**Annelise Balsamo** - My name is Annelise Balsamo, and I'm the English Curriculum Manager at the VCAA and I'm joined today by my colleague Kellie who will introduce herself.

**Kellie Heintz** - Hi, everyone. My name is Kellie Heintz, and I'm the EAL Curriculum Manager.

**Annelise Balsamo** - We're joining you today to go through some of the most frequently asked questions we've had about the adjustments to the VCE English and EAL study design. And these will be in effect from next year, so 2025. So, we'll go through a PowerPoint presentation with those questions. You are free to ask more questions in the Q&A, so that will be in the bottom right hand side of your screen. There's a little Q&A button. You can hit that and ask questions and we can see that in live time, so we'll be able to answer them as we go through. So please feel free to do that if your question doesn't come up on the screen.

As we come together though, I would like to acknowledge the traditional custodians of the lands on which we meet today. We're on the lands of the Wurundjeri people of the Kulin Nation and we'd like to pay our respects to elders past and present and to acknowledge any Aboriginal people with us today. We'd like to thank them for their custodianship of the land and the waters and also acknowledge that they were the first educators on this land. And we hope that the work we do here maps meaningfully into what they've done for 60,000 years. So, for those of you who are just new to this or haven't explored the adjusted study, it is now published on the study page.

So, if you go to the VCAA website, you'll be able to find the VCE English and EAL study page. And on that you'll see this study design. You can see it's updated October 2024 and that's the new study design or the adjusted study design. So, you just need to download that and make sure you have the most up-to-date version of it. So, I would encourage you to go to that page as soon as you can or you know, certainly before the start of the year.

**Kellie Heintz** - As part of the changes to the study design, we are also producing some resources to support you. And if you have a look under the support materials, you'll see their adjustments to 2025. That is where we'll be placing and uploading any extra resources that have been developed to support you with the adjustments. And just a word, it's important that you download the latest version of the study design. So, you are referring to the latest version once you start teaching and that will ensure that you are teaching the correct outcomes, et cetera.

**Annelise Balsamo** - So we have some general questions about the changes or to the adjustments. Oh, Brianna, somebody's just seeing still webinar we'll bring in shortly. Can you just double check that for us? So, I'm just going to go through feedback and consultation. So how we came to this, how did we come to adjust this study design? We received a lot of feedback from stakeholders and they included individual teachers who came to both Kellie and I over the year. We also heard from school leaders, we heard from VATE or the Victorian Association for the Teaching of English who published a really comprehensive report. Some of you may have seen that. And we also spoke with education unions and we also of course have our audits.

So, we looked at the audits for unit three in 2024 and based on this data and all the feedback, we then provided further consultation with some of those stakeholders and looked again at that mandated assessment. And based on all of that, we made those adjustments. So, it does come from a place of monitoring, feedback and very good consultation with we thought the sort of the most important stakeholders. And based on that, then we made those adjustments in October.

**Kellie Heintz** - Annelise, I'll let you do this one.

**Annelise Balsamo** - Oh, right. So, one of the questions we got was just can you just unpack the exact task requirements, the adjustments? So, for English, the adjustments have been made to Unit 3, Outcome 2, and these are what is now. So, from 2025, the adjustments to mandated assessment. So, we've changed or reduced the tasks from three to two. There'll be one task that is a written text constructed in consideration of audience purpose and context. It will now be worth 40 marks and the suggested length is 700 to 900 words. Then there's a second task, which is the commentary that reflects on writing processes in relation to the written text. It's worth 20 marks and the suggested length is 400 to 450 words. So, they are the tasks now set from 2025 for English for Unit 3, Outcome 2.

**Kellie Heintz** - Similarly, EAL also had adjustments made to Unit 3, Outcome 2. So again, task one has been reduced from students having to write three texts down to two. So now task one is one text, written text constructed in consideration of audience purpose and context. It's worth 40 marks. The suggested length is 700 to 900 words. And then task two is a set of annotations that reflect on the writing processes that the students undertook. It's worth 10 marks and the suggested length is 250 words. We will go into more detail about this as we move through the presentation.

**Annelise Balsamo** - In terms of the adjustments then to Unit 4, the adjustments have been made to Unit 4, Outcome 2, and this is around the mandated text set for students to analyse. We've reduced that from two texts to one text. So, it was a written text and another text in another mode, audio, audio visual. But now it is one text. So, the mandated assessment that a student must complete for this outcome is an analytical response to argument language and in one persuasive written text, which must include a different mode. Now that different mode can be visual, audio or audio-visual. The suggested length for the text set for analysis. So that is the text that the students analyse is 800 words. The outcome has been slightly reworded. So, it now reads 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 visual and/or sorry, visual, audio and or audio visual. And of course, then the second part of that is to present a point of view text, which is unchanged. So that outcome remains as it is where there is an analysis and there is a point of view text. So those two tasks remain fixed. But the text that the students respond to in terms of their analysis has been reduced from two texts to one.

**Kellie Heintz** - Thank you Annelise. Now we have two questions. The first one is in the exam is the word limit for each section also recommended to be 700 to 900 words. Annelise, I'll let you speak to that.

**Annelise Balsamo** - We don't have in the exam, there's no mandated word limit, but you can certainly use these suggested word limits to guide your students in the examination. There's certainly no ceiling in the examination, so we're not counting words, we're looking at the quality of the student response.

**Kellie Heintz** - Thank you. Now the second question is, does visual mean an article with an associated image/cartoon or is it visual in that it needs to be a film?

**Annelise Balsamo** - No. You go.

**Kellie Heintz** - You go Annelise, that's fine.

**Annelise Balsamo** - Oh, okay. No, no, you can answer it.

**Kellie Heintz** - So it's really important to understand that we made this adjustment to the study design and added the word visual because some feedback from schools was that they were finding it difficult to administer the SAC when every student had to view an audio visual and they had a very large cohort. So, what was changed or what was added was the word visual. Now for some of you, doing the audio visual or the audio was really beneficial for your students and you can absolutely continue with that practise. We added visual, so you now have the opportunity to have a flat static image.

So, it could be a picture, a photograph, a cartoon, whatever it might be. And you may have that option if you please. However, there's still the other options available to you to provide students with a range of experiences of visual texts. So now we've got how can one written text also include an audio visual mode? Annelise, you've got a good example for that.

**Annelise Balsamo** - So we'll go into that a little bit later when we get into unit four. So, if you can just wait for that as we take you through that. But we need to be really clear that we're only looking at a written mode and one other mode. So, if you choose visual and you want a still image or a cartoon, that is considered a second mode so you can make that choice. So, in terms of the adjustment, oh I'm sorry Kellie, is this your slide?

**Kellie Heintz** - No, it's yours.

**Annelise Balsamo** - Oh, okay. Does the adjustment apply to unit one and two? Look, assessment at one and two has always been a school-based decision. We do have examples of what we consider appropriate tasks, but they're not mandated and teachers and schools can make decisions around assessment that best fits the cohort and context. You can of course mirror the assessment programme that we do mandate at unit three and four in your unit one and two, but you're not required to.

So, if you do want to reduce your texts in unit three, outcome two to one written text and one commentary or one written text and one set of annotations, you are welcome to do so. But if you do want to give your students some experiences of shorter, writing some shorter bits, you can certainly still do two texts if you so desire. It's absolutely a school-based decision.

**Kellie Heintz** - Okay, I have some questions in the chat. Anything about AV, we are coming to audio visual in terms of anything that refers to a word length. Anything that Annelise and I say here are recommended only. There is no set word length for anything. It is actually a school-based decision as to the length that you request your students to write. So, the question regarding EAL, should it be 800 words. If your EAL students could write 800 words, then that's certainly a word length you might aim for.

However, if your cohort is newly arrived and 800 words is beyond their English capacity at that moment, you may have a word limit that is reasonable that suits your cohort and that's a really important thing to remember. So, in terms of how do we make the assessment fair, the main thing that the VCAA would say is that the setting up of the SAC and the administering of the SAC needs to suit the cohort that you have in front of you, the context of that cohort. And it needs to be the same for that cohort. So, each student in the English cohort and each student in the EAL cohort must experience the same conditions for their SACs.

The only time that's any different is if a student has documented medical conditions, et cetera. And you would know that from your past experience. The SACs need to offer different entry points for students so that everyone has access to the task. And then we also provide advice for you about authentication, how to schedule your assessments and planning for school-based assessment. They all appear on our website and there's some parts of our website we certainly encourage you to explore.

**Annelise Balsamo** - In terms of, this is a sort of related question of course, around caring for diversity, including supporting students, we would ask you to consider any medical advice you have to determine your special provisions for individual students and those modifications for internal assessments are made at a school-based level. So, use that medical advice to determine that. The link here on this slide takes you to that advice about internal assessment. You're really welcome to ring either Kellie and I to talk through that, but it is at a school-based level and you do not need the VCAA to give you permission to do that. What you do need to apply for is special provisions for any external assessment.

So, if you want special provisions for those students in external examinations, you do need to apply to us. And there's a link on this slide again that will help you apply for that, that gives you that information. We would also suggest that you tailor for cohorts that do include diversity in your teaching and learning. So, make sure that you are developing, planning assessment and teaching and learning that provides entry points for students at all levels and for students of all experiences. We also do have a partnership with Vision Australia to access all texts that are set for study and VCE English and EAL that excludes film and graphic novels for any students that live with print disabilities and that includes students with dyslexia or any sort of print problem including being able to hold text. So, I would encourage you to get in touch with Vision Australia to access those texts in an audio format to assist with supporting students with diversity.

**Kellie Heintz** - So with regard to the performance descriptors, any of the performance descriptors that relate to any of the tasks that have been adjusted have already been updated and have been uploaded to our website, those ones have been done. The other performance descriptors don't need to be updated and they will remain as is and you can find those performance descriptors on the study page at the link made available here.

**Annelise Balsamo** - So just before we close out this particular part of the presentation, we do have a question in the chat that says to clarify for unit three, outcome two students in our writing one text and one commentary. That's correct. So, they're just doing one text and one commentary. However, we go to the next slide. You can see here that if you choose, if you've had a good experience in your classroom of writing two pieces, you can still do that. So, if you've gone through 2024 with two pieces and the commentary and you found it effective for students, you found it a powerful tool in terms of assessment, you can continue to do that. There is advice in the study design about this and it reads, written texts can refer to two shorter texts. So, 400 to 450 words for each text.

And teachers can choose to assess students on two shorter texts and to split the weighting of the tasks. So, 20 marks for each of those texts. You are not required to do this. There is no obligation. You can do one text if you so choose, but if you have enjoyed doing two texts, there is flexibility now in the study design to continue to do that, we advise that you choose the best assessment model for your cohort and context and that's made at a school level.

**Kellie Heintz** - And I'd like to just reiterate there that overwhelmingly the experience of EAL teachers that have provided me with feedback have suggested that two shorter texts for their students really worked very well and I encourage you to continue with that practise in 2025 if you found that really useful to have the students provided with the opportunity to work on two pieces to really build their experience at the written text. So that's something to keep in mind. If you were happy with it, then keep it because if it was successful then it will be successful again. Thanks, Annelise, you can do this one.

**Annelise Balsamo** - So we've got a question about the reflective commentary. What should it include? So, the commentary provides opportunities for students to demonstrate metacognition. So that's the process bit, we want to keep both product and process as a really important part of this outcome. If you're looking for examples of how you might do a student or give students examples of how that might look. We did produce some videos with the Wheeler Centre using some of the writers that have been set for study. And you can explore that with your students about the sorts of things the writers say about their own work, particularly around things like their process, how they go about it, their thinking around how they develop ideas or generate ideas. So, you can use that.

The other thing you can look at is the writing project that the Australian Capital Territory, ACT, produced called Lit Links. There's a link here where they actually do go through student writing and annotate it. So, it gives you a sense of what is possible in terms of annotations. But in terms of what we would say a student could do for this particular part of assessment, they can explore how purpose, context and audience has informed the development of their writing. So, their thinking around that, they can explore their planning process, how they went about generating their ideas, how they went about thinking about the kind of text that they decided that they were going to write, informed of course by purpose, they can explore the drafting process.

So, highlight examples of intentional changes that have been made to their writing and they can explore the processes of feedback and editing. So, there's a number of things that they can do. They can certainly make their own choices around that. It's not a huge task. So, it's about 400 to 450 words. So, they can be judicious in the way that they approach that task, but it's really for them to be able to articulate something about that process around their writing. So that's why we've kept that in and we think it's a really important part of the outcome.

**Kellie Heintz** - In terms of EAL, the resources that were provided in the previous slides for Lit Links and for the videos that we produced in conjunction with the Wheeler Centre, they are all relevant for EAL students. As far as the set of annotations that are required to be written by EAL students as is the case for all internal assessments. So, I can see some questions coming up in the chat asking about the way that SACs are structured. It's important to remember that all internal assessment can be designed by you. So that means if you wanted to provide a stimulus as the source for students to create their written text, you may do so. If you don't want to provide a stimulus and set up the SAC in a different way, you may also do that. And that is the case in terms of what the set of annotations look like.

So, the idea behind providing annotations for EAL students was to provide them with the opportunity to put down their ideas in point form. So, there was this idea that these students may either want to annotate their work directly, so write their piece and then do annotations on their written piece. I've also had some feedback from schools saying that didn't really work in practise. So, they got their students to write their set of annotations separately and have a key that related back to the points the student was making about their own writing. That's up to you as the teacher. What is best for your cohort? Will they operate better if they can write over their work as a reference point or will they produce clearer annotations if it's separate? It's up to you.

So, one of the things to think of in terms of EAL is to get the kids to explain some of their thinking behind the decisions they make in their writing. Those points may include comments about the vocabulary they use, the structures, the language features, the conventions or even the ideas they used. You can determine how they're completed. It's up to you. And the annotations may be written as dot points or short sentences and we've provided a rough guide of around 250 words. But remember that's a guide only and you can tailor that length to the English capacity of your students when they're writing it at that time. So, we are really just looking for short dot points or sentences, there's no need for full paragraphs, et cetera. And that's what distinguishes this task from the English task.

**Annelise Balsamo** - I've just had a question in the chat about tips for facilitating the writing of the commentary of the written text is created in an exam conditions. What we would say is those students can comment on what happened in teaching and learning. So, what happened in the classroom when they were generating the ideas. Presumably the text that they write under examination conditions has been generated through teaching and learning over a six, five, four, 10 week period, whatever it is that you've decided to do in terms of your teaching and learning. So, they can comment on that, on how that drafting worked, on how they thought about feedback on short writes, on how they worked through generating ideas.

So, they can talk about their voice. So, think about encouraging them to think about those things. So, what is best fit for a task type here? Kellie's just talked about that. So, we would say that there's a mandated task here, which is written text constructed in consideration of audience purpose and context and a commentary or a set of annotations and the conditions under which the SACs are conducted are determined by the school. We do now have a suggested word length, and this can inform then the timing that you give those SACs. We do now have a large document that gives you advice on internal assessment practise. You can find it under that tab that is adjusted for 2025 that we showed you at the very beginning of the presentation. There's a long document that can take you through the sorts of things that you could do for that particular task. So have a look at that and you're welcome to get in contact with us if you have further questions that's specific to your cohort.

**Kellie Heintz** - The next question has been asked quite a bit in terms of the forms of writing that students can create. One of the things that was very deliberate was that form was not mandated in the study design. This is because the emphasis is on the purpose of the piece. So, it's about allowing students the opportunity to explore the purpose why they're writing their piece, the structure, the language features, and the vocabulary. So, there is no specific form that will be expected or anticipated in the SAC nor in the exam.

Now seeing as English and EAL are two-year studies, think about how the exploration of purpose can be weighted across the two years. And it's important to also remember that when this study design was created, it was created with the intention of building on the types of skills and information that students were developing when they were completing the Victorian Curriculum F to 10 English and the Victorian Curriculum F to 10 EAL. Students in English by the time they get to year 11 should be familiar with narrative, informative and persuasive writing as well as poetry. And the same goes for EAL with slight differences, but within Pathway C, students have the opportunity to write informative, imaginative, and persuasive texts.

So, the assumption is when students arrive in year 11 and then year 12, they have experience with form. So, this part of the course allows experimentation, allows for students to start to push the boundaries and look at the different ways they can write that suits what they're trying to say to the reader. Now in terms of the examination, students can write in any form they choose. The only thing that they cannot write, the only form they cannot write in is poetry, song or verse.

**Annelise Balsamo** - We've also just had a question about can student include infographic forms? This is actually a task about language. So, we would suggest no that they should need to be working with language here. It's important to have a really good look at that outcome. It is really about text forms, text structures, so the structures that create the form, the language features and the vocab. So, you're really looking at generating that language connection with your students.

In terms of appropriate feedback. What is appropriate feedback for students? There's a lot of models that you could use here. You can use performance descriptors prior to and after the SAC so you can take your students through those. We do now have a document with examples of different forms of feedback that can be found at that link under feedback and improvement. There's actually even templates in there that you could utilise with your students to provide feedback to them. You can also get information about how we advise you on drafting. You can find that in the admin handbook, the links there.

But we do want to remind you that once the formal SAC has commenced, feedback cannot be given to students. So, for many of you who are doing examination type tasks, that's not going to be a problem, if you are doing a workshop model, once the very formal SAC once, this is the final piece that the students are now putting together, feedback ceases at that point. You can give feedback on draughts though and there's information about how you do that in a fair way under that link that we have on this slide.

**Kellie Heintz** - The next question relates specifically to mentor texts and the answer is that the mentor text requirement will not change. And I can see that we've got one of those questions in the chat as well. So, the requirement will not change. You'll still need to select your framework and select the texts that you would like to explore with your students. You need to select three of those texts from List 2 and you can choose to study all the texts in List 2 if you like, that relate to your specific framework or as specified the selection of three texts is a recommendation and you can also bring in additional mentor or supplementary text to build students' understanding of the framework and as well as generating ideas for them. So, there won't be any changes to that and that's something to keep in mind.

**Annelise Balsamo** - So the expected length of a student response in Section B of the examination, we don't have a requirement for that in the examination itself, but you can use the text length or the length of the text that we have given an advice for in the study design. So that's seven to 900 words, you can certainly use that as a guide. Students can write more than is suggested there. And it's important to note that in our 2024 external assessment report for English, which we'll be publishing in the next couple of weeks, there'll be about 10 samples of student work from Section B.

There'll be complete samples, they'll illustrate the different lengths of writing students have produced and different forms that they've produced and they'll be annotated by the assessors and it's the same another report for EAL obviously. And there'll be six samples of student work, full samples from Section B. And again, they'll illustrate the different lengths and the different forms students have approached with that and they'll also be annotated with the assessor comments. So, there will be additional support so that you can see the kinds of things that students are able to complete in the exam and the sorts of comments an assessor might make about those samples.

**Kellie Heintz** - Now one of the things that's important to think about in consideration of the most effective way of teaching writing to your students is that you need to think about one framework of ideas and the ideas from within that. So, the expectation is that students have the opportunity to deeply explore the idea from a number of different perspectives and angles, including from a personal angle. Now I can see there's some queries about do we still study three mentor texts even though the students now only produce one? And the answer is yes, you still should be exploring three different texts.

And there was another question about excerpts or extracts. The mentor texts have been judiciously selected for their length. So, our expectation is that students will have the opportunity to look closely at the three mentor texts so that they can then think about the different angles and different ways that they can then take the idea from the framework and develop it and expand on it in their own writing. The study design offers choice in terms of ideas as in the choice provided for texts in outcome one for both unit three and four. But not every choice can or should be taught. Did you want to add anything there and Annelise?

**Annelise Balsamo** - No, no, that's good. Just to remind people that, you know, that this is about creating cohesive classrooms but also about developing depth in student ideas. So, you give them one big idea and you explore it from a number of different angles, which is why it's important to have those at least three mentor decks in the classroom, not just for different writing styles and structures but also for different ideas.

**Annelise Balsamo** - So we're going now look at Unit 4, Outcome 2 and the changes made there. Kellie, this is your one. Oh, I'm going? So, audio visual texts do remain part of key knowledge and skills even though they're not now necessarily part of your assessment programme unless you decide to make them so. So, students should still engage with these texts in teaching and learning and particularly in terms of what they add to argument and language. We know that students are consuming their media through audio and audio visual text rather than print text. So, it continues to be important to meet them where they are and to actually give them some examples of that in the classroom. You don't have to spend a lot of time teaching the actual features. It is part of the key knowledge, but I wouldn't spend a lot of time on that.

What you should be spending time on is how argument is constructed and how the language has been used. You can also look at things like the use of music and angles of course in terms of if you're looking at an audio visual. But it's important to think about the way the argument has been structured as well and the way language constructs that. EAL students who have already had experience with an audio visual text in Unit 3, Outcome 1 when they're working on their single text response. So, the teaching of another audiovisual text can consolidate that knowledge, that understanding. So those two things do marry up. But yes, we would say continue to have audio and/or audiovisual stuff in your classroom, but you don't necessarily have to make it a formal part of assessment.

**Kellie Heintz** - So in terms of the selection of the text for the outcome, the requirement is that students need to analyse one written text that includes a different mode. So, you get to choose a different mode. So, you choose your text and then you might then select a text that has a visual, has audio or audiovisual and there is no requirement to analyse a text with more than two modes. And just to add another kind of note to this, the deaf and hard of hearing group of students are part of the EAL cohort and therefore the adjustment also from the study design to remove the listening task was to support those students. So, the introduction of the audiovisual as part of this task supports those students so they have something to view as well as something to read in terms of the transcripts and the script that comes with the captions on the screen. So, for those of you who have deaf and hard of hearing students, you can turn on all of those supports for your students.

**Annelise Balsamo** - We just have a question on whether audio visual will ever appear on the exam. The exam will continue to be in a print format so there is no plans to have audio or audiovisual in the exam. Sorry, did I speak to that slide Joanne? That one that you've just done? Yeah, no, sorry, go on to the next one. I'm so sorry. Can schools assess written and visual only? Yes, you can choose a text includes two modes and the second one can just be a visual. So, you can have something that looks very much like the examination if you choose, you can absolutely do that but you don't have to. You can have something that has more dimensions to the text if you so choose.

**Kellie Heintz** - Now in terms of classwork, Annelise has pretty much covered it in the previous slides. Rich teaching and learning experiences are really important for all students. I think it would be remiss of us as teachers teaching in 2025 not to have students have any access to digital or multimodal forms of text. So, you may want to embed those things into your teaching and think about the ways that they present argument. And so, it's important that students are exposed to different forms, but it's up to you which modes you choose to be part of the assessment. And that's up to you. Again, it's a school-based decision.

Many EAL teachers really like the link between the audio visual in unit three and the link that carries across into this assessment task. So, if you are very comfortable with audio visual and written text, then you can continue on with it. And that again, is a school-based decision.

**Annelise Balsamo** - Does the audio or visual or audiovisual mode need to be embedded in the text? As it's a requirement now for one text, the second mode will need to be embedded in some meaningful form in your text. So many of your news sites now are digital, The Age have some, The Conversation, The Daily Aus, like all of them are now have a digital format. So, a lot of them do publish print articles with audiovisual sections. I've given an example here from The Conversation that gives you a really interesting article on decline in environmental, the degradation of the Murray River. And it has an embedded short audiovisual piece that you could certainly utilise. You can edit for length including the actual, the amount that the student has to read.

So, the print section and you can edit the audiovisual as well for length or you can tell them that they're only watching between these two points of the visual. And you can also then choose to embed a link that you think would be interesting. So just give them a URL and they can click on that. You can have it done as one that you do as a bespoke piece for your classroom. But again, you are not required to do this if this is something that you are not interested in doing. You can have a still image, you can have a cartoon, you can have a drawn visual, not required to have the audiovisual as part of your assessment.

**Kellie Heintz** - So will this adjustment impact the examination? No, there will be no changes to the examination and Section B will be unchanged from the structure used in the sample examination and the examination that the students have just sat. And the same goes with Section C where it will continue to include one written text with embedded visuals. Now there's a question in the chat asking about comparative analysis. The word comparison does not appear in the study design. There is no expectation or requirement that students compare two written texts. And so, it's important to move your teaching and learning away from the older study design and move towards what is now the expectation. And remember, if you ever have any doubts about what is expected, please return to the study design because that is where all the information is that tells you about the key knowledge and key skills that are important in the study.

**Annelise Balsamo** - Will the point of view oral presentation be impacted? No, students will continue to develop and present a point of view oral presentation in Unit 4, Outcome 2. But the study design does provide for a number of options as to how this assessment can be organised. It can be a debate for example. They can do it digitally. They can record themselves. So, they have a number of options now, it doesn't have to be the traditional standing up in front of a cohort and presenting individually. So, if you do want to explore those other options, they are very much open to you. But that oral presentation remains very much a part of the study design and a part of the key skills that students engage with.

**Annelise Balsamo** - These are our contacts. If you want to get in contact with us, you are really welcome to email either of us at any time. It's often the best way to get us is via email and we do get back to you quite quickly. So, we will be very responsive. If you do want to speak to us on the phone, email us first and we can make a time to talk to you. It's usually easier because you are busy and we can find you more easily than the other way around if you see what I mean.

We've had some questions about whether this presentation will be available as a PowerPoint, as a recording. Both will be provided to you. So, you will have access to the PowerPoint and a recording will go up on our website, takes us a little while to do that. So, it'll go up in about a week, a week or two. It's coming for Christmas so you know, let's hope it happens before then. So, you will have access to this. And some people have asked about the performance descriptors. Some seem to be missing. There was a glitch with that. So, we are making sure that they're complete now. We will double check that tomorrow and make sure that they've all been loaded up as they should be.

**Kellie Heintz** - And could I just add one thing? I had a question regarding the annotations being written as paragraphs. One thing to be really clear about is the expectation is that students write annotations. If a student is capable of writing a commentary as in a paragraph, those students who do not write as a structure of the commentary should not be disadvantaged in any way. The task asks for annotations; therefore, the student should be assessed on those. And so, as we said, all SACs must be set in a uniform way and the students need to respond to the task at hand. And it's important that they're all assessed in a similar way across the work that they've done that meets the requirements.

**Annelise Balsamo** - Thank you so much for joining us today. We hope it's been informative for you and helpful. Again, if you do still have questions or you just want to chat, please get in contact with us. We're really happy to support you through these adjustments. We also hope that it's going to make your teaching and learning and assessment for 2025 and beyond easier, but also sort of more robust that you are less under the pump to get these things done. And we really wish you and your students well for the end of this year and into next year. Please stay in touch. We really love to hear from teachers, and thank you again for your attention.

**Kellie Heintz** - Thank you everyone.

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