). |
| 1.0 | Superseded | February 2022 | Original study design. |

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Important information

Accreditation period

Units 1 and 2: 1 January 2023 – 31 December 2027  
Units 3 and 4: 1 January 2024 – 31 December 2027

Implementation for Units 1 and 2 of this study commences in 2023.  
Implementation for Units 3 and 4 of this study commences in 2024.

Other sources of information

The [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) 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](https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx) on the VCAA website.

To assist teachers in developing courses, the VCAA publishes online [Support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx) (incorporating the previously known *Advice for teachers*).

The current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) 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.

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Introduction

Scope of study

VCE English and English as an Additional Language (EAL) focuses on the how English language is used to create meaning in print and digital texts of varying complexity.

Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Rationale

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Aims

This study enables students to:

* extend their English language skills through reading, writing, speaking, listening, thinking and viewing to meet the demands of further study, the workplace, and their own needs and interests
* enhance their understanding, enjoyment and appreciation of the English language through all modes
* discuss, explore and analyse the form, purpose, context, text structures and language of texts from a range of styles and genres
* discuss, explore and analyse how culture, values and context underpin the construction of texts and how this can affect meaning and understanding
* convey ideas and demonstrate insight convincingly and confidently
* create print, digital and spoken texts
* demonstrate the ability to make informed choices about the construction of texts in relation to purpose, audience and context.

Structure

The study is made up of four units. Each unit deals with specific content contained in 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. However, it is recommended that prior to enrolment in this study, EAL students have demonstrated achievement at C3 or above on the Victorian Curriculum F–10: EAL.

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 curriculum.

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*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). 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 English and English as an Additional Language (EAL) 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 and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). 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 Support Materialsprovide 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.

Child Safe Standards

Schools and education and training providers are required to comply with the Child Safe Standards made under the Victorian *Child Wellbeing and Safety Act 2005*. Registered schools are required to comply with *Ministerial Order No. 1359 Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises*. For further information, consult the websites of the [Victorian Registration and Qualifications Authority](https://www.vrqa.vic.gov.au/childsafe/Pages/Home.aspx), the [Commission for Children and Young People](https://ccyp.vic.gov.au/) and the [Department of Education and Training](https://www2.education.vic.gov.au/pal/child-safe-standards/policy).

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 VCE study designs.

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 in the study and receive an 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 completed the study. Teachers should refer to the current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE English and English as an Additional Language (EAL) are as follows:

* Unit 3 School-assessed Coursework: 25 per cent
* Unit 4 School-assessed Coursework: 25 per cent
* end-of-year examination: 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 and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for authentication rules and strategies.

Terms used in this study

For the purposes of this study design and associated assessment, the following definitions will apply.

| **Term** | **Definition** |
| --- | --- |
| Active listening | Listening where students monitor and evaluate the text, with a focus on key elements for a deepened understanding. |
| Aesthetic appeal | The appreciation of the artistic and pleasing qualities of a text. |
| Audience | The group of readers, listeners or viewers that the author, including a writer, film director, content developer or speaker, is addressing. The audience can be very specific and is situated in the context of the delivery of the text. Audience, real and implied, includes an individual, students in the classroom, and the wider community. |
| Audio text | A spoken recording of a piece of writing; the part of a script or text that is to be spoken. |
| Audio visual text | A text that uses both sight and sound – typically in the form of images (still and/or moving)  and recorded speech and/or music/soundscape. |
| Author | The composer or creator of a work or text that includes a writer, film director, content developer or speaker. |
| Close reading | Close reading requires the reader to make a deliberate attempt to detach from the story-telling and pay particular attention to the vocabulary, language features and text structures of a text.  It focuses on significant details or patterns to develop a deep, precise understanding of the craft and meaning of the text. |
| Cohesive writing | A unified text that exhibits a series of interconnected ideas that are presented in a clear and organised way. |
| Context | The environment in which a text is responded to or created. Context can include the social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of a situation). |
| Conventions | An accepted practice that has developed over time and is generally used and understood;  for example, the use of specific structural aspects of texts, such as in an essay with an introduction, body paragraphs and a conclusion. |
| Cultural knowledge | The diverse reserves of historical, linguistic, social and cultural understanding we hold across society. |
| Digital text | A text produced through digital or electronic technology, which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites and e-literature. |
| Draft | Writing to test ideas, shape, vocabulary, text structures and language features – offering  a sense of the main intentions of the work but not in a finished or completed form. |
| Effective writing | Clear, credible writing intentionally crafted with a strong purpose and a situated audience and for a specific context. |
| Feedback  Framework of Ideas | Advice or suggestions that provide guidance for next steps in any process (including writing).  Four broad ideas through which students engage with writing. Each idea includes elaborations (general advice and directions schools and teachers could use in the context of their communities and cohorts) and is aligned with four mentor texts (see List 2 of the *VCAA VCE English and EAL Text List*). |
| Guided reading | Instructional practice or approach where a teacher or mentor supports a group of students to read a text effectively and independently. |
| Idea | A concept, understanding or thought. |
| Inferential reading | Active reading that can infer or determine meaning not explicitly stated in the text. |
| Issue | A subject or problem of public interest and with multiple viewpoints. |
| Language features | Authors make specific language choices in their work to support and create meaning in a text. These may include sentence structures, noun groups, phrases, vocabulary, punctuation, language patterns, figurative language, symbolism, colloquial language and personification. These choices vary according to the purpose of a text, its subject matter, audience, context and mode. |
| Media | Newspapers, magazines, radio, television and the internet as a group that provides information in different forms and for different audiences and purposes. |
| Mentor texts | Texts to be read and re-read as models of effective and cohesive writing. |
| Metalanguage | Vocabulary or terms used to describe and define language. |
| Mode | The various processes of communication – reading, writing, speaking, listening and viewing. |
| Persuasive strategies | Language techniques used to persuade or influence a reader or viewer of an idea or position. |
| Print | The written word in hardcopy. |
| Purpose | The purpose of a text is what the author sets out to achieve for the audience, when reading, listening to or viewing the text. When creating texts, the author always has at least one purpose. These include: to express, to explain, to reflect or to argue, and some texts may have more than one purpose, depending on the audience and context. |
| Textual forms | Different text types. |
| Text structures | The manner in which information/ideas/events are organised in different texts. Examples of  text structures include chapter headings, subheadings. overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies and chronology. |
| Visuals | A picture, photograph, film or other still or moving images used for particular effect. |
| Vocabulary | Words that exist in language or for a particular subject. |
| Voice | The unique or individual style of an author. |
| Writing processes | The steps engaged in by an author to develop their own writing. The process includes the  pre-writing stage, that is, brainstorming and gathering ideas, drafting, revising, refining, editing and publishing. |

Units 1 and 2

Text selection

English and English as an Additional Language (EAL) at the senior levels (Units 1 through to 4) continues to develop and seeks to consolidate the knowledge and skills students have acquired and explored through the F–10 classrooms. However, the knowledge and skills will be applied to increasingly sophisticated texts at the senior level. The study of texts at Years 7 to 10 may include examples of young adult fiction and non-fiction. However, in the senior levels, students will be expected to engage progressively with adult texts that reflect more complex concerns. Texts set for study at senior levels might include assumptions and attitudes that challenge or contest students’ understanding of the world, which will require teachers to develop reading and viewing strategies with their students to draw out possible meanings from the texts for deeper engagement and understanding. Students develop their own responses to these texts from personal engagement through to critical analysis, applying and refining their capacity for inferential reading and viewing as they grapple with many possible levels of meaning that can be extracted by a reader.

Students are encouraged to read widely in Units 1 and 2 to support the achievement of all outcomes.

In Units 1 and 2, text selection is a school-based decision, and must be made in accordance with the following instructions.

Where both Units 1 and 2 are undertaken, students must read and study at least five set texts. EAL students have the option of studying extracts of set texts for Unit 1, Outcome 1 and Unit 2, Outcome 1.

The term ‘set text’ refers to texts chosen by the school for Unit 1, Areas of Study 1 and 2, and Unit 2, Area of Study 1.

Where both Units 1 and 2 are undertaken:

* the text type selected for study in Unit 1, Outcome 1 must be of a different text type from that selected for study in Unit 2, Outcome 1
* only one of the set texts may be a film or a graphic novel
* either one of the texts set for study for Unit 1, Outcome 1 and Unit 2, Outcome 1, or two of the texts set for study for Unit 1, Outcome 2 must be by Australian authors or creators.
* all texts should have literary merit and be worthy of close study
* no text studied in Units 1 and 2 can be studied in Units 3 and 4
* no idea from the Framework of Ideas listed for study at Unit 3 can be studied in Unit 1
* No mentor texts aligned with any idea in the Framework of Ideas (List 2 of the *VCAA VCE English and EAL Text List*) can be studied in Unit 1.

Unit 1

Area of Study 1

Reading and exploring texts

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text’s vocabulary, text structures and language features can create meaning on several levels and in different ways.

Students’ exploration of texts involves understanding and appreciating the role of vocabulary, text structures and language features in creating story and meaning. They contemplate the ways a text can present and reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives. Students are encouraged to share their experience and understanding of the world, and make connections with key ideas, concerns and tensions presented in a text. They also explore the cultural, social and historical values embedded in the text, and can compare these values with their own. It is through these moments of connection that students engage more closely with the reading experience, and draw parallels with their own observations of the world.

Through participation in discussions about their own experiences and the ways they make connections with a text, students develop their own thinking and engage with the ideas of others to extend their understanding of a text. They draw on personal experience and understanding in developing writing about a text, and work to shape their ideas and knowledge into formal essay structures.

For this outcome, students will read and explore one set text, or extracts from the set text (EAL). This text must be of a different text type from that selected for study in Unit 2. The text selected should reflect the interests of the students and be worthy of close study.

Students are provided with opportunities to practise and extend their writing about texts. They are given time and support to extend their writing through reflection, editing and feedback.

Outcome 1

|  |  |
| --- | --- |
| English students | EAL students |
| On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.  To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1. | On completion of this unit the student should be able to make personal connections with, and identify selected vocabulary, text structures, language features and ideas in, a text.  To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1. |

Key knowledge

* inferential reading and viewing strategies
* ideas, concerns and tensions in a text
* vocabulary, text structures and language features in a text
* personal and analytical writing in response to a text
* small group and whole class discussion, including ways of developing constructive and collaborative interactions and building on the ideas of others
* the conventions of discussion and debate
* the conventions of syntax, punctuation and spelling of Standard Australian English.

Key skills

* develop strategies for inferential reading and viewing
* consider and explore:
* ideas, concerns and tensions presented in a text
* characters, settings and plot, and point of view and voice
* how vocabulary, text structures and language features create meaning
* engage productively in small group and class discussion, including listening to others
* develop, share and clarify ideas with peers and teachers employing appropriate strategies for discussion and debate
* plan and develop personal and analytical writing about a text, including the use of appropriate metalanguage to discuss vocabulary, text structures and language features
* use textual evidence, where appropriate, to support writing
* use appropriate strategies to review and edit writing
* apply the conventions of syntax, punctuation and spelling of Standard Australian English.

Area of Study 2

Crafting texts

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

Both individual and shared reading of mentor texts provides students with opportunities for rich discussion about what constitutes effective writing. Students collaborate through classwork to cultivate their understandings of cohesive and successful texts.

Students employ and experiment with the qualities of effective writing in their own work. Considering clear purpose, context (including mode) and audiences for their writing, and through engaging with and expanding on ideas drawn from mentor texts and other reading, they extend their creativity, fluency and range. As they craft their texts, students explore text structures and language features, and ideas. They build a varied vocabulary, which can include abstract and technical language, and apply standard and/or non-standard conventions of language, including syntax and spelling, as appropriate. They are also able to explore other forms of non-standard or informal language including colloquial and idiomatic language such as slang or dialects, where appropriate.

The mentor texts can include short stories, speeches or monologues (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog or social media postings) and memoirs and biography and can be entire texts or extracts. Students explore and revisit the mentor texts as inspiration for developing their own writing processes, for generation of ideas, and as models for effective writing. They demonstrate their understanding of ideas and application of effective writing strategies in their crafted texts, and can articulate their writing processes in their commentaries.

Teachers and students can negotiate ideas and mentor texts that best fit the context and interests of the cohort. Three mentor texts must be studied in depth. Selection of texts is a school-based decision but can be inspired by the ideas listed in the Framework of Ideas (page 23). For details on text selection, see page 13. Teachers are encouraged to augment this area of study with other print and digital texts, in consultation with their students, and to create meaningful and authentic connections with the experiences of their students to empower them to write confidently.

Outcome 2

|  |  |
| --- | --- |
| English students | EAL students |
| On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.  To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2. | On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.  To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2. |

Key knowledge

* vocabulary, text structures and language features used in effective writing
* different strategies to generate and develop ideas
* the ways purpose, context and audience shape writing
* different language modes and their effects on structure and meaning
* the power of language when deployed by an author to achieve their aims
* the range of ideas presented in various ways in mentor texts
* writing processes including drafting, refining and considering feedback
* the value of collaboration and discussion
* standard and non-standard conventions of language, including syntax, punctuation and spelling.

Key skills

* employ and experiment with vocabulary, text structures and language features for effective writing
* write with a clear purpose (to express, to reflect, to explain or to argue) and an awareness of context (including mode) and audience
* develop and employ writing processes
* generate ideas, and discuss, develop and elaborate on these ideas
* explore voices appropriate to audience, purpose and context (including mode)
* experiment with vocabulary for effective writing
* plan, create, draft, refine and complete individual writing
* collaborate on the processes of writing with peers and teachers through discussion and feedback
* recognise and comment on vocabulary, text structures, language features and ideas used in effective writing
* reflect on and share the implications of authorial choices made in their own writing and in the writings of others
* apply standard and non-standard conventions of language, including syntax, punctuation and spelling, as appropriate.

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 must be a part of the regular teaching and learning program and 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.

English students

For this unit students are required to demonstrate two 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:

* a personal response to a set text
* two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs
* a description of writing processes.

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

EAL students

For this unit students are required to demonstrate two 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:

* a personal response to a set text
* a note-form summary of key connections and ideas within the set text
* two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs
* a set of annotations on the student-created texts, identifying the qualities of effective writing.

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

Unit 2

Area of Study 1

Reading and exploring texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

Developing analytical writing about a text provides students with opportunities to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays.

Students are provided with opportunities to practise and extend their writing about texts. They are given time and support to extend their writing through reflection, editing and feedback.

Students read and explore one set text, or extracts from a set text (EAL). The set text for this area of study must be of a different text type from that studied in Unit 1. Students’ understandings and experiences of the world, as well as supplementary texts, can enrich discussions about key ideas presented in the text. For this reason, the text selected should reflect the interest of the students and be worthy of close study.

Outcome 1

|  |  |
| --- | --- |
| English students | EAL students |
| On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.  To achieve the outcome the student will draw on knowledge and related skills outlined in Area of  Study 1. | On completion of this unit the student should be  able to identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning.  To achieve the outcome the student will draw on knowledge and related skills outlined in Area of  Study 1. |

Key knowledge

* inferential reading and viewing strategies
* ideas, concerns and tensions in a text
* vocabulary, text structures and language features in a text used to construct meaning
* the historical context, and the social and cultural values in a text
* strategies and techniques for constructing and supporting analytical writing in response to a text
* the conventions of small group and whole class discussion, including ways of developing constructive interactions and building on the ideas of others in discussion
* the conventions of discussion and debate
* the conventions of syntax, punctuation and spelling of Standard Australian English.

Key skills

* build inferential reading and viewing strategies
* read and engage with a text for meaning
* discuss and analyse ideas, concerns and tensions presented in a text
* discuss and analyse the specific vocabulary, text structures and language features in text, including the use of appropriate metalanguage, and how these aspects create meaning
* respond to a set topic
* construct analytical writing in response to a text, including the use of appropriate evidence from the text
* use appropriate strategies to review and edit the writing
* listen attentively and respond appropriately to others’ views during discussion
* use the conventions of syntax, punctuation and spelling of Standard Australian English.

Area of Study 2

Exploring argument

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Suitable texts for study should reflect a variety of persuasive texts. Appropriate texts could be drawn from print, digital, audio and audio visual sources. These texts may include speeches, digitally presented texts, opinion and comment pieces, and other texts designed to position audiences in relation to an issue. In selecting these texts, teachers should reflect on what students choose to read, view and listen to. Consideration and time should be given to the explicit teaching of contextual information and cultural knowledge required to support an understanding of the selected issue and texts.

Students practise analysing persuasive texts using note taking, summaries and short-answer questions, and through formal, analytical writing. When working with audio or audio visual texts, they explore elements of spoken language including intonation, volume, pace, pausing and stress, and develop analysis of the ways these elements contribute to argument and the effect on the audience.

Students craft their writing using evidence from the texts to support their analysis. They draft and revise their writing and invite feedback from their teacher and other students to refine their ideas and expression. They aim for coherence, logic and accuracy in their writing.

Students employ their understanding of argument to create their own point of view text. They construct this text for oral presentation, and learn about the conventions of oral presentation for persuasive purposes.

Outcome 2

|  |  |
| --- | --- |
| English students | EAL students |
| On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.  To achieve the outcome the student will draw on key knowledge and key skills outlined in Area of Study 2. | On completion of this unit the student should be able to explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.  To achieve the outcome the student will draw on key knowledge and key skills outlined in Area of Study 2. |

Key knowledge

* an understanding of contention and supporting arguments, including:
* sequence and structure
* use of supporting evidence
* language
* techniques and strategies
* the role of visuals in supporting argument
* the ways authors employ arguments to position intended audiences
* the elements of audio and audio visual texts that contribute to a persuasive effect including intonation, volume, pace, pausing and stress
* the impact of context on the presentation of arguments
* the conventions of discussion and debate such as active listening and questioning
* the features of an analytical response to texts that present an argument
* the features of a point of view text for oral presentation
* the conventions of syntax, punctuation and spelling of Standard Australian English.

Key skills

* summarise the key points in arguments using skills such as note-taking and annotation
* identify, explore and apply:
* the intent and logical development of contention and supporting arguments
* the evidence used by authors to support arguments
* the strategies used by authors to position an intended audience
* the language used by authors to position an intended audience
* the visuals used to position an audience
* the ways an audience is positioned
* the elements of spoken language that can contribute to persuasion including intonation, volume, pace, pausing and stress
* apply the conventions of discussion and debate
* use appropriate evidence to support analytical writing
* extend individual capacity to use language confidently
* acquire and apply relevant metalanguage
* develop an analysis of persuasive texts
* draft, review, edit and refine analytical writing using feedback gained from individual reflection, and peer and teacher feedback
* develop sound and sequential argument, including appropriate use of evidence and language
* plan, draft and refine a point of view text for oral presentation
* apply the conventions of syntax, punctuation and spelling of Standard Australian English.

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 must be a part of the regular teaching and learning program and 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.

English students

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

Suitable tasks for assessment in this unit include a combination of:

* an analytical response to a set text
* a set of annotated persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features
* an analysis of the use of argument and persuasive language and techniques in text(s)
* an oral presentation of a point of view text.

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

EAL students

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

Suitable tasks for assessment in this unit include a combination of:

* a detailed mind map of vocabulary, text structures, language features and ideas from the set text
* an analytical response to a set text
* a note-form summary of the key argument(s) and supporting arguments in persuasive text(s)
* an annotated visual text(s) that identifies the key persuasive techniques
* an analysis of the use of argument and persuasive language and techniques in text(s)
* an oral presentation of a point of view text.

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

Units 3 and 4

Text selection

English and English as an Additional Language (EAL) at the senior levels (Units 1 through to 4) continues to develop and seeks to consolidate the knowledge and skills students have acquired and explored through the F–10 classrooms. However, the knowledge and skills will be applied to increasingly sophisticated texts at the senior level. The study of texts at Years 7 to 10 may include examples of young adult fiction and non-fiction. However, in the senior levels, students will be expected to engage progressively with adult texts that reflect more complex concerns. Texts set for study at senior levels might include assumptions and attitudes that challenge or contest students’ understanding of the world, which will require teachers to develop reading and viewing strategies with their students to draw out possible meanings from the texts for deeper engagement and understanding. Students develop their own responses to these texts from personal engagement through to critical analysis, applying and refining their capacity for inferential reading and viewing as they grapple with many possible levels of meaning that can be extracted by a reader.

Students are expected to read widely in Units 3 and 4 to support the achievement of all outcomes.

In Units 3 and 4, text selection must be made in accordance with the following instructions.

Five texts across the Units 3 and 4 sequence must be selected from the annual VCAA *VCE English and EAL Text List*.

The text type selected for study in Unit 3, Outcome 1 must be of a different text type from that selected for study in Unit 4, Outcome 1.

Only one of the selected texts may be a film or a graphic novel.

No text studied at Units 1 and 2 may be studied at Units 3 and 4.

Either one of the texts selected from List 1 or two of the texts selected from List 2 must be by Aboriginal and Torres Strait Islander or other Australian authors or creators that directly explore Australian knowledge, experience and voices.

For Unit 3, Area of Study 2, students must read and study three mentor texts aligned with an idea from the Framework of Ideas (List 2 of the *VCAA VCE English and EAL Text List*).

Framework of Ideas

**APPENDIX 1**

The Framework of Ideas presents four broad ideas through which students can engage with writing (see table below). Each idea includes elaborations (general advice and directions schools and teachers could use in the context of their communities and cohorts) and is aligned with four mentor texts (List 2 of the *VCAA VCE English and EAL Text List*).

To further develop student engagement and writing, schools should actively source additional texts relevant to the key idea and that resonant with their school context and student cohort.

|  |  |
| --- | --- |
| Key idea | Elaboration |
| Writing about country | Exploration of place and belonging.  Explorations of physical land and country, local and international, loss of country and dispossession, remembering country and nostalgia, migration, the power of connections with land, climate change and the changing landscape, and imagined countries.  Students could engage with experiences like farming and land management, and with cultural expressions like country music. Others could explore traditional understandings of Country through Aboriginal and Torres Strait Islander knowledge and perspectives. |
| Writing about protest | Explorations of conflict and contest, what it means to protest, the value of protest, the outcomes of protest, personal stories of protest, struggle and war.  Students could explore established figures like Martin Luther King Jr, Rosa Parks and Vida Goldstein, marginalised figures like Pemulwuy and Claudette Colvin, and figures and movements like Greta Thunberg and the BLM protests. Events like massacres in Australia and the Frontier Wars could be explored as expressions of protest – and the attendant tragedy. There could also be explorations of the success and failure of protest – and the prescient protests that gained ground after the original protest had faded. Students could consider individual protest and group protest. |
| Writing about personal journeys | Explorations of ‘life’ or biographical explorations – telling our stories, telling others’ stories, the problem of telling stories, appropriation of stories, who tells the stories and our history, missing stories, marginalised and elevated stories. Students could explore personal milestones, the effects of key events on their lives, or explore these ideas through the eyes of others.  Students who have migrated can explore their stories of movement and disruption. They can explore the expectations of change, and the language of a new place and culture. |
| Writing about play | Explorations of experiences and traditions of play and playing in many cultures and through history.  Students could explore play as it is applied to games, sport, acting and make-believe, music, language and images. They could also explore concepts of collaboration and connection, digital vs analogue, rules and rule breaking. There is scope to consider the ways play and play acting can represent the ‘real’ world, and to explore issues associated with using play or play acting to minimise or mitigate against events or actions. |

Textual forms

Students can explore a variety of textual forms as appropriate to classroom programs and preference. Textual forms can include but are not limited to short stories, speeches or monologues (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog or social media postings) and memoirs and biography.

Audience and context

The concepts of audience and context are key to creating effective and cohesive writing. The writer needs to consider for whom they are writing, under what circumstances, and for what purpose (see below). The questions to consider when thinking about audience and context could include:

* Social connections – how well do I know this audience, and how well do they know me?
* Cultural understanding – does the writer share the same cultural understanding as the audience?
* Power – who holds power, the writer and/or the audience? To what degree?
* Formality/Register – what level of formality would be most appropriate for this audience?
* Mode – how will the audience receive this writing – will they read it or will they listen to it?
* Site – where will this writing appear and where will the audience receive it (including public, private)?

Purpose

The purpose of the text is closely connected with audience and context, but has another dimension – why is the writer creating this text?

The following four verbs offer overviews of purposes students can explore. **Students can explore more than one purpose in their writing.**

Express: A student writer seeking to **express** would explore recounts, storytelling and/or narratives of imagination to engage with actions, events, experiences and/or ideas.

Explain: A student writer seeking to **explain** would explore cause and effect, and possible consequences of actions, events, experiences and/or ideas.

Reflect: A student writer seeking to **reflect** would explore experiences of personal discovery that shape their understanding of actions, events, experiences and/or ideas.

Argue: A student writer seeking to **argue** would explore a point of view, would take a stand and propose solutions to convince others of actions, events, experiences and/or ideas.

Mentor texts

The mentor texts provide opportunities for teachers to explore effective and cohesive writing through vocabulary, text structures and language features, and to consider the purpose, context and audience of the texts. Teachers can use the entire mentor text to provide insight into the overall intention and integrity of the text, and can use extracts to unpack the text structures, language features and vocabulary employed by the author, exploring how these elements successfully interweave with the ideas of the text.

Unit 3

Area of Study 1

Reading and responding to texts

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Sustained analytical writing about a text provides students with opportunities to further develop skills to engage with and challenge ideas, to refine their application of appropriate metalanguage, to integrate evidence from a text to support key points, and to improve their use of organisational structures such as formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that can be further developed in their writing.

All students are provided with opportunities to practise and extend their writing about texts, and EAL students are provided with a contextual framing of the text through a listening task that explores historical, cultural and/or social values relevant to the text (such as an interview, episode of a podcast, lecture or presentation). Prior to summative assessment, they are given time and support to extend their writing through reflection, editing and feedback.

Students study one text selected from the annual VCAA *VCE English and EAL Text List*. This text must be of a different text type from that which is selected for study in Unit 4.

Outcome 1

|  |  |
| --- | --- |
| English students | EAL students |
| On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.  To achieve the outcome the student will draw on knowledge and related skills outlined in Area of  Study 1. | On completion of this unit the student should be able to listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.  To achieve the outcome the student will draw on knowledge and related skills outlined in Area of  Study 1. |

Key knowledge

* reading and viewing strategies to draw out meanings in a text
* the dynamics of a text including characters’ motivations, the tensions in relationships, the function of settings, the complexities of plot and the role of point of view
* ideas, concerns and conflicts in a text
* vocabulary, text structures and language features in a text used to construct meaning
* the historical context, and the social and cultural values in a text
* the features of analytical writing in response to a text, including the use of appropriate metalanguage
* the conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others in discussion
* comprehension strategies to develop fluent listening
* the conventions of discussion and debate
* the conventions of syntax, punctuation and spelling of Standard Australian English.

Key skills

* apply reading and viewing strategies to a text
* read and engage with a text for meaning
* engage in discussions to clarify, test and extend views about a text
* employ appropriate metalanguage
* explore and analyse:
* the dynamics of a text including characters’ motivations, the tensions in relationships, the function of settings, the complexities of plot and the role of point of view
* the ideas, concerns and conflicts in a text
* the historical context, and the social and cultural values in a text
* explore and analyse the impact of the vocabulary, text structures and language features on a text and how these elements shape meaning
* plan, construct and edit analytical writing that:
* responds explicitly to set topics
* develops and sustains ideas
* explores and refines the organisational structures of analytical writing
* demonstrates knowledge of a text
* uses key evidence from a text to support ideas and analysis
* demonstrates understanding of purpose, audience and context
* listen to a spoken text relevant to the wider study of a text
* apply appropriate listening comprehension strategies to support understanding of a set text through engagement with a spoken, audio or audio visual source, such as:
* using prominent textual cues, such as stressed words and discourse markers
* drawing from existing knowledge structures to frame, infer and create meaning from spoken texts to develop understanding of the historical context, and the social and cultural values in a text
* use the appropriate conventions of syntax, punctuation and spelling of Standard Australian English.

Area of Study 2

Creating texts

In this area of study, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

Students participate in collaborative class work and discuss the ways that vocabulary, text structures and language features can enliven ideas. They read, explore and revisit examples of text, including extracts, to stimulate structural innovation and to inspire ideas when developing individual writing. They also make connections with experiences and events in their own lives, observing and recording to enrich their writing, and to extend their ideas.

Students use and experiment with vocabulary, text structures, language features, and standard and non-standard conventions of language, including the use of colloquial and idiomatic language such as slang or dialect where appropriate. Through this engagement they deepen their understanding of how writing can move, provoke and/or inspire when constructed in consideration of a specific and situated audience, purpose and context (including mode). They play with language as they explore ideas and aim for aesthetic appeal, to expand their writing into the possibilities of emotion, imagination, explanation and perspective.

The Framework of Ideas to support this area of study can be found on pages 23 and 24. Schools must select one idea from the Framework for study. Mentor texts for each idea will be listed in the annual *VCAA VCE English and EAL Text List* (List 2). Schools select three mentor texts to support students’ study and should augment this area of study with other print and digital texts, in consultation with their students. Consideration should be given to the context of the student cohort, including their wider community, when selecting the idea and the mentor texts. Teachers are encouraged to create meaningful and authentic connections with the selected idea and the experiences of their students, and to work with students to develop strategies to empower them to write confidently and intentionally.

Outcome 2

|  |  |
| --- | --- |
| English students | EAL students |
| On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.  To achieve the outcome the student will draw on knowledge and related skills outlined in Area of  Study 2. | On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.  To achieve the outcome the student will draw on knowledge and related skills outlined in Area of  Study 2. |

Key knowledge

* the role of mentor texts as models of effective and cohesive writing
* vocabulary, text structures and language features used in effective and cohesive writing
* the ways purpose, context (including mode) and audience shape writing
* the range of ideas presented in various ways in mentor texts
* different language modes and their effects on structure and meaning
* the ways the purpose of the author hones the use of language
* strategies to generate and develop ideas
* writing processes including drafting, refining and considering feedback
* the value of collaboration and discussion
* standard and non-standard conventions of language, including syntax, punctuation and spelling.

Key skills

* read and explore mentor texts to understand the mechanics of effective and cohesive writing
* experiment with vocabulary, text structures and language features for effective and cohesive writing
* create texts with a stated purpose (to express, to reflect, to explain or to argue) and an understanding of context (including mode) and audience
* select and apply writing processes
* generate and use ideas, and discuss, develop and extend ideas
* explore and employ voices appropriate to purpose, context (including mode) and audience
* experiment with and extend vocabulary for effective and cohesive writing
* plan, create, draft, refine and complete individual writing
* collaborate and provide feedback in class, including through listening and speaking, with peers and teachers
* explain and comment on the vocabulary, text structures and language features, conventions and ideas used in their own writing
* reflect on and share the implications of authorial choices in their own writing and the writings of others
* apply standard and non-standard conventions of language, including syntax, punctuation and spelling, where appropriate.

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 be completed mainly in class and within a limited timeframe.

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 Support materials 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.

English students

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**  Analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. | **40** | An analytical response to text in written form. |
| **Outcome 2**  Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and explain their decisions made through writing processes. | **40**  **20** | Written text constructed in consideration of audience, purpose and context.  Commentary reflecting on writing processes in relation to the written text. |
| **Total marks** | **100** |  |

EAL students

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**  Listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning. | **30**  **20** | An analytical response to text in written form.  Comprehension of an audio/audio visual text focused on historical, cultural and/or social values in the set text, through:   * short-answer responses   OR   * note form summaries. |
| **Outcome 2**  Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and comment on the decisions made through writing processes. | **40**  **10** | Written text constructed in consideration of audience, purpose and context.  Set of annotations reflecting on writing processes in relation to the written text. |
| **Total marks** | **100** |  |

Unit 3 Task conditions

For the achievement of Unit 3, Outcome 1:

* The suggested length of the written response is approximately 700 to 900 words.
* The level of achievement of an assessment task should not be contingent on the word count alone.

For the achievement of Unit 3, Outcome 2:

For the written text constructed in consideration of audience, purpose and context, the suggested length is approximately 700 to 900 words.

* Written text can refer to two shorter texts (400 to 450 words for each text). Teachers can choose to assess students on two shorter texts and to split the weighting of the task (20 marks for each shorter text).
* For English students, the commentary reflecting on writing processes in relation to the written text, the suggested length is approximately 400 words.
* For EAL students, the set of annotations reflecting on writing processes in relation to the written text, the suggested length is approximately 250 words.
* The level of achievement of an assessment task should not be contingent on the word count alone.

External assessment

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

Unit 4

Area of Study 1

Reading and responding to texts

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented. They establish how these values can influence the way a text is read or viewed, can be understood by different audiences, and can position readers in different ways.

Sustained analytical writing about a text provides students with opportunities to refine skills to engage with and challenge ideas, to confidently apply appropriate metalanguage, to deftly integrate evidence from a text to support key points, and to enhance their use of organisational structures such as formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that are clearly developed in their writing.

Students are provided with opportunities to practise and extend their writing about texts. Prior to summative assessment, they are given time and support to extend their writing through reflection, editing and feedback.

Students study one text selected from the annual *VCE English and EAL Text List*. The text selected for study must be of a different text type from that which is selected for study in Unit 3.

Outcome 1

|  |  |
| --- | --- |
| English students | EAL students |
| On completion of this unit the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.  To achieve the outcome the student will draw on knowledge and related skills outlined in Area of  Study 1. | On completion of this unit the student should be able to discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.  To achieve the outcome the student will draw on knowledge and related skills outlined in Area of  Study 1. |

Key knowledge

* reading and viewing strategies to elicit meaning from a text
* the dynamics of a text including characters’ motivations, the tensions in relationships, the function of settings, the complexities of plot and the role of point of view
* ideas, concerns and conflicts in a text
* vocabulary, text structures and language features in a text and how these elements are used to construct meaning
* the historical context, and the social and cultural values in a text
* the features of analytical writing in response to a text, including the use of appropriate metalanguage
* the conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others in discussion
* the conventions of discussion and debate
* the conventions of syntax, punctuation and spelling of Standard Australian English.

Key skills

* apply reading and viewing strategies to a text
* read and engage with a text for meaning
* engage in discussions to clarify, test and extend views about a text
* employ appropriate metalanguage
* explore and analyse:
* the dynamics of a text including characters’ motivations, the tensions in relationships, the function of settings, the complexities of plot and the role of point of view
* the explicit and implicit ideas presented in a text
* how the historical context, and the social and cultural values in a text contribute to meaning and shape readers’ understanding
* how the values in a text are conveyed
* explore and analyse the impact of the vocabulary, text structures and language features on a text and how these elements shape meaning
* plan, construct and edit analytical writing that:
* responds explicitly to set topics
* develops and sustains ideas
* explores and refines organisational structure appropriate to analytical writing
* demonstrates knowledge of a text
* uses key evidence from a text to support ideas and analysis
* demonstrates understanding of purpose, audience and context
* use the appropriate conventions of syntax, punctuation and spelling of Standard Australian English.

Area of Study 2

Analysing argument

In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience. Consideration and time should be given to explicit teaching of the contextual and cultural background of the selected issue and the texts explored.

Students must explore and analyse the structures and features of argument presented in audio and/or audio visual texts, and consider the unique structures and features that enhance argument in these contexts. They plan and develop written analyses in response to their explorations. Students practise the skills of revision and editing for clarity and coherence.

Students apply their understanding of the use of argument and language to create a point of view text for oral presentation. Through active listening, reading and viewing, students monitor and evaluate arguments on a topic of their choice, and then plan and develop their own point of view text on that topic. They present their points of view as a discussion, dialogue or debate, or in a presentation mode that best suits their context, purpose and audience.

Outcome 2

|  |  |
| --- | --- |
| English students | EAL students |
| On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including written text (print or digital) and text in another mode (visual, audio and/or audio visual); and develop and present a point of view text.  To achieve the outcome the student will draw on key knowledge and key skills outlined in Area of Study 2. | On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including written text (print or digital) and text in another mode (visual, audio and/or audio visual); and develop and present a point of view text.  To achieve the outcome the student will draw on key knowledge and key skills outlined in Area of Study 2. |

Key knowledge

* Use of contention and supporting arguments including:
* sequence and structure
* supporting evidence
* language
* techniques and strategies
* the role of visuals in supporting and augmenting argument
* the ways authors employ arguments to position intended audiences
* the features of print and digital, and audio and/or audio visual, texts used by authors to position intended audiences
* the context in which a text appears and how the identity of the author can affect an audience’s reaction to a text intended to persuade
* the conventions of discussion and debate such as active listening, monitoring and evaluating arguments, and questioning
* the ways that effective persuasive texts counter arguments through rebuttal, respectful disagreement, and a focus on the arguments, tempering personal responses to powerful, challenging or contentious issues
* the features of analytical responses to texts that position audiences, including relevant metalanguage
* the structures and conventions appropriate for spoken texts that present an argument
* the conventions of syntax, punctuation and spelling of Standard Australian English.

Key skills

* summarise the key points in persuasive texts
* identify and analyse, and apply:
* the intent and logical development of an argument
* the different evidence the author uses to support arguments
* the language used by the author to position or persuade an audience to share a point of view
* the way in which arguments and language complement one another and interact to position the intended audience
* the effect of the author’s identity and context on the intended audience
* the role of visuals to support and enhance argument
* the features of print, and audio and/or audio visual texts
* the intonation, volume, pace, pausing and stress used when presenting a point of view in audio and/or audio visual texts
* apply the conventions and protocols of discussion and debate
* extend individual capacity to use language confidently
* apply relevant metalanguage
* use textual evidence appropriately to support analytical responses
* plan, review, edit and refine analytical responses, using individual reflection and peer feedback
* apply active listening, reading and viewing strategies to support a deepened understanding of persuasive texts
* apply the key structures and features of a spoken point of view text
* demonstrate understanding of purpose, context and audience
* apply the appropriate conventions of syntax, punctuation and spelling of Standard Australian English.

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 be completed mainly in class and within a limited timeframe.

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 Support materials 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 4 will contribute 25 per cent to the study score.

English students

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**  Analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning. | **40** | An analytical response to text in written form. |
| **Outcome 2**  Analyse the use of argument and language in persuasive texts, including written text (print or digital) and text in another mode (visual, audio and/or audio visual); and develop and present a point of view text. | **40**  **20** | An analytical response to argument and language in one persuasive written text, which must include a different mode (visual or audio or audio visual).  The issue for the selected text must have appeared in the media since 1 September of the previous year   A point of view oral presentation. |
| **Total marks** | **100** |  |

EAL students

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**  Discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning. | **40** | An analytical response to text in written form. |
| **Outcome 2**  Analyse the use of argument and language in persuasive texts, including written text (print or digital) and text in another mode (visual, audio and/or audio visual); and develop and present a point of view text. | **40**  **20** | An analytical response to argument and language in one persuasive written text, which must include a different mode (visual or audio or audio visual)  The issue for the selected text must have appeared in the media since 1 September of the previous year   A point of view oral presentation. |
| **Total marks** | **100** |  |

Unit 4 Task conditions

For the achievement of Unit 4, Outcome 1:

* The suggested length of the written response is approximately 700 to 900 words.
* The level of achievement of an assessment task should not be contingent on the word count alone.

For the achievement of Unit 4, Outcome 2:

* The suggested length of the written response is approximately 700 to 900 words.
* The suggested length of the point of view oral presentation is 3 to 5 minutes.
* The level of achievement of an assessment task should not be contingent on the word count or length of presentation alone.

External assessment

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

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examination will be completed under the following conditions:

* Duration: 3 hours.
* 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 and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).
* The examination 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.