VCE English as an Additional Language (EAL) 2024–2027

Written examination – End of year

Examination specifications

Overall conditions

The examination will be sat at a time and date to be set annually by the Victorian Curriculum and Assessment Authority (VCAA). [VCAA examination rules](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx) will apply.

There will be 15 minutes of reading time and 3 hours of writing time.

The examination will be assessed by a panel appointed by the VCAA.

The examination will contribute 50 per cent to the study score.

Content

The *VCE English and English as an Additional Language Study Design 2024–2027* is the document for the development of the examination. The following outcomes are examinable: Unit 3 Outcome 1, Part 1, and Outcome 2, and Unit 4 Outcome 1 and 2, Part 2.

All of the key knowledge and key skills that underpin the outcomes in Unit 3 Outcome 1, Part 1, and Outcome 2, and Unit 4 Outcome 1 and 2, Part 2, and the Framework of Ideas are examinable.

Format

The examination will be in the form of a task book.

The examination will consist of three sections.

**Section A** will consist of an analytical response to a text and will be worth a total of 20 marks.

Students will be required to write an analytical response to **one** of the two texts studied from List 1 of the VCE English and English as an Additional Language (EAL) Text List for the year in question. There will be two topics for each of the 20 texts on List 1. Students will be required to write a response to **one** topic on **one** text.

Student responses should demonstrate knowledge and understanding of the text, its structure and the ideas, concerns and values raised by the topic, and support their response with close reference to the text. If the selected text is a collection of poetry or short stories, students may write on several poems or stories, or on **at least** **two** in close detail.

The response will be assessed according to the assessment criteria specified below.

**Section B** will consist of creating a text and will be worth a total of 20 marks.

Students will be required to create **one** written text. For the purposes of this task, a ‘written text’ does not include song, poetry or verse. In creating their texts, students must use the title provided, relevant idea(s) from **at least one** unseen stimulus and be connected to **one** of the Framework of Ideas. The text must be developed with a clear purpose(s) – to explain, to express, to argue, to reflect – and should be an effective and cohesive piece of writing. Students should demonstrate control of the conventions of the English language through the selection of vocabulary, text structure(s) and language features to convey meaning.

The place of mentor texts is to provide access to ideas and inform the teaching of writing, but students will not be required to make explicit reference to them in the examination.

The text will be assessed according to the assessment criteria specified below. Section B will be worth a total of 20 marks.

**Section C** will consist of an analysis of argument and language and will be worth a total of 20 marks.

Students will be required to analyse the use of argument(s) and language to persuade an intended audience to share the point of view expressed in an unseen persuasive text. For the purposes of this task, ‘language’ refers to written and spoken language, and ‘visuals’ refers to images and graphics. Students will not be required to evaluate the relative merits or successes of argument(s).

The response will be assessed according to the assessment criteria specified below.

Section C will be worth a total of 20 marks.

The total marks for the examination will be 60.

Answers to Section A, B and C are to be recorded in the answer book.

Criteria

**Section A** will be assessed against the following criteria:

* knowledge and understanding of the text, its structure, and the ideas, concerns and values it explores
* development of a clear analysis in response to the topic
* use of evidence from the text to support the analysis
* control of the conventions of the English language to convey meaning

**Section B** will be assessed against the following criteria:

* use of relevant idea(s) drawn from one Framework of Ideas, the title provided, and at least one piece of stimulus material
* creation of a cohesive text that connects to a clear purpose(s)
* use of suitable text structure and language features to create a text
* control of the conventions of the English language to convey meaning

**Section C** will be assessed against the following criteria:

* understanding of contention, argument(s) and point of view
* analysis of the ways in which written and spoken language and visuals are used to present argument(s) and to persuade an intended audience
* use of evidence from the text to support the analysis
* control of the conventions of the English language to convey meaning

Approved materials and equipment

* normal stationery requirements (pens, pencils, highlighters, erasers, sharpeners and rulers)
* an English and/or bilingual printed dictionary

Relevant references

The following resources should be referred to in relation to the VCE English as an Additional Language (EAL) examination:

* VCE English and English as an Additional Language Study Design 2024–2027 (Units 3 and 4)
* Support Materials – [*VCE English and English as an Additional Language – 2024–2027*](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx)(includes assessment advice)
* VCE English and English as an Additional Language (EAL) Text List (published annually)
* VCAA Bulletin

Advice

During the 2024–2027 accreditation period for VCE English as an Additional Language, examinations will be prepared according to the examination specifications above. Each examination will conform to these specifications and will test a representative sample of the key knowledge and key skills from Unit 3 Outcome 1, Part 1, and Outcome 2, and Unit 4 Outcomes 1 and 2, Part 2, and the Framework of Ideas.

Students should use command/task words, other instructional information within questions and corresponding mark allocations to guide their responses.

A separate document containing a sample examination has been published on the VCE English as an Additional Language ‘[Examination specifications, past examinations and examination reports](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/English-as-an-Additional-Language.aspxhttps%3A/www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/English-as-an-Additional-Language.aspx)’ page on the VCAA website.

The sample examination provides an indication of the format of the examination, and the types of questions teachers and students can expect until the current accreditation period is over.

The VCAA does not provide answers to sample examinations.