This webinar will begin shortly

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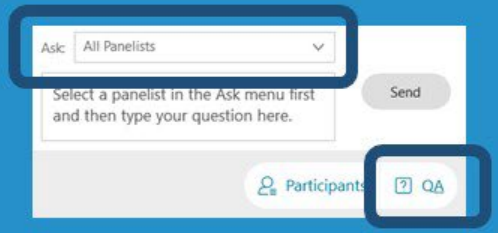
Please ask questions to 'All Panelists'



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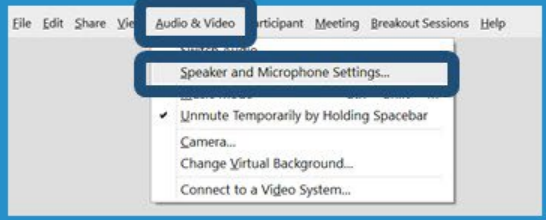

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VCE English Language Study Design 2024-2028 Implementation

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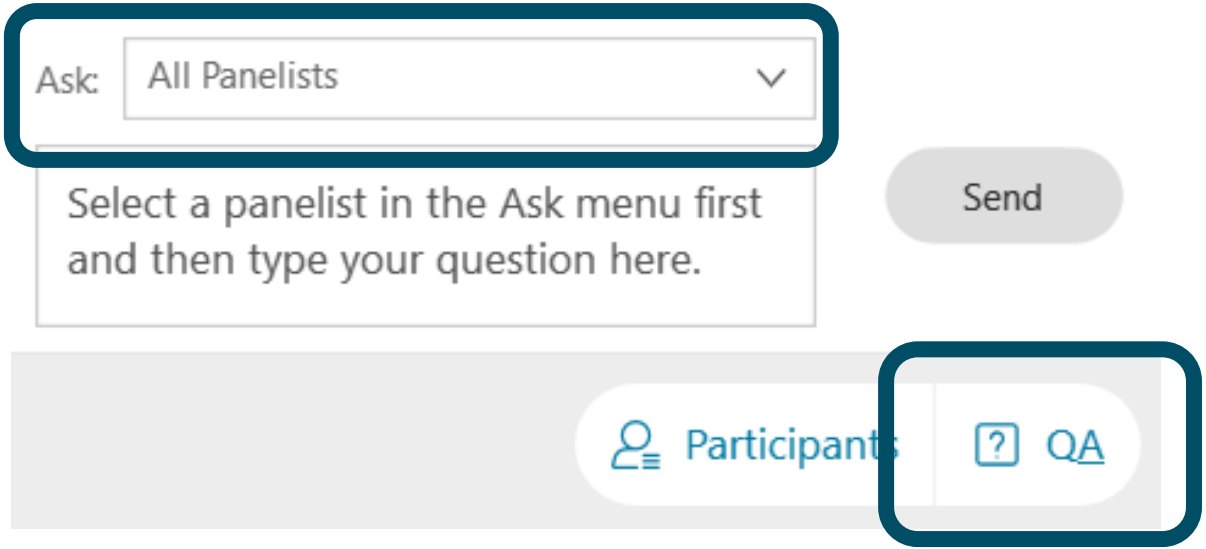
Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.

Asking Questions



Metalanguage table

- Inclusion of metalanguage by subsystem of language and unit table
  - Clear indication of metalanguage relevant to the unit of study
  - Morphology and lexicology has been separated
  - Inclusion of pragmatics to discourse subsystem

Linguistic terms and theories

- A clearly defined list of the linguistic terminology, language labels and linguistic theories and approaches.
  - Sets out definitions that apply for the purpose of the VCE English Language study
  - Aims to reduce any uncertainty or ambiguity when defining key linguistic terms and theories

Key changes in Unit 1

- The subsystems of language are not explored across the whole Unit
  - opportunity to explore some subsystems of language in Area of Study 1 and others in Area of Study 2
  - the subsystem of Morphology and Lexicology has been divided into individual subsystems
  - the subsystem of Discourse Analysis has been clarified to include reference to Pragmatics
- Greater clarification of metalanguage, with reference to relevant linguists
- Inclusion of experiences of authentic assessment connected with the discipline of linguistics in Area of Study 2, such as linguistic fieldwork

Area of study 1: Nature and Functions

- On completion of this unit the student should be able to identify and describe primary aspects of the nature and functions of human language.
  - Language is never a neutral and transparent means of representing the world we inhabit
  - Language choices are influenced by the function, register and tenor and the situational and cultural contexts in which they occur, and are based on understandings and traditions that shape and reflect our view of the world
- Focus is on skills building

Key knowledge

- major functions that language serves when used in a given context
- the influence of register, tenor and audience
- the influence of situational and cultural contexts – including field, language mode, setting and text type – and authorial intent on language choice and preparedness
- the subsystems of language: morphology, lexicology, syntax and semantics
- introduction to the subsystems of language: phonetics and phonology, and discourse and pragmatics
- features that distinguish speech from writing, such as paralinguistics and prosodics

Key skills

- identify and describe key linguistic concepts as they relate to the nature and functions of human language
- explore and use the subsystems of language: morphology, lexicology, syntax and semantics
- use key concepts and metalanguage to identify and describe language use in an objective and a systematic way through spoken and written Australian texts

Area of study 2: Language Acquisition

- On completion of this unit the student should be able to:
  - identify and describe types of language acquisition
  - discuss and investigate language acquisition in the context of linguistic theories
- Focuses on the developmental stages of language acquisition, both first- and additional-language learning
  - Consider differences in the language acquisition process in children who are raised multilingual compared with those who learn additional languages as they grow up
  - This extends to examining the language acquisition processes in adults who learn additional languages

Key knowledge

- the universal grammar and usage-based accounts theories of language acquisition
- code switching in language learning
- the phonological, morphological, lexical, syntactic and semantic development of language in children, including speech sound production
- understanding of linguistic field work, including acquiring consent

Key skills

- identify and use key concepts and metalanguage appropriately to describe and analyse language use in an objective and a systematic way
- experience and interpret linguistic field work, including data collection
- use and interpret language samples of first- and additional-language acquisition, including the use of the IPA to interpret child language user samples

Key changes in Unit 2

- Content (events) specified through the mechanism of electives
  - Incursions, Inventions
  - Provides realistic boundaries as to depth of study
- Content (elements of language change) specified through subsystems of language
  - contextual relevance in terms of metalanguage and continuation to Units 3 & 4

Area of study 1: English across time

- On completion of this unit the student should be able to identify and describe language change and its effects on the English language and analyse attitudes to language change
  - explore language change across some subsystems of language as represented in texts.
  - consider the relationship and influence of Indo-European languages on the English language
  - for one elective exploration, consider how significant social and cultural change impacts language and leads to language change across the subsystems of language
  - analyse the role of prescriptivist and descriptive attitudes in terms of language change

Key knowledge

- relationship of English to the Indo-European languages
  - Proto Indo European language tree
- language codification and standards – focus on spelling and grammar
- changes across the subsystems of language, including:
  - phonetics and phonology – the Great Vowel Shift
  - morphology, lexicology, syntax, semantics
- attitudes to language change
  - prescriptivism and descriptivism

Key skills

- use key linguistic concepts and metalanguage as they relate to the changing nature of English
- identify and describe language change in an objective and a systematic way
- trace etymologies in appropriate sources, such as databases and etymological dictionaries
- analyse changes in the English language over time as reflected in texts
- apply and analyse knowledge of the evolution of English in consideration of prescriptivism and descriptivism

Area of study 2: Englishes in contact

- On completion of this unit the student should be able to identify and explain the effects of the global spread of English through spoken and written texts
  - consider the effects of the global spread of English by learning about
  - the development and decline of languages as a result of English contact
  - the elevation of English as a global lingua franca
  - the cultural consequences of language contact

Key knowledge

- factors in the development of English as a world language
- the distinctive features of English-based varieties, pidgins and creoles
- the role of English as a lingua franca
- the role of language as an expression of cultures and worldviews, including representations of worldviews
- the processes of language maintenance, shift and reclamation
- cultural and social effects of language change and loss, with particular reference to Aboriginal and Torres Strait Islander languages

Key skills

- identify and use key linguistic concepts as they relate to the development of English as a world language
- use the subsystems of language to analyse language in written and spoken texts
- interpret and explain debates about language change and influence
- identify and apply key concepts related to language maintenance, shift, reclamation, change and loss

Assessment: Area of Study 1 & 2

- Teachers must provide opportunities for assessment in written form, and at least one opportunity for assessment in an oral or multimodal form.
- Oral/Multimodal forms work well in all outcomes, but particularly to represent:
  - an analysis of data, an investigative report, a case study
- Some ideas:
  - Language acquisition in U1O2
  - Elective options in U2O1
  - Etymological case studies in U2O1
  - Exploration (debates) of language change and influence in U2O2
  - Exploration of language maintenance, shift, change and loss in U2O2

Key changes in Unit 3

- refinement and specificity for key knowledge
  - adds more detail to the key knowledge for certainty
- register, tenor and audience (as per Unit 1)
- major functions (as per Unit 1)
  - clarifying the distinctions between function and purpose
- specific features of formal and informal speech and writing
- the use of language for various purposes and intents
- the role of discourse factors in creating textual cohesion and coherence

Area of study 1: Informal language

- On completion of this unit the student should be able to identify, describe and analyse distinctive features of informal language in written and spoken texts.
  - Some texts should be electronic interactions (written or spoken)
  - understand how spontaneity and planning can both play a role in informal language
  - writers may choose to rely on abbreviations, spellings that reflect pronunciation and prosodic patterns, emoticons, emojis and context-specific graphemes.
  - written and spoken informal texts may contain non-fluency features, ellipses, shortened lexical forms and syntactic creativity
  - investigate how informal language use can incorporate politeness strategies

Key knowledge

- major functions that language serves when used in a given context
- the influence of register, tenor and audience in informal texts
- features of informal speech and writing, including:
  - subsystem patterning, colloquial language, slang, taboo language, dysphemism, swearing, emoticons, emojis and context-specific graphemes
- the use of informal language for various purposes and intents, including:
  - encouraging intimacy, solidarity and equality, politeness strategies, promoting linguistic innovation, promoting social harmony, negotiating social taboos and building rapport, supporting in-group membership
- the role of discourse factors in creating textual cohesion and coherence

Key skills

- identify the function of informal spoken and written texts
- identify and use metalanguage appropriately to describe and analyse informal spoken and written texts in an objective and a systematic way
- analyse the effect of informal contexts on language choices
- analyse the characteristics and features of informal written texts and transcripts of informal spoken English

Area of study 2: Formal language

- On completion of this unit the student should be able to identify, describe and analyse distinctive features of formal language in written and spoken texts.
  - identify the function and consider and analyse the features of formal language in written, spoken and electronic interactions
  - formal language, in all language modes, tends to have greater cohesion, and is more likely to make some aspects of the presumed context more explicit
  - investigate how formal language choices, particularly politeness strategies, can reinforce or challenge social distance, relationship hierarchies and rapport
  - public language – the language of politics, reportage, the law and bureaucracy

Key knowledge

- features in formal speech and writing, including:
  - subsystem patterning (morphology, semantics, syntax, phonology)
  - rhetoric, jargon, euphemism, double speak, non-discriminatory language
- the use of formal language for various purposes and intents, including:
  - politeness strategies, reinforcing social distance and authority, establishing expertise, promoting social harmony, negotiating social taboos and building rapport, clarifying, manipulating or obfuscating

Key skills

- identify the function of formal spoken and written texts
- identify and use metalanguage appropriately to describe and analyse formal spoken and written texts in an objective and a systematic way
- analyse the effect of formal contexts on language choices
- analyse the feature and purposes of a range of formal texts, including from the public domain

Key changes in Unit 4

- refinement and specificity for key knowledge
  - adds more detail to the key knowledge for certainty
- modernises and updates some key concepts
  - how English in Australian society is influenced by global contact and modern technologies
  - code switching as a means of demonstrating group membership and belonging

Area of study 1: Variation in Australia

- On completion of this unit the student should be able to identify, describe and analyse varieties of English in Australian society, the attitudes towards them and the identities they reflect.
  - examine the role of language varieties in contributing to an increasingly contested national identity
  - explore how the language varieties operating in Australia provide further dimensions to English in Australian society
  - explore language features associated with emerging and established stereotype
  - consider and challenge the validity and use of language features associated with stereotypes in contemporary Australian society.

Key knowledge

- the features of Standard Australian English and its role in Australian society
- the evolution of Broad, General and Cultivated Australian English accents
- how English varies according to culture, including Standard Australian English, Aboriginal Australian Englishes and migrant ethnolects
- how English in Australian society is influenced by global contact and modern technologies
- the role of language in conveying a perceived national identity

Key skills

- identify and use metalanguage appropriately to discuss language variation and identity in Australia in an objective and a systematic way
- use metalanguage appropriately to describe and analyse attitudes to varieties of English in Australian society in an objective and a systematic way
- describe and analyse how identity is conveyed and reflected in written and spoken Australian texts

Area of study 2: Identities

- On completion of this unit the student should be able to identify, describe and analyse how variation in language, linguistic repertoires and language choices reflects and conveys people's identities.
  - focus on the role of language in reflecting, imposing, negotiating and conveying individual and group identities
  - consider how knowing and being able to exploit overt norms allows users to convey a prestigious identity associated with their class, education, occupation, social status and aspirations

Key knowledge

- social and personal variation (sociolects and idiolects) in language according to factors such as age, gender, sexuality, occupation, interests, aspirations and education
- code switching as a means of demonstrating group membership and belonging

Key skills

- identify and use metalanguage appropriately to discuss the relationship between language variation and identity for both individuals and groups in an objective and a systematic way
- use metalanguage appropriately to analyse attitudes to varieties of English in contemporary Australian society in an objective and a systematic way
- describe and analyse how group and individual identities are conveyed and reflected in a range of written and spoken texts

Assessment: Units 3 & 4

- For each outcome, any one or a combination of the following:
  - a folio of annotated texts
  - an essay
  - an investigative report
  - an analytical commentary
  - short-answer questions.
- Assessment tasks may be written, oral or multi-modal. The total suggested length of the student responses should be approximately 700–900 words or equivalent.

Support Materials

- The support materials (formerly Advice for Teachers) will be published mid 2023.
- New publishing structures for the support materials (the structure will follow that which is used on the VCE English and EAL study page).
- Capacity to update content to support the dynamic nature of VCE English Language.
- Updated rubrics for assessment.
- Webinars and presentations by practicing teachers about pedagogical approaches to the study design (live and recorded).
- On-demand videos with short explanations of key changes or additions.

Contact

Dr Annelise Balsamo

T: 9059 5141

M: 0429 924 972

E: Annelise.Balsamo@education.vic.gov.au

www.vcaa.vic.edu.au

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