

VCE English and EAL Study Design Implementation: EAL

For accreditation period

- Units 1 and 2: 2023-2027
- Units 3 and 4: 2024-2027

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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.



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OVERVIEW

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EAL ELIGIBILITY REQUIREMENTS

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Units 1 & 2

- Eligibility for EAL status is determined by the school for students enrolled in units 1&2.
- Generally, if a student has received EAL funding at some point or has not yet acquired enough English language proficiency since their arrival in Australia, then they may be supported by the EAL curriculum.

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EAL learners

- In Units 1 and 2, the determination of the status of an EAL learner is a school-based decision. If the school deems that a student with an EAL background would benefit from the differentiation of tasks at this level, the teacher can implement the most appropriate adjustments. The VCAA EAL eligibility criteria does not apply at Units 1 and 2.
- Teachers should note the cognitive demand of the command terms in the outcome statements to determine the type of teaching and learning activities and evidence of student understanding that will be needed for students to demonstrate satisfactory completion of each outcome. Teachers should also be guided by the key knowledge and the key skills in each area of study.

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EAL enrolment in units 3&4

Criteria no.	Criteria for EAL status
1	A student: <ul style="list-style-type: none">• will not have resided in Australia or another predominantly English-speaking country for a total period of more than seven years prior to 1 January in the year the student will be undertaking Units 3 and 4 EAL* and• has been enrolled in schools where English has been the student's major language of instruction for a total period of seven years or less over the period of their education[^]
2	A student is an Aboriginal or Torres Strait Islander person whose first language is not English
3	A student is deaf or hard of hearing and meets the eligibility requirements

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Special circumstances for EAL status

There are special circumstances that may be considered by the VCAA in determining a student's eligibility for EAL status when studying units 3&4 EAL, including:

- minimal or no primary school education
- material interruptions to schooling during primary years, particularly if there were changes to the language of instruction
- material interruptions to schooling after arrival in Australia.

Applications for special circumstances must be submitted by November in the year before the student enters units 3 & 4.

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Currently available

New Study Design

VCE English and EAL
<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx>



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Currently available

Implementation support

VCE English and EAL

<https://www.vcaa.vic.edu.au/news-and-events/professional-learning/VCE/Pages/VCEEEnglish.aspx>

Introduction to the VCE English and EAL Study Design (English only)

An on-demand video exploring the new VCE English Study Design

VCE English and EAL Study Design

An on-demand video exploring the new VCE English and EAL Study Design (English only)



Introduction to the VCE English and EAL Study Design (EAL only)

An on-demand video exploring the new VCE English and English as an Additional Language Study Design

VCE English and EAL Study Design

An on-demand video exploring the new VCE English and EAL Study Design (EAL only)



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CONSULTATION

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EAL Principles

- The curriculum will include explicit teaching of language and metalanguage, including language-focused learning on the sound system, spelling, vocabulary, grammar and discourse areas.
- The curriculum will provide EAL students with explicit opportunities to engage in speaking and listening activities.
- The curriculum will allow more time and support for EAL students to plan and to produce written outcomes and to read English texts.
- The curriculum will provide opportunities for EAL students to consider and engage with cultural knowledge and understanding.

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EAL considerations

- Alignment between the English and EAL Outcomes
- Opportunities for EAL students to demonstrate key knowledge and skills in more nuanced ways
- Provision of the study of extracts and/or shorter texts

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EAL considerations

- Opportunities for engagement with audio and audio/visual texts
- Collaborative speaking and listening opportunities
- Provision for writing that is not exclusively about textual knowledge
- Opportunities to make personal connections with texts

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Vision for the study

- To recognize the needs of English language learners
- To more closely align the two studies
- To provide opportunities for the differentiation
- To make delivery more streamlined



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OUTCOME STATEMENTS

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Unit 1

Outcomes	English	EAL
Unit 1 Outcome 1: Reading and exploring texts	On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.	On completion of this unit the student should be able to make personal connections with, and identify selected vocabulary, text structures, language features and ideas in, a text.
Unit 1 Outcome 2: Crafting texts	On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.	On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.

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Unit 1 Outcome 1: Personal response to text

- New assessment task: a personal response to a set text
- Provides an entry point for students
- Scaffolds students into the writing of a text response
- Focuses on inferential reading and viewing

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Unit 1 Outcome 2: writing

- Introduces mentor texts
- Introduces framework of ideas
- Focuses on inferential reading and viewing

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The role of mentor texts

- Create opportunities to unpack text structures, language features and vocabulary employed by the author
- Offer explorations of the ways textual elements successfully interweave with ideas
- Enable students to collaborate with established writers and writing to build understanding and skills
- Provide a space for students to consider their writing in a wider context
- Can shape students understanding of specific discourse and register
- Aid understanding of textual intention and integrity



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Choosing ideas



When selecting an idea for Unit 1, consider an idea that:

- Opens up and broadens the classroom
- Inspires and stimulates discussion
- Resonates with students
- Is inclusive
- Makes connections with students' experiences

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Choosing mentor texts



When choosing mentor texts to connect with the selected idea, think about texts that:

- Are short and engaging
- Represent different forms and purposes
- Provide a variety of voices and experiences
- Are accessible (multiple entry points for students)

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Unit 1 – idea and mentor texts: example 1 - Food



Elaboration: Explorations of how the production, preparation and consumption of food speaks deeply about cultural practice, connections and relationships, and histories.

American writer, MFK Fisher once wrote: 'Like most humans, I am hungry ... our three basic needs, for food and security and love, are so mixed and mingled and entwined that we cannot straightly think of one without the others. So it happens that when I write of hunger, I am really writing about love and the hunger for it...' In her words, food and our relationship with it, tells us much more than just what might be on the dining table.

The absence of food can also be considered, as could the transformation of food – highly processed foods for example, or meat grown in a laboratory.

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Examples of mentor texts

Charlotte, 'Life in the bush is great ...',

https://www.abc.net.au/heywire/charlotte_goldfields_wa/13674888 (A)

Nicholas Jordan 'A banquet fit for royalty',

<https://www.sbs.com.au/food/article/2022/04/11/bang-uet-fit-royalty-how-uyghur-family-break-their-fast>

Elizabeth David, 'Pleasing Cheeses' from *An Omelette and a Glass of Wine*

Nigel Slater, 'Birthday Cake' from *Toast*

MRK Fisher, 'How to Boil Water' from *How to Cook a Wolf*

Michael Pollan, 'Breaking Ground: the call of the wild apple', <https://michaelpollan.com/articles-archive/breaking-ground-the-call-of-the-wild-apple/>

Elizabeth Alexander, 'Butter', <https://www.poetryfoundation.org/poems/52416/butter-56d230df0abef>

Annotated sample

I saw apples with the hue and heft of olives or cherries, next to glowing yellow Ping-Pong balls and dusky purple berries. I saw a whole assortment of baseballs, oblate and conic, some of them bright as infield grass, others dull as dirt. And I picked big, shiny red fruits that look just like apples, of all things, and seduce you into hazarding a bite.

Hazard is, unfortunately, the word for it: imagine sinking your teeth into a tart potato, or a mushy Brazil nut sheathed in leather ("spitters" is the pomological term of art here), and then tasting one that starts out with high promise on the tongue—now here's an apple—only to veer off into a bitterness so profound that it makes the stomach rise even in recollection.'

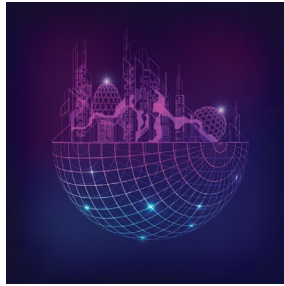
Use of senses (yellow)

Juxtaposition of wonder and revulsion (blue)

Change of pronouns (green)

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Unit 1 – idea and mentor texts: example 2 - Future



Elaboration: Explorations of the personal, political, emotion and cultural implications of the concept of the future.

The final part of the human trinity of past, present, future, the future can be a site of optimism, of despair, of possibilities. Not fixed like the past, and not immediate like the present, the future can excite and terrify in equal proportions. Long a place for wild imaginations, the future is also a place for improvement, for renewal and for the end of times. The simple question of ‘what next?’ can be an invitation to consider the future, as can questions like ‘what does the future hold?’ and ‘what can possibly come from this?’

Examples of mentor texts

Jennifer Mills, extract from *Dyschronia*,

<https://www.killyourdarlings.com.au/podcast/kyd-podcast-where-were-going/> (A)

Science Gallery podcast series, ‘Greener on the other side’,

<https://anchor.fm/scigallerymel/episodes/DISPOSABLE-Greener-on-the-Other-Side-ee8okm> (A)

Tim Flannery, ‘After the Future’,

<https://www.quarterlyessay.com.au/essay/2012/11/after-the-future> (A)

BBC, *Forest 404*, episode or extract,

<https://www.bbc.co.uk/programmes/p06tqsg3>

Amanda Gorman, ‘The Hill We Climb’,

<https://www.cbbc.com/2021/01/20/amanda-gormans-inaugural-poem-the-hill-we-climb-full-text.html>

Annotated sample

We get in our cars and go down to the water. We don't know why we go that way, only that everybody else has made the same dreamy decision. We drive slowly, looking from car to car and into mirrors at each other, smiling odd still-waking smiles, trying to keep a calm camaraderie, but soon enough we have to wind up the windows and concentrate. Our children in the backseat still half asleep; the dog's snout pressed urgently against the window we won't open. The land spreads out on either side, flat and sandy and unaltered. The dull hills watchful in the rear-view mirror.

Green: connection, Yellow: familiar, Blue: strange = effect

Syntax: matched beginnings, either definite article or pronoun. Mix of compound, complex, simple sentence = effect

Unit 2

Outcomes	English	EAL
Unit 2 Outcome 1: Reading and exploring texts	On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.	On completion of this unit the student should be able to identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning.
Unit 2 Outcome 2: Exploring arguments	On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.	On completion of this unit the student should be able to explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Unit 3

Outcomes	English	EAL
Unit 3 Outcome 1: Reading and responding to texts	On completion of this unit the student should be able to analyse ideas , concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.	On completion of this unit the student should be able to listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.
Unit 3 Outcome 2: Creating texts	On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.	On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.

Changes: EAL



- Listening/Viewing task in Unit 3

Unit 3 Outcome 1 Reading & responding to texts

- In Unit 3, Outcome 1 EAL students are required to listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning. This involves the comprehension of an audio/audio visual text focused on historical, cultural and/or social values in the set text that is responded to through: short-answer responses and note form summaries.

Unit 3 Outcome 1 Reading & responding to texts

Examples of suitable texts may include:

- An interview with the author/creator of the set text
- A audio/visual blog post by the author of the set text
- A video clip that contains a summary and analysis of key parts of the text
- An online lecture about the set text
- A podcast about the set text
- An online review with a focus on the context of the set text

Unit 3 Outcome 2: Creating texts

Frameworks of Ideas:

- Country
- Personal journeys
- Play
- Protest

Unit 4

Outcomes	English	EAL
Unit 4 Outcome 1: Reading and responding to texts	On completion of this unit the student should be able to analyse explicit and implicit ideas , concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.	On completion of this unit the student should be able to discuss ideas , concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.
Unit 4 Outcome 1: Analysing argument	On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.	On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

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SUGGESTED ASSESSMENT TASKS

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Unit 1

Unit 1	English	EAL
Unit 1: Outcome 1: Reading and exploring texts	A personal response to a set text	A note-form summary of key connections and ideas within a set text and/or A personal response to a set text

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Unit 1	English	EAL
Unit 1: Outcome 2: Crafting texts	Two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs. A description of writing processes.	Two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs. A set of annotations on the student-centred texts, identifying the qualities of effective writing.

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Unit 2

Unit 2	English	EAL
Outcome 1: Reading and exploring texts	An analytical response to a set text	A detailed mind map of vocabulary, text structures, language features and ideas from the set text and/or An analytical response to a set text

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Unit 2	English	EAL
Outcome 2: Exploring argument	A set of annotated persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features or An analysis of the use of argument and persuasive language and techniques in text (s) and An oral presentation of a point of view text.	A note-form summary of the key argument(s) and supporting arguments in persuasive text(s) and/or An annotated visual text(s) that identifies the key persuasive techniques or An analysis of the use of argument and persuasive language and techniques in text (s) and An oral presentation of a point of view text

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SCHOOL ASSESSED COURSEWORK

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Assessment

- All assessments for Units 1 and 2 are school based. The determination of an S or N for each of Units 1 and 2 is a separate consideration from the assessment of levels of achievement. This distinction means that a student can receive a very low numerical score in a formal assessment task but still achieve an S for the outcome. Teachers must provide opportunities for students to demonstrate their understanding of the outcome beyond formal assessment.
- At Units 1 and 2, reporting to the VCAA is only through S and N. The level of achievement, for Units 1 and 2, remains a matter for schools.

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Different assessment task Unit 3 Outcome 1

Comprehension of an audio/audio visual text focused on historical, cultural and/or social values in the set text, through:

- short-answer responses
- note form summaries.

This is not an assessment task for English students.

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Different assessment task Unit 3 Outcome 2

Creating texts

- Framework of Ideas
- Mentor texts
- Inclusion of task for students to annotate their own text which is different to requirement for English students

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Unit 4

Outcome 1: Reading and responding to texts

- Assessment tasks are identical with subtle differences in language of Outcome statement

Outcome 2: Analysing argument

- Assessment tasks are identical
- Note that the oral assessment task can be broader than an individual formal presentation

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Text selection

Text selection for Units 1 and 2:

- There is provision for teachers to use extracts from 'set texts' for Unit 1, Outcome 1 and Unit 2, Outcome 2 if teachers deem this as appropriate for their cohort, particularly for EAL students.



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Text selection

Text selection for Units 3 and 4 must include:

- Two texts from List 1 (for Unit 3, Outcome 1 and Unit 4, Outcome 1)
- Three texts from List 2 (from the texts associated with the selected idea.) Potential online digital repository will be available.
- NO text studied in Units 1 and 2 may be studied again in Units 3 and 4
- 2024 Text List to be published **December 2022**

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