VCE English/EAL 2016–2023

Units 1 and 2: 2016–2022

Units 3 and 4: 2017–2023

Study summary

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| **Please Note: This study summary includes excerpts from the VCE English/EAL Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to view the full accredited study design and other resources on the VCAA website.** |

Scope of study

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation 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 contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Structure

The study is made up of four units.

Each unit contains between two and three areas of study.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

EAL

For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision. For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL. Schools should refer to the current year’s VCE and VCAL Administrative Handbook for advice about student eligibility for EAL in Units 3 and 4. EAL students should undertake the study as outlined in this study design. Schools should note where different requirements for EAL students are indicated.

Text selection

Units 1 and 2

In Units 1 and 2, text selection is a school-based decision, and must be made in accordance with the instructions provided on page 9 of the VCE English/EAL Study Design.

Units 3 and 4

In Units 3 and 4, text selection must be made in accordance with the instructions provided on page 17 of the VCE English/EAL Study Design.

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.

Assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

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.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE English/EAL students’ level of achievement will be determined by School-assessed Coursework (SACs) as specified in the VCE study design, and external assessment.

Percentage contributions to the study score in VCE English/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.