

# VCE English and EAL Study Design

Adjustments to assessment from  
2025

9 December 2024

# Acknowledgement

The Victorian Curriculum and Assessment Authority proudly acknowledges and pays respect to Victoria's Aboriginal and Torres Strait Islander communities and their rich and enduring cultures.

We acknowledge Aboriginal and Torres Strait Islander people as Australia's first peoples and as the Traditional Owners and custodians of the lands and waters on which we rely. We pay respect to Elders past and present of the lands where we conduct our work and recognise their ongoing contributions as the first educators on the land now known as Victoria.

# Adjusted study design - website

## ACCREDITATION PERIOD 2023-2027

### STUDY DESIGN



[VCE English and English as an Additional Language Study Design](#)

(updated October 2024)

Details on areas of study, outcomes and assessment for English and English as an Additional Language Units 1 and 2: 2023-2027; Units 3 and 4 2024-2027



# Resources to support the study design

## Support materials

These support materials incorporate the previously known Advice for teachers.

Planning	Teaching and learning	Assessment
<a href="#">Developing a curriculum and assessment program</a> >	<a href="#">Adjustments to 2025</a> >	<a href="#">General assessment advice</a> >
<a href="#">Implementation videos</a> >	<a href="#">English Units 1–4 sample learning activities</a> >	<a href="#">VCE English examination specifications, past examinations and reports</a> >
<a href="#">Creative writing process videos</a> >	<a href="#">EAL Units 1–4 sample learning activities</a> >	<a href="#">VCE English as an Additional</a> >
<a href="#">Information about assessment</a> >		

# General questions



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# Feedback and consultation

- The VCAA received feedback from many stakeholders including
  - individual teachers
  - school leaders
  - the Victorian Association for the Teaching of English (VATE)
  - education unions
- In addition, we collated and analysed data from the 2024 VCE English and EAL audits
- Based on the feedback, data and further consultation with key stakeholders, mandated assessment in Unit 3, Outcome 2 and Unit 4, Outcome 2 has been adjusted for **2025 and beyond**

# What exactly are the task requirements?

## VCE English – Unit 3, Outcome 2

- The mandated tasks have been reduced from **three to two**
- **Task 1**
  - Written text constructed in consideration of audience, purpose and context
  - 40 marks
  - Suggested length is 700 to 900 words
- **Task 2**
  - Commentary reflecting on writing processes in relation to the written text
  - 20 marks
  - Suggested length is 400-450 words

# What exactly are the task requirements?

## VCE English as an Additional Language (EAL) – Unit 3, Outcome 2

- The mandated tasks have been reduced from **three to two**
- **Task 1**
  - Written text constructed in consideration of audience, purpose and context
  - 40 marks
  - Suggested length is 700 to 900 words
- **Task 2**
  - Set of annotations reflecting on writing processes in relation to the written text
  - 10 marks
  - Suggested length is 250 words



# What exactly are the task requirements?

## All students – Unit 4, Outcome 2

- The mandated text set for students to analyse is reduced from **two texts to one text**

### The mandated assessment is

- An analytical response to argument and language in one persuasive written text, which must include a different mode (visual, audio or audio visual)
- The suggest length of the **text set for analysis** is 800 words

### The outcome statement has been reworded

- 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 present a point of view text.

# Does the adjustment apply to Unit 1 and 2?

- Assessment in Unit 1 and 2 are school-based decisions
- The study design provides examples of appropriate assessment tasks, but these examples are advice only
- Schools and teachers are able to design an assessment program for Unit 1 and 2 that mirrors the assessment tasks at Unit 3 and 4

# How can we make assessment fair?

- Determine conditions that best suit the needs and the context of the cohort, and make them the same across all students\*
  - \*For students with documented medical conditions, adjust the conditions of the assessment in line with medical advice
- Provide different entry points for students
- Advice on [authentication](#)
- Advice on [scheduling assessment](#)
- Advice on [planning for school-based assessment](#)

# How can we cater for diversity (including supporting students)?

- Consider medical advice to determine [special provisions](#) for individual students; modifications for internal assessments for individual students can be made at a school level
- Tailor for cohorts including teaching and learning
- Apply for [special provision](#) for individual students for external assessment
- Partnership with [Vision Australia](#) for access to all texts set for study in VCE English and EAL (film and graphic novel are excluded)

# Will the performance descriptors be changed?

- The performance descriptors have been updated for Unit 3, Outcome 2 (Task 1) and Unit 4, Outcome 2 (Task 1)
- No other performance descriptors need updating
- Performance descriptors can be found on the study page here:  
<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Assessment.aspx>

# Questions specific to Unit 3, Outcome 2

# Are the students required to write one piece (40 marks) or two pieces (20 marks each) or do you have the option of doing either?

- Schools for whom the assessing of two written texts in Unit 3, Outcome 2 was effective and comfortable, and who would like to continue this model, can split Task 1 between two written texts
- The Study Design provides advice on this which reads
  - 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).
- Teachers and schools can determine the best assessment model for their cohort and context

# What should the reflective commentary include?

- The commentary provides opportunities for students to demonstrate metacognition in writing
- Support for this task includes
  - Videos coproduced with the [Wheeler Centre](#)
  - Writing project from [ACT Lit Links](#)
- Students can:
  - Explore how purpose, context and audience informed the development of the writing
  - Explore the planning processes
  - Explore the drafting processes – highlighting examples of intentions changes made to the writing
  - Explore the processes of feedback and editing



# What should the annotations include?

# What is best fit for a task type?

- The tasks are mandated for English and EAL: for Unit 3, Outcome 2 students must produce a 'Written text constructed in consideration of audience, purpose and context' and a 'Commentary reflecting on writing processes in relation to the written text' (English) or a 'Set of annotations reflecting on writing processes in relation to the written text'
- The conditions under which the SACs are conducted can be determined by the school
- The study design now includes suggested word length of tasks; this can inform the decisions on the length of SACs
- Advice on internal assessment practice can be found on our website here: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/TeachingandLearning.aspx#Eng2025Adjustments>

# What forms of writing can students be assessed on?

- The study design does not mandate form; the emphasis is on purpose so exploration of purpose, structure, language features, and vocabulary should be included
- VCE English and EAL are two-year studies; consider how the exploration of purpose can be weighted across the two years
- Text types and form are emphasised in the Victorian Curriculum F-10: English – students should be familiar with narrative, informative and persuasive writing, and poetry
- In the examination, students can write in any form with the exception of poetry, song or verse

# What is appropriate feedback?

- There are a number of models for feedback to students
- Performance descriptors can be used prior to and after SACs
- Examples of the different forms of feedback can be found on our website here: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/TeachingandLearning.aspx#Eng2025Adjustments> under 'Feedback and Improvement'
- Advice about drafting can be found here: <https://www.vcaa.vic.edu.au/administration/vce-handbook/sections/Pages/08ScoredAssessmentSchoolBasedAssessment.aspx>
- Once the formal SAC has commenced, feedback cannot be given to students

# Have the requirements around mentor texts changed?

- This is likely a question asking about the number of mentor texts students need to study in Unit 3, Outcome 2
- This requirement will not change
- Teachers are required to select three texts from List 2 (aligned with the Framework idea they have selected for study)
- Teachers can choose to study all the texts in List 2 aligned with the Framework idea
- Teachers can bring in additional mentor texts for their students to consider

# What is the expected length of student response in Section B of the examination?

- Teachers can use the expected length identified in the study design of the written text for Unit 3, Outcome 2 as a gauge for Section B in the examination
- Students can write more than the suggested length if they wish
- The 2024 External Assessment Report will publish 10+ samples of student work from Section B – these examples will illustrate different lengths of writing students can produce

# Questions specific to Unit 4, Outcome 2

# If audio or audio visual is not assessed, should it be taught?

- Audio and audio visual texts remain part of the key knowledge and the key skills
- Students should engage in these texts in teaching and learning, particularly in terms of argument and language
- Students are consuming their media through audio and audio visual texts rather than print text so it continues to be important to meet them where they are
- Teachers do not have to spend a lot of time on the features of audio and audio visual texts but should explore some examples to consider how argument is constructed and how language is used



# Should audio and visual be included in the assessment?

- The requirement is to analyse **one written text that includes a different mode**
- Teachers choose a different mode (from visual or audio or audio visual)
- There is no requirement to analyse a text with more than two modes

# Can schools assess written and visual only?

- Teachers choose one text that includes **two modes** (one of which must be written)
- The second mode (visual or audio or audio visual) is a school-based decision

# Can we do audio visual in classwork and print text in assessment?

- Teachers must assess students through a text that includes **two modes** – one of which must be written
- The second mode (school-based decision) is selected from visual or audio or audio visual
- Teachers should continue to include audio and/or audio visual texts in teaching and learning
- Audio and/or audio visual texts should be considered through argument and language, in the same way print texts are considered
- Students are consuming media through audio and audio visual texts so it continues to be important to include these texts in our classrooms

# Does the audio or audio visual mode (if selected) need to be embedded in the text?

- As the requirement is now for one text to be analysed, the second mode will need to be embedded in the text
- Many digital news sites publish articles with audio visual sections – see for example: <https://theconversation.com/a-13-billion-30-year-flop-landmark-study-reveals-stark-failure-to-halt-murray-darling-river-decline-244296>
- Teachers can edit any text for length and/or accessibility
- Teachers can choose to embed a short audio or audio visual element to a print text via a link to a site like YouTube or BTN or The Daily Aus

# Will this adjustment impact the examination?

- No, there will be no changes to the examination
- Section B will be unchanged from the structure used in the sample examination and the 2024 examination
- Section C will be unchanged from the structure used in the sample examination and the 2024 examination, and will continue to include one written text with embedded visuals

# Will the POV oral presentation be impacted?

- Students will continue to develop and present a POV oral presentation in Unit 4, Outcome 2
- The study design provides for a number of options as to how this assessment can be organised

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