This webinar will begin shortly

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

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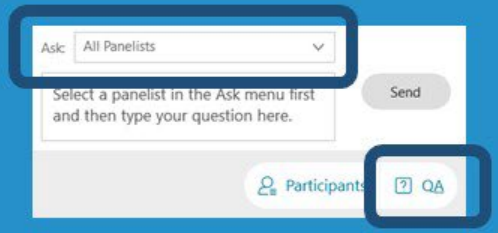
Please ask questions to 'All Panelists'



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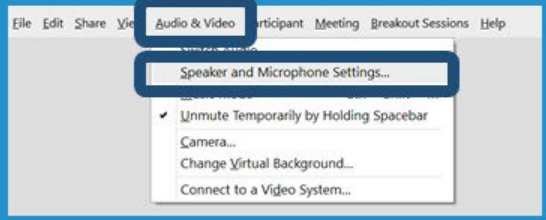

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VCE English Language Study Design 2024-2028 Implementation

Planning for and teaching Unit 3

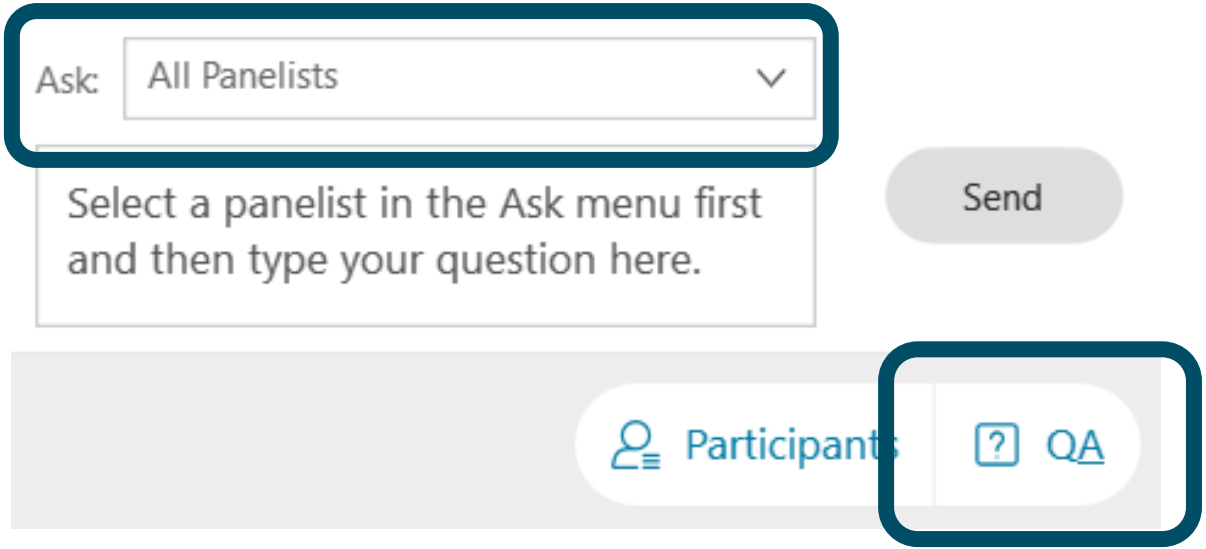
VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

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



Key changes in Unit 3

In this unit students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students examine the features of formal and informal language in both spoken and written language modes; the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the role played by the functions of language when conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text and explore how texts present message and meaning.

Students learn that language choices are always influenced by the function, register and tenor, and the situational and cultural contexts in which they occur. They learn that the situational elements of a language exchange, such as the field, language mode, setting and text type, influence language choice, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select language features and how this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Existing
New
Re-phrased

Key changes in Unit 3

- Change of names from “Informal Language” & “Formal Language” to “Informality” and “Formality”
- Text types removed as being mandated
- Political correctness removed from formal language
- Role of Non-Standard removed for formal and informal language
- Move from “social purposes” to “purposes and intents”
- Addition of “tenor”
- Emphasis on identification skills

An example of organisation and timing

- 50 hours of instruction for Unit 3
  - 5-7 hours revision of Year 11, establish baseline metalanguage
  - 17-20 hours content and skills for Area of Study 1
  - 17-20 hours content and skills for Area of Study 2
  - 5-7 hours for revision, SAC preparation and assessment
- 16 weeks of classes:
  - 1-2 weeks revision
  - 1 week in general “register”, “functions”
  - 6 weeks content and skills teaching (Area of Study 1) (repeat for Area of Study 2)
  - 1 week assessment and preparation (repeat for Area of Study 2)

Area of study 1 – Informality

Informality

In this area of study students consider the way speakers and writers choose from a repertoire of language to vary the style of their language to suit particular purposes. They identify the function and consider and analyse the features of informal language in written, spoken and electronic interactions, understanding that the situational and cultural contexts of an exchange influence the language used.

Students examine the features that distinguish informal language from more formal language. They understand how spontaneity and planning can both play a role in informal language and the ways in which informality may play an important role in building rapport. They examine how users of informal language may be idiosyncratic in their linguistic choices and structure texts in a non-linear way, and they explore the role of colloquial language and language varieties in establishing informal registers. Students consider features of 'chat' associated with both speaking and writing, such as a reliance on sequencing, cooperation and turn-taking, as well as features that are particular to each language mode. Students learn that speakers have at their disposal a support system of prosodic and paralinguistic cues that they can use to organise and present information. They explore how writers may choose to rely on abbreviations, spellings that reflect pronunciation and prosodic patterns, emoticons, emojis and context-specific graphemes. Both written and spoken informal texts may contain non-fluency features, ellipses, shortened lexical forms and syntactic creativity.

Students investigate how informal language use can incorporate politeness strategies; how informal language choices can build rapport by encouraging inclusivity, intimacy, solidarity and equality; and how informal language features, such as slang and swearing patterns, are important in encouraging linguistic innovation and in-group membership.

Existing
New
Re-phrased

Resources

- Sample timeline
  - Concepts, metalanguage, purpose and intents, text types
- Sample assessments

Also recommend:

- https://ipa.typeit.org/
- https://lingthusiasm.com/topics - episodes by topic helps you discern which are best for your students at various points in the course

Existing
New
Re-phrased

Key knowledge

DRAFT CHANGE

Instead of:

~~'the role of the features of spoken discourse in creating textual coherence and cohesion in informal texts'~~

The study design now reads:

'the role of discourse factors in creating textual cohesion and coherence in informal texts'

- the role of Standard English in creating formal and informal texts
- major functions that language serves when used in a given context
- the influence of register, tenor and audience in informal texts
- the features of informal writing and informal speech as represented in a range of texts
- the relationship between context and features of language in informal texts
- features of spoken discourse in creating informal texts
- features of informal speech and writing, including:
  - subsystem patterning
  - colloquial language
  - slang
  - taboo language
  - dysphemism
  - swearing
  - emoticons, emojis and context-specific graphemes
- discourse strategies used by speakers and the ways in which cooperation can be achieved
- 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 in informal texts
- conventions for the transcription of spoken English texts, including symbols, legend and line numbers
- metalanguage to discuss informal language in texts

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

Existing
New
Re-phrased

Assessment

- No changes to types, but a good chance to review courses
- Word limits updated (increased by 100 words)
- Try to make out of 50 marks where possible
- Draw on students' strengths to reward knowledge and skills development
- Don't shy away for oral and multimodal assessments
- Try and limit to one or two "SACs" but include others as classroom tasks, homework activities

Area of study 2 - Formality

In this area of study students consider the way speakers and writers choose from a repertoire of language to suit particular purposes. As with informal language, the situational and cultural contexts determine whether people use formal language and in which language mode they choose to communicate.

They identify the function and consider and analyse the features of formal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange influences the language used. They understand that 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. Formal language, however, can also be deliberately ambiguous and can obfuscate meaning. Students examine examples of formal texts, exploring how writers and speakers are more likely to consider how their audience might interpret their message. Students learn that formal written texts are more likely to have been edited and formal spoken texts may have been both edited and rehearsed. Formal speech has many of the organisational features of written language, but also draws on prosody and paralinguistic features.

Students explore the range of ways in which formal language can be used to perform various purposes. They investigate how formal language choices, particularly politeness strategies, can reinforce or challenge social distance, relationship hierarchies and rapport. Similarly, specialised language such as jargon can reinforce the user's authority and expertise or promote in-group solidarity.

Students examine texts in which speakers and writers use formal language to celebrate and commemorate, and they explore how formal language can be used to clarify, manipulate or obfuscate, particularly in public language – the language of politics, reportage, the law and bureaucracy. Students learn that formal language enables users to carefully negotiate social taboos through the employment of euphemisms and non-discriminatory language. They explore how variations in language reveal much about the intentions and values of speakers or writers, as well as the situational and cultural contexts in which formal texts are created.

Existing
New
Re-phrased

Resources

- Sample assessment
- Sample activity with writing task

Existing
New
Re-phrased

Key knowledge

DRAFT CHANGE

Instead of:

~~'the role of the features of spoken discourse in creating textual coherence and cohesion in formal texts'~~

The study design now reads:

'the role of discourse factors in creating textual cohesion and coherence in formal texts'

- the role of Standard English in creating formal and informal texts
- major functions that language serves when used in a given context
- the influence of register, tenor and audience in formal texts
- the relationship between context and features of language in formal texts
- the features of formal writing and formal speech as represented in a range of texts
- features of spoken discourse in creating formal texts
- features in formal speech and writing, including:
  - subsystem patterning
  - 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
- the role of discourse factors in creating textual cohesion and coherence in formal texts
- conventions for the transcription of spoken English texts, including symbols, legend and line numbers
- metalanguage to discuss formal language in texts

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

Existing
New
Re-phrased

Assessment

- As in “Informality” – a range of assessment types kept, with word length extended
- Take a holistic approach to skills across the year
- Consider the knowledge and skills strengths of your cohort
- Consider your school’s assessment and reporting practices

Using linguistic theory in Unit 3

- Functions of Language: Roman Jakobson
  - referential, emotive, conative, phatic, metalinguistic, poetic
- Politeness - Brown and Levinson
  - Positive face as the need to be like
  - Negative face as the need for autonomy
- Purposes – no set list

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