Victorian Certificate of Education

ENGLISH AND ENGLISH AS AN ADDITIONAL LANGUAGE

STUDY DESIGN

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

State Government
Victoria

Contents

Important information

Accreditation period

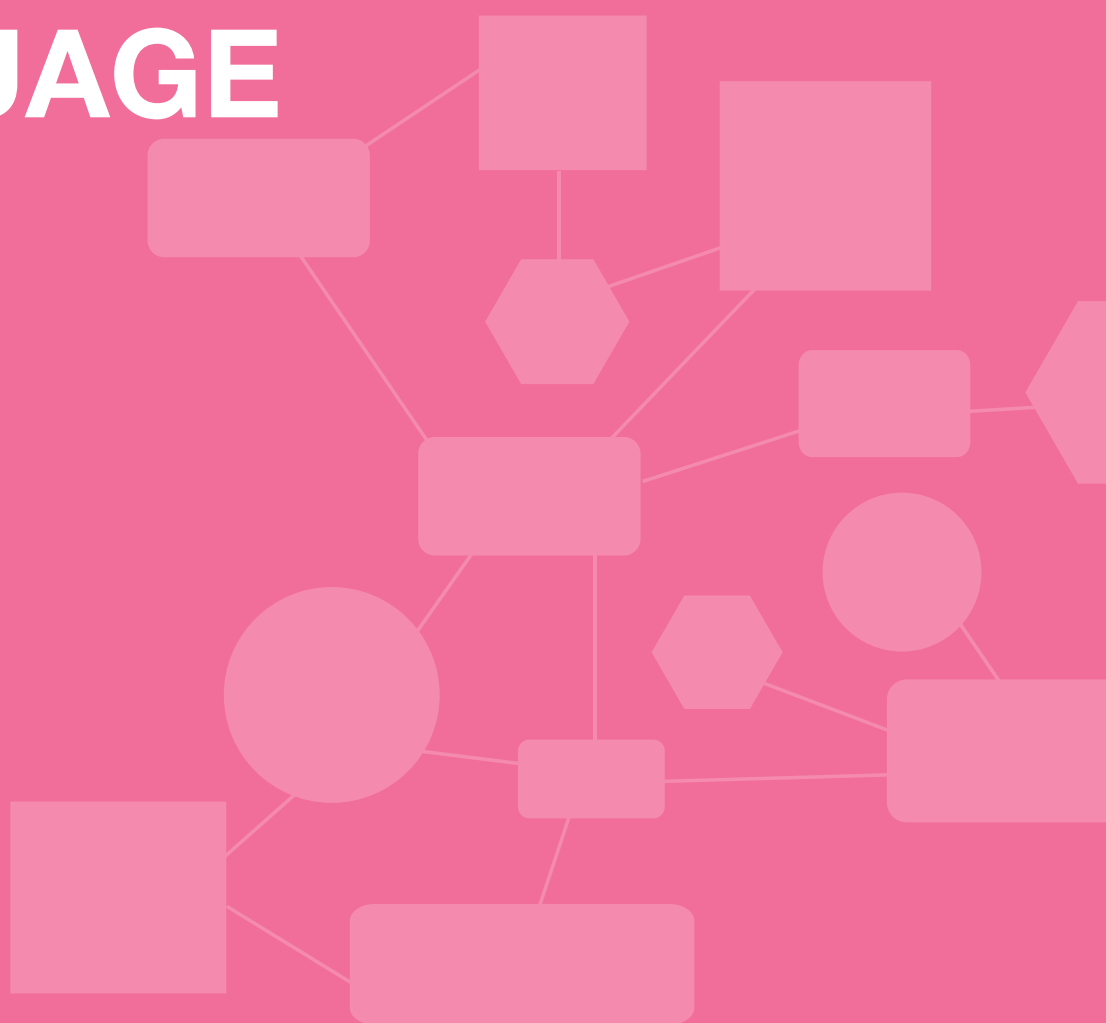Units 1 and 2: 1 January 2016 – 31 December 2021
Units 3 and 4: 1 January 2017 – 31 December 2021

Implementation for Units 1 and 2 of this study commences in January 2016.
Implementation for Units 3 and 4 of this study commences in January 2017.

Sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin* also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is available as an e-newsletter via free subscription on the VCAA's website at: www.vcaa.vic.edu.au.

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current VCE and VCAL Administrative Handbook contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx.

Introduction

Scope of study

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Rationale

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Aims

This study enables students to:

- extend their English language skills through thinking, listening, speaking, reading, viewing and writing
- enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
- analyse and discuss a range of texts from different periods, styles, genres and contexts
- understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
- understand how ideas are presented by analysing form, purpose, context, structure and language
- analyse their own and others' texts, and make relevant connections to themselves, their community and the world
- convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences
- recognise the role of language in thinking and expression of ideas
- demonstrate in the creation of their own written, spoken and multimodal texts an ability to make informed choices about the construction of texts in relation to purpose, audience and context
- think critically about the ideas and arguments of others and the use of language to persuade and influence audiences

- extend their use of the conventions of Standard Australian English with assurance, precision, vitality and confidence in a variety of contexts, including for further study, the work place and their own needs and interests
- extend their competence in planning, creating, reviewing and editing their texts for precision and clarity, tone and stylistic effect.

Structure

The study is made up of four units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

EAL

For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision. For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL. Schools should refer to the current year's *VCE and VCAL Administrative Handbook* for advice about student eligibility for EAL in Units 3 and 4. EAL students should undertake the study as outlined in this study design. Schools should note where different requirements for EAL students are indicated.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

EAL students receiving instruction in a combined English/EAL class may require some additional scheduled classroom instruction.

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes and advice about VCE studies published in the *VCAA Bulletin*.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE English/EAL to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study. Texts selected for study should be appropriate for the age and development of students and, in that context, reflect current community standards and expectations. Teachers should be aware that with some texts there may be sensitivities in relation to certain issues.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE English-EAL are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current *VCE and VCAL Administrative Handbook* for authentication procedures.

Units 1 and 2

Text selection

Students are encouraged to read widely in Units 1 and 2 to support the achievement of all outcomes.

In Units 1 and 2, text selection is a school-based decision, and must be made in accordance with the following instructions.

English students

Where both Units 1 and 2 are undertaken, students must read and study at least four set texts. The term 'set text' refers to texts chosen by the school for Unit 1 Area of Study 1 and Unit 2 Area of Study 1.

For Area of Study 1 in both Units 1 and 2, students must read and study two set texts.

At least two set texts must be selected from the following categories: novels, plays, collections of short stories or collections of poetry.

EAL students

Where both Units 1 and 2 are undertaken, EAL students must read and study at least three set texts. The term 'set text' refers to texts chosen by the school for Unit 1 Area of Study 1 and Unit 2 Area of Study 1.

For Unit 1 Area of Study 1, EAL students must read and study at least one set text.

For Unit 2 Area of Study 1, EAL students must read and study two set texts.

In either Unit 1 or 2, at least one set text must be a written text in one of the following forms: a novel, a play, a collection of short stories or a collection of poetry.

All students

Where both Units 1 and 2 are undertaken:
- no more than one of the set texts may be a multimodal text (including films and graphic novels)
- at least one of the set texts must be by an Australian
- all texts should have literary merit and be worthy of close study.

Reading and comparing texts

The primary connection between the texts selected for Unit 2 Area of Study 1 should be the ideas, issues and themes explored. The texts should share related ideas, issues and themes and explore these from similar or contrasting perspectives.

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

The term 'set text' refers to texts chosen by the school for Areas of Study 1 in Units 1 and 2.

Area of Study 1

Reading and creating texts

In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

The texts set as the focus of this area of study should have literary merit and be worthy of close study. These texts may be fiction or non-fiction and presented in written, spoken or multimodal forms.

Students consider the similarities and differences between texts, developing awareness that some features are specific to texts, while others are similar across texts. Students are encouraged to draw on prior knowledge and supplementary material to broaden and deepen their understanding of texts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Students develop the ability to respond to texts in written and spoken and/or multimodal forms. They develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues. They use planning and drafting to test and clarify their ideas, and editing for clear and coherent expression. They include textual evidence appropriately and craft their writing for convincing and effective presentation.

In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style. They practise the skills of revision, editing and refining for accuracy and stylistic effect.

Outcome 1

On completion of this unit the student should be able to produce analytical and creative responses to texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge
- an understanding of the text including characters, settings and events, and ideas, issues and themes
- the ways authors
  - create meaning, including ideas, issues and themes, and build the world of the text, including characters, settings and events
  - respond to particular contexts, audiences and purposes
- the ways in which meaning is affected by the contexts in which a text is created and read
- the features of a range of literary and other written, spoken and multimodal texts, including structures, conventions, language, and how they convey an author's voice and style
- the conventions of oral presentations including intonation, stress, rhythm, pitch, timing, volume, gesture and eye contact

* the conventions of discussion such as active listening, checking for understanding and turn-taking
* the features of analytical responses to a range of literary and other texts: structure, conventions, and language including relevant metalanguage
* the features of creative responses (written, spoken and multimodal) including structure, conventions and language, and how they create voice and style
* the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills
* identify, explain and analyse
  – characters, settings, events, and ideas, issues and themes presented in texts
  – how texts are created in and for different contexts, audiences and purposes, and the choices made by authors to meet these
  – how features of texts are used to create meaning
  – the impact of texts on audiences by considering the similarities and differences between texts
* apply the conventions of oral presentation in the delivery of spoken texts
* apply the conventions of discussion
* use textual evidence appropriately to support analytical responses
* plan analytical responses to texts
* plan creative responses to texts (written, spoken and multimodal), for example consider an alternative perspective or explore a gap or moment in the text, taking account of the purpose, context and audience in determining the selected content and approach
* explain and justify decisions made in the writing process
* develop, test and clarify ideas using discussion and writing
* draft, review, edit and refine creative and analytical responses to texts, making choices about features of texts and using feedback gained from individual reflection, discussion, and peer and teacher comments
* apply the conventions of spelling, punctuation and syntax of Standard Australian English accurately and appropriately.

Area of Study 2

Analysing and presenting argument

In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

Students consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the intended audience. Students consider how authors craft texts to support and extend the impact of an argument.

In considering the presentation of arguments in oral form, students also learn about the conventions of oral communication for persuasive purposes. Students consider the persuasive impact of tone, diction and audience engagement in the presentation of a viewpoint. They practise their listening and speaking skills through discussion and debate, developing their own arguments and critiquing the arguments of others.

Suitable texts may be drawn from a variety of sources and may be written, spoken or multimodal. Appropriate texts could include editorials, letters to the editor, opinion and comment pieces, reviews, speeches or transcripts of speeches, advertisements, essays, radio or television excerpts, cartoons and other forms of print and digital media.

Students practise written analysis of the presentation of argument and the use of language to position the intended audience. They craft and present reasoned, structured and supported arguments and experiment with the use of language to position audiences. In developing an argument or analysis, they draft, revise and edit to clarify and critique their thinking, and for technical accuracy, coherence, persuasive effect and quality of evidence.

Outcome 2

On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge
- an understanding of arguments presented in texts
- the ways authors construct arguments to position audiences, including through reason and logic, and persuasive use of written, spoken and visual language
- the features of written, spoken and multimodal texts used by authors to position audiences, such as appeals, repetition, and vocabulary choice
- the conventions of oral presentations including intonation, stress, rhythm, pitch, timing, volume, gesture and eye-contact
- the conventions of discussion and debate such as active listening, checking for understanding and questioning
- the features of analytical responses to texts that present an argument: structure, conventions, and language including relevant metalanguage
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills
- summarise the key points in an argument using skills such as note-taking
- identify and analyse
  - the intent and logical development of an argument
  - language used by the writers and creators of texts to position an audience
  - the impact of texts on audiences
  - the way in which language and argument complement one another and interact to position the reader
- apply the conventions of oral presentation in the delivery of spoken texts
- apply the conventions of discussion and debate
- use evidence appropriately to support analytical responses
- develop sound arguments using logic and reasoning, and detect bias and faulty reasoning in the arguments of others
- plan analytical responses and texts that present an argument, taking account of the purpose, context and audience in determining the selected content and approach
- develop, clarify and critique ideas presented in their own and others' arguments using discussion and writing
- draft, review, edit and refine analytical responses and texts that present an argument, making choices about features of texts and using feedback gained from individual reflection, and peer and teacher comments
- apply the conventions of spelling, punctuation and syntax of Standard Australian English accurately and appropriately in the composition of written texts.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion of the unit.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit are:

- an analytical response to a set text
- a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text
- an analysis of the use of argument and persuasive language in text/s
- a text intended to position an audience.

Assessment tasks for Outcome 1 must include at least one analytical and one creative response to set texts.

One assessment task, but no more than one task, in Unit 1 must be in oral or multimodal form.

For EAL students at least one text provided for the assessment of Outcome 2 should be in spoken form or have a spoken component to allow for the assessment of listening skills.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

The term 'set text' refers to texts chosen by the school for Area of Study 1 in Units 1 and 2.

Area of Study 1

Reading and comparing texts

In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

The texts set as the focus of this area of study should have literary merit, be worthy of close study and facilitate comparative study.

Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives. They develop an understanding of the choices available to writers and creators of texts, and the ways in which comparing texts can offer an enriched understanding of ideas, issues or themes. They use the features of written analysis and textual evidence soundly and appropriately, dealing in detail with the ideas encountered in the texts. They draft, revise, edit and refine for technical accuracy, and for clear, coherent and effective presentation of the insights gained through comparison.

Outcome 1

On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge
- an understanding of the ideas, issues and themes presented in texts
- the ways authors convey ideas, issues and themes in texts
- the features of written, spoken and multimodal texts used by authors to convey ideas, issues and themes, such as settings, events and characters
- the ways in which different texts provide different perspectives on ideas, issues and themes and how comparing them can offer an enriched understanding of the ideas, issues and themes
- the conventions of discussion such as active listening, checking for understanding and questioning
- the features of comparative analysis: structure, conventions and language, including relevant metalanguage
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

- explain and analyse
  - similarities and differences between texts in the presentation of similar or related ideas, issues and themes
  - the choices made by authors to convey particular perspectives
- apply the conventions of discussion
- use textual evidence appropriately to support comparative responses
- plan comparative responses, taking account of the purpose, context and audience in determining the selected content and approach
- develop and clarify ideas and insights gained through comparison using discussion and writing
- draft, review, edit and refine comparative responses, making choices about features of texts and using feedback gained from individual reflection and peer and teacher comments
- apply the conventions of spelling, punctuation and syntax of Standard Australian English accurately and appropriately.

Area of Study 2

Analysing and presenting argument

In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

Students practise developing and presenting reasoned points of view on issues of contemporary social relevance. In constructing arguments students focus on the logical development of their own ideas, and select evidence and language to support their arguments.

In addition to developing critical analysis of the use of language and the presentation of argument in texts, students practise presenting arguments and points of view in writing. They draft, revise and edit their writing to clarify and critique their thinking, and for precision and coherence in argument and quality of evidence. They craft for persuasion using a range of language features intended to position an audience to share the point of view expressed. They use the features of texts appropriately and include accurate referencing and acknowledgment.

Outcome 2

On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- an understanding of the arguments presented in texts
- the ways authors construct arguments to position audiences, including through reason and logic, and the persuasive use of language
- the features of texts used by authors to position audiences
- the conventions of discussion and debate such as active listening, checking for understanding and questioning
- the features for analysis and creation of texts that present an argument: structure, conventions and language, including relevant metalanguage
- the conventions of referencing for the acknowledgement of sources
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

- identify and analyse
  - the intent and logical development of an argument
  - bias in the presentation of information and ideas
  - features used by the writers and creators of texts to position or persuade an audience to share a point of view
  - the impact of texts on audiences by considering the similarities and differences between texts
  - the way in which persuasive language use and argument complement one another and interact to position the reader
- apply the conventions of discussion and debate
- use textual evidence appropriately to support analytical responses
- develop sound arguments using logic and reasoning, and detect bias and faulty reasoning in the arguments of others
- conduct research to support the development of arguments on particular issues and acknowledge sources accurately and appropriately where relevant
- select evidence to support particular positions
- plan analytical responses and texts that present an argument, taking account of the purpose, context and audience in determining the selected content and approach
- develop, clarify and critique ideas presented in their own and others' arguments using discussion and writing
- draft, review, edit and refine analytical responses and texts that present an argument, crafting for persuasion and using feedback gained from individual reflection, and peer and teacher comments
- apply the conventions of spelling, punctuation and syntax of Standard Australian English accurately and appropriately.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit are:

- a comparative analytical response to set texts
- a persuasive text that presents an argument or viewpoint
- an analysis of the use of argument and persuasive language in text/s.

Assessments tasks for Outcomes 1 and 2 must be in written form.

For EAL students at least one text provided for assessment of Outcome 2 should be in spoken form or have a spoken component to allow for the assessment of listening skills.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Units 3 and 4

Text selection

Students are expected to read widely in Units 3 and 4 to support the achievement of all outcomes.

In Units 3 and 4, text selection must be made in accordance with the following instructions.

English students

A total of four texts across the Units 3 and 4 sequence must be selected from the Text Lists published annually by the VCAA.

For Unit 3 Area of Study 1, students must read and study two selected texts from Text List 1.

For Unit 4 Area of Study 1, students must read and study one pair of texts (that is, two texts) from Text List 2.

At least two set texts must be selected from the following categories: novels, plays, collections of short stories or collections of poetry.

EAL students

A total of three texts across the Units 3 and 4 sequence must be selected from the Text Lists published annually by the VCAA.

EAL students must read and study one selected text from Text List 1 and a pair of texts (that is, two texts) from Text List 2.

Two texts must be used for Unit 3 Area of Study 1, one selected from List 1, and one of the pair selected from List 2.

The pair of texts from Text List 2 should be used for Unit 4 Area of Study 1.

In either Unit 3 or 4, at least one set text must be a written text in one of the following forms: a novel, a play, a collection of short stories or a collection of poetry.

All students

No more than one of the selected texts may be a multimodal text, for example a film or graphic novel. A multimodal text may be selected from either Text List 1 or Text List 2, but not from both. Other multimodal texts may be used to support the study of selected texts.

At least one of the selected texts must be by an Australian, as indicated on the Text List.

Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year.

The term 'selected text' refers to a text chosen from the list of prescribed texts in the Text List published by the VCAA.

Area of Study 1

Reading and creating texts

In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas, and editing to produce clear and coherent expression. They craft their writing for convincing and effective presentation.

Students present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning. In developing a creative response they explore issues of purpose and audience and make key choices about structure, conventions and language. They develop a credible and effective voice and style and use the chosen features of the selected text, for example characters, narrative or dialogue, to offer an interpretation of the selected text. They produce and share drafts, practising the skills of revision, editing and refining for stylistic and imaginative effect.

Outcome 1

On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge
- an understanding of the world of a text and the explicit and implied values it expresses
- the ways authors
  - create meaning and build the world of the text
  - respond to different contexts, audiences and purposes
- the ways in which readers' interpretations of texts differ and why
- the features of a range of literary and other written, spoken and multimodal texts
- the conventions of oral presentations and discussion
- the features of analytical interpretations of literary and other texts: structure, conventions and language, including relevant metalanguage

- the features of creative interpretations (written, spoken and multimodal), including structure, conventions and language, and how they create voice and style
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

- explain and analyse
    - how the features of a range of texts create meaning and how they influence interpretation
    - the ways readers are invited to respond to texts
- identify and analyse the explicit and implied ideas and values in texts
- examine different interpretations of texts and consider how these resonate with or challenge their own interpretations
- synthesise ideas and interpretations to develop an interpretation of their own
- apply the conventions of oral presentation in the delivery of spoken texts
- apply the conventions of discussion
- use textual evidence appropriately to justify analytical responses
- plan analytical interpretations of texts
- develop, test and clarify ideas using discussion and writing
- plan creative responses to texts by
    - analysing the text, considering opportunities to explore meaning
    - selecting key moments, characters, themes worthy of exploration
    - taking account of the purpose, context, audience in determining the selected content and approach
- develop and sustain voice and style in creative responses
- transform and adapt language and literary devices to generate particular responses, with consideration of the original text
- explain and justify decisions made in the writing process and how these demonstrate understanding of the text
- draft, review, edit and refine creative and analytical interpretations to texts for expressiveness, accuracy, fluency and coherence, and for stylistic effect
- apply the conventions of spelling, punctuation and syntax of Standard Australian English accurately and appropriately.

Area of Study 2

Analysing argument

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

Considering information about the purpose, audience and context of a text, students explore the argument of a persuasive piece, and the way written, spoken and visual language is used. In considering these, students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text.

Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences. They compare different written texts presenting argument on similar ideas or issues, considering different ways authors use language to express arguments. They produce drafts and practise the skills of revision and editing for clarity and coherence in analysis and accuracy in the use of language.

Outcome 2

On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- an understanding of arguments presented in texts
- the ways authors construct arguments to position audiences, including through reason and logic, and written, spoken and visual language
- the features of written, spoken and multimodal texts used by authors to position audiences
- the conventions of discussion and debate
- the features of analytical and comparative responses to texts that position audiences: structure, conventions and language, including relevant metalanguage
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

- identify and analyse
  - the intent and logical development of an argument
  - language used by the writers and creators of texts to position or persuade an audience to share a point of view
  - the impact of texts on audiences by considering the similarities and differences between texts
  - the way in which language and argument complement one another and interact to position the reader
- apply the conventions and protocols of discussion and debate
- use textual evidence appropriately to support analytical responses
- plan analytical responses, taking account of the purpose, context and audience in determining the selected content and approach
- develop, clarify and critique ideas presented in the arguments of others using discussion and writing
- draft, review, edit and refine analytical responses, using feedback gained from individual reflection and peer and teacher comments
- apply the conventions of spelling, punctuation and syntax of Standard Australian English accurately and appropriately.

Area of Study 3 – EAL students only

Listening to texts

In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Listening skills are developed in the context of Areas of Study 1 and 2 and specific speaking and listening activities.

Students develop skills to understand spoken texts on a literal and inferential level, demonstrating an understanding of how spoken texts construct meaning for a variety of listeners. This understanding includes the relationship between the speaker/s and their audience, the purpose of the spoken text and the speaker's views and attitudes and how these affect the structure and language of the spoken text.

Spoken texts refer to texts from a range of contexts, such as conversations, narratives, speeches, interviews, lectures, radio. Some spoken texts may be supported by written or visual material, such as television news reports. Students use information about the context to support their understanding of the spoken text.

Students demonstrate their understanding through a range of spoken, written and visual forms, including class discussion, note-taking, graphic organisers and responses to short-answer questions.

Outcome 3

On completion of this unit the student should be able to comprehend a spoken text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge
- an understanding of ideas presented in spoken texts
- the ways that structure, language and delivery of spoken texts are affected by the context in which they are presented
- the conventions of spoken texts including intonation, stress, rhythm, pitch, timing, volume, gesture and eye contact
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills
- identify, record and organise the literal and inferred meaning in spoken texts
- use contextual information to support their understanding of the text
- identify and explain the relationship between the speaker/s and their audience, the purpose of the spoken text and the speaker's views and attitudes and how these affect the structure, language and delivery of the spoken text
- use references to the text to demonstrate their understanding of the spoken text
- use written and visual material, where available, to support their understanding of the spoken text
- apply the conventions of spelling, punctuation and syntax of Standard Australian English accurately and appropriately when demonstrating their understanding of the spoken text in spoken or written form.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes Advice for teachers for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

English students

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Produce an analytical interpretation of a selected text, and a creative response to a different selected text.	30	An analytical interpretation of a selected text in written form. **and**
	30	A creative response to a selected text in written or oral form with a written explanation of decisions made in the writing process and how these demonstrate understanding of the text.
Outcome 2 Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.	40	An analysis and comparison, in written form, of argument and the use of persuasive language in two to three texts that present a point of view on an issue. Texts must include written and visual material and have appeared in the media since 1 September of the previous year.
Total marks	**100**	

*School-assessed Coursework for Unit 3 contributes 25 per cent.

Task conditions

For the achievement of Outcomes 1 and 2:

- the suggested length of written responses is approximately 800–1000 words.
- the suggested length of spoken responses is approximately 4–6 minutes.

EAL students

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Produce an analytical interpretation of a selected text, and a creative response to a different selected text.	40	An analytical interpretation of a selected text in written form **or** A creative response to a selected text in written or oral form with a written explanation of creative decisions and how these demonstrate understanding of the text.
Outcome 2 Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.	10	A demonstration of understanding of two to three texts that present a point of view on an issue through: • short-answer responses • note form summaries.
	30	An analysis and comparison of argument and the use of persuasive language in the same two to three texts, in written form. Texts must include written and visual material and have appeared in the media since 1 September of the previous year.
Outcome 3 Comprehend a spoken text.	20	Comprehension of a spoken text through: • short-answer responses • note-form summaries.
Total marks	**100**	

*School-assessed Coursework for Unit 3 contributes 25 per cent.

Task conditions

For the achievement of Outcomes 1 and 2:

• the suggested length of written responses is approximately 700–800 words.
• the suggested length of spoken responses is approximately 3–5 minutes.

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.

Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year, but need not be the same as the issue selected for study in Unit 3.

The term 'selected texts' refers to a combination of texts chosen from the list of prescribed texts for comparative study in the Text List published by the VCAA.

Area of Study 1

Reading and comparing texts

In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values. Through discussion and preparatory drafting they compare in detail the ideas encountered in the texts and the features of the texts on which the comparison is based. They use planning and drafting to test and clarify their ideas, and edit for clear and coherent expression of them. They apply the conventions of written analysis and textual evidence. They draft, revise and edit for clarity, coherence and technical accuracy, and refine for effective presentation of the insights gained through comparison.

Outcome 1

On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge
- an understanding of the ideas, issues and themes presented in texts
- the ways authors convey ideas, issues and themes in texts
- the features of written, spoken and multimodal texts used by authors to convey ideas, issues and themes
- the ways in which different texts provide different perspectives on ideas, issues and themes and how comparing them can offer an enriched understanding of the ideas, issues and themes
- the conventions of discussion
- the features of comparative analysis: structure, conventions and language, including relevant metalanguage
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

- identify meaningful connections and areas for comparison
- explain and analyse
  - similarities and differences between texts in the presentation of related ideas , issues and themes
  - the choices made by authors to convey particular perspectives
- compare texts to negotiate and communicate a deeper understanding of ideas, issues and themes
- apply the conventions of discussion
- use textual evidence appropriately to support comparative analysis
- plan comparative responses, taking account of the purpose, context and audience in determining the selected content and approach
- develop and clarify ideas and insight gained through comparison using discussion and writing
- draft, review, edit and refine comparative responses, using feedback gained from individual reflection, and peer and teacher comments
- apply the conventions of spelling, punctuation and syntax of Standard Australian English accurately and appropriately.

Area of Study 2

Presenting argument

In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

This area of study focuses on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view. Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience.

Students use discussion and writing to clarify their thinking and develop a viewpoint on an issue, to plan and prepare an argument and its supporting evidence, and to develop and prepare any materials to support an oral presentation. Students identify approaches to positioning the audience that are appropriate to the issue. Students also consider how oral conventions may be used to influence the audience and refine these through rehearsal. Students develop, test and practise argument, critically analysing their own developing text. Students reflect on their intentions in positioning the reader and consider how their use of language expresses their argument. They explore options for language use for audience engagement and persuasive effect. They use the conventions of spoken texts appropriately, draw on evidence soundly and include accurate acknowledgment.

Outcome 2

On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- an understanding of arguments presented in texts
- the ways authors construct arguments to position audiences, using sound reasoning and use of evidence, and persuasive use of spoken language
- the conventions of discussion and debate

- the structures and conventions appropriate for spoken texts that present an argument
- the conventions for the acknowledgment of sources in spoken texts
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills
- apply the conventions of oral presentation in the delivery of spoken texts
- apply the conventions of discussion and debate
- develop reasoned arguments in oral form
- conduct research to support the development of arguments on particular issues and acknowledge sources accurately and appropriately where relevant
- gather, organise and synthesise information and ideas into a reasoned argument
- select evidence to support particular positions
- plan texts that present a point of view, taking account of the context and audience in determining the selected content and approach, and articulate the intention of their decisions in written form
- develop, clarify and critique ideas presented in their own arguments through discussion and writing
- draft, review and rehearse spoken texts that support the presentation an argument, critically analysing their own developing texts
- apply the conventions of spelling, punctuation and syntax of Standard Australian English accurately and appropriately.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes Advice for teachers for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

For Area of Study 2, students must present a point of view in oral form.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

All students

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.	60	A detailed comparison in written form of how two selected texts present ideas, issues and themes.
Outcome 2 Construct a sustained and reasoned point of view on an issue currently debated in the media.	10	A written statement of intention to accompany the student's own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language.
	30	A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year. The issue does not have to be the same as the issue selected for study in Outcome 2, Unit 3.
Total marks	**100**	

*School-assessed Coursework for Unit 4 contributes 25 per cent.

Task conditions

For the achievement of Outcomes 1 and 2:

English students
- the suggested length of written responses is approximately 900–1200 words.
- the suggested length of spoken responses is approximately 4–6 minutes.

EAL students
- the suggested length of written responses is approximately 800–1000 words.
- the suggested length of spoken responses is approximately 3–5 minutes.

All students
- The suggested length of the statement of intention is approximately 300–500 words.

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

End-of-year examination

Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

English

Reading and creating texts

Assessment will be based on an analytical response to one of two texts selected from the English/EAL Text List published annually by the VCAA for Unit 3 Outcome 1.

Reading and comparing texts

Assessment will be based on an analytical response to a pair of selected texts from the English/EAL Text List published by the VCAA for Unit 4 Outcome 1.

Analysing argument

Assessment will be based on an analysis of argument and the use of persuasive language in unseen text/s.

English as an Additional Language

Reading and creating texts

Assessment will be based on an analytical response to one of two texts selected from the English/EAL Text List published by the VCAA. Questions provided will be modified for EAL learners.

Analysing argument

Assessment will be based on a demonstration of understanding of an unseen text/s, and analysis of argument and the use of persuasive language in the unseen text/s. The unseen text/s provided will be modified for EAL learners.

Listening to texts

Assessment will be based on comprehension of unfamiliar spoken text/s.

Conditions

The examination will be completed under the following conditions:

- Duration: three hours.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the VCE and VCAL Administrative Handbook.
- The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Units 3 and 4 sequence together with any sample material.