**Annelise Balsamo -** Hello and welcome to the VCE literature on-demand webinar exploring the new study design. My name's Annelise Balsamo, and I'm the English curriculum manager at the VCAA. In this webinar, I'll explain the consultation process on the study design, structure of the new study design, the key changes by area of study including assessment, text selection, and information about further resources and support for the study design. The VCE literature study design was published on the VCAA website on 16th of February 2022. The current study design remains on the VCE literature study page, but the new study design can be found at the bottom of the page. Please keep scrolling to find it.

I want to remind you all about the consultation process that complements the study design review process. On May the 24th, 2021, a consultation draft of the VCE literature study design was published on the VCAA website. This document was not the final version of the study design, but rather a proposal to all stakeholders and feedback was invited. Over two months, the consultation draft was available on the website. And then on July 19, 2021, the review panel reconvened and discussed in detail and at length the feedback received. The study design was then reviewed in light of the feedback, and key changes were made. The review panel also consulted with independent reviewers, academics and literature teachers. The final version of the study design is in large part thanks to the advice the panel received from you and from other stakeholders.

The structure of the study design is presented here. It is clear that stability and continuity featured heavily in the review process. While there are two new areas of study in units one and two, the rest of the areas of study are familiar and drawn from the current study design. Information gathered from monitoring, from feedback on the consultation draft and from discussion with teachers very much confirmed the importance of stability and continuity in the study design. So onto the units. Unit one now includes two areas of study: reading practices and exploring literary movements and genres. Reading practices is a longstanding area of study and the review panel as well as feedback from stakeholders indicated this to be a stable and engaging entry point to VCE literature. Many stakeholders felt this to be a very strong foundation. The second are of study is exploring literary movements and genres.

The inclusion of literary movements is a direct result of feedback to the panel on the consultation draft. Many teachers asked for a broader area of study. Teachers select from either a movement or a genre to explore with their students. This is an area of study in which student voice can play a significant part. We encourage teachers to talk with their students about what they would like to study including what they are already interested in reading. Unit two now includes voices of country and the text in its context. The feedback from the consultation draft suggested that many teachers and stakeholders were excited by the inclusion of the area of study of voices of country. After further consultation, we have changed some of the terminology in the outcome and we've included references to reconciliation. The second area of study is a limited revision of the text, the reader and their context from the current study design and is an opportunity for students to engage with a text of a particular culture, era, or time.

Unit three now includes adaptations and transformations and developing interpretations. There've been very few revisions to adaptations and transformations. This is a perennially popular area of study. However, now students will complete two assessment tasks: a close analysis of a set text and a comparison of a set text with an adaptation of that text. Developing interpretations is a rethinking of the current literary perspectives outcome. In developing interpretations, students engage with a set text and develop an interpretation based on their reading of the text. They then engage with one supplementary reading, reading with the intention they would afford a set text. They then enhance interpretation developed from their reading of the set text through the understanding gleaned from the supplementary reading.

This is designed to build students' skills to engage with complex explication of text. Changes from the consultation draft include the removal of resistant reading from the study design. Feedback from stakeholders indicated that many felt this to be too limiting. So supplementary readings are now more open and can endorse, challenge, and/or contest. Students are assessed through a two-part task. T

he first part focuses on their interpretation of the text and the second part broadens into incorporating the supplementary reading into their interpretation. Teachers can choose to conduct this assessment as two tasks or they can incorporate into one task where students demonstrate the reading drawn from the text and explore that through the supplementary reading.

Both the areas of study in unit four are familiar to experienced VCE literature teachers. The significant change here is to order. The creative responses to text is now in unit four rather than unit three. This was a proposal included in the consultation draft and we did receive some feedback that this was not an examinable skill and so did not belong in unit four. The review panel did discuss this at length and agreed that the study design would benefit from a more even spread of examinable skills. And therefore, this area of study has remained at unit four. We felt a creative response can assist students in their work in close analysis and therefore highlighted this in their reflective assessment task in this area of study.

It is also anticipated that this area of study will be supported with the new addition to the VCE Season of Excellence. I'll come back to that later in this presentation. The final area of study is close analysis, a skill that runs all the way through this study. The key change here is that students explore and are assessed on only one text rather than on two. The new study design has some information about text selection. Crucial is the directive now that no text studied in units one and two can be studied in units three and four. The panel felt very strongly that VCE literature should provide students with a broad experience of text. In addition, the study design has clarified that while teachers must select five texts from the annual VCE literature text list and then select an adaptation of one of those five texts for comparison in unit three, outcome one, they are only required to formally assess four of the five texts selected from the text list. Included in the new study design is an unpacking of the key skills students require to produce the various responses to text. Under the skills are here to develop and produce analytical response to texts. There is a subset of additional skills that will assist students to understand what they are required to do to produce that text. We hope this will assist students and teachers in developing their skills.

Further support of the new study design will include support materials. This was formally called Advice for Teachers. We'll publish this in April and May of 2022. This will include planning advice, teaching and learning activities and assessment advice. We'll also be publishing a sample examination for the new study design in November or December of 2022. In addition to this on-demand webinar, we will run live webinars with practising literature teachers exploring the new study design and providing examples on how they might teach and assess in their classrooms. These live webinars will be followed by live Q&A sessions where teachers can ask questions about the study design.

These will all be recorded and then made available on the VCAA website. Dates for these sessions are to be confirmed. We also hope to provide ongoing support via webinars to teachers for this study design. Further information about this program will be made available over the coming months. You are, of course, always welcome to get in touch with me. My contact details are here on this screen and you're welcome to ring or email me. I hope this webinar has been informative and supportive.

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