

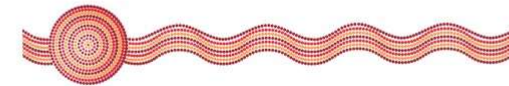
VCE English as an Additional Language examination 2024

Exploring study design links, examination tasks and expected qualities

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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 of the presentation

- The curriculum – key knowledge and key skills
- Internal assessment
- External assessment

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Reading and responding to texts

Section A



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Key knowledge and skills

The purpose of the key knowledge and the key skills is to provide opportunities to students to develop their understanding and capacity.

- the features of analytical writing in response to a text, including the use of appropriate metalanguage
- the conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others in discussion
- comprehension strategies to develop fluent listening
- the conventions of discussion and debate
- the conventions of syntax, punctuation and spelling of Standard Australian English.

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Reading & responding to texts

Key skills

- apply reading and viewing strategies to a text
- read and engage with a text for meaning
- engage in discussions to clarify, test and extend views about a text
- employ appropriate metalanguage
- explore and analyse:
 - the dynamics of a text including characters' motivations, the tensions in relationships, the function of settings, the complexities of plot and the role of point of view
 - the ideas, concerns and conflicts in a text
 - the historical context, and the social and cultural values in a text
- explore and analyse the impact of the vocabulary, text structures and language features on a text and how these elements shape meaning

These skills invite deep engagement and transferable skills.

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Reading & responding to texts

But the key skills also offer explicit reference to assessment and assessment tasks.

- explore and analyse the impact of the vocabulary, text structures and language features on a text and how these elements shape meaning
- plan, construct and edit analytical writing that:
 - responds explicitly to set topics
 - develops and sustains ideas
 - explores and refines the organisational structures of analytical writing
 - demonstrates knowledge of a text
 - uses key evidence from a text to support ideas and analysis
 - demonstrates understanding of purpose, audience and context
- listen to a spoken text relevant to the wider study of a text
- apply appropriate listening comprehension strategies to support understanding of a set text through engagement with a spoken, audio or audio visual source
- use the appropriate conventions of syntax, punctuation and spelling of Standard Australian English.

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Reading and responding to texts

Key knowledge

- reading and viewing strategies to draw out meanings in a text
- the dynamics of a text including characters' motivations, the tensions in relationships, the function of settings, the complexities of plot and the role of point of view
- ideas, concerns and conflicts in a text
- vocabulary, text structures and language features in a text used to construct meaning
- the historical context, and the social and cultural values in a text

The exam task and specifications are drawn from the study design, specifically the key knowledge and the key skills.

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Internal assessment is focused on the outcome statement

- 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.

And a particular form of assessment:

Comprehension of an audio/audio visual text focused on historical, cultural and/or social values in a set text through (Task 2)

- Short-answer responses
- Or
- Note form summaries

Students are awarded:

- 20 marks

Internal assessment has a different purpose to that of external assessment. It can be cohort specific, broad, diverse in conditions, offer deep feedback, shared with peers, and celebrated.

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Section A – Sample exam

Section A – Analytical response to a text

Instructions

- You must write an analytical response to a selected text on **one** of the topics (either i. or ii.) provided for that text.
- Your response should engage with the ideas, concerns and values raised by the topic and be supported by close reference to the text.
- If your selected text is a collection of poetry or short stories, you may write on several poems or stories, or on **at least two** in close detail. In the answer book, indicate which text you have chosen to write on and whether you have chosen to answer i. or ii.
- Refer to the assessment criteria on page 16.
- Section A is worth one-third of the total marks for the examination.

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Section A – sample topics

1. All About Eve directed by Joseph L Mankiewicz

- i. In *All About Eve*, the world of the theatre is presented as a place of intense competition and intense relationships.

Discuss.

OR

- ii. How does Mankiewicz use the structure of the film to influence how the characters are perceived?

OR

- ii. This film shows what qualities are needed to be a leader.

Discuss.

Students will be directed explicitly to discuss ideas, rather than directly about characters.

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Assessment Criteria

Section A will be assessed against the following criteria:

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

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Creating texts

Section B



Creating texts

Key knowledge and key skills can be transferable and examinable.

Key knowledge

- the role of mentor texts as models of **effective** and **cohesive** writing
- **vocabulary**, **text structures** and **language features** used in effective and cohesive writing
- the ways **purpose**, **context** (including mode) and **audience** shape writing
- the range of **ideas** presented in various ways in mentor texts
- different **language modes** and their effects on **structure** and **meaning**
- the ways the **purpose** of the author hones the use of language
- strategies to generate and develop **ideas**
- writing processes including drafting, refining and considering feedback
- the value of collaboration and discussion
- standard and non-standard conventions of language, including syntax, punctuation and spelling.

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Creating texts

Key knowledge and key skills can be transferable and examinable.

Key skills

- read and explore mentor texts to understand the mechanics of **effective** and **cohesive** writing
- experiment with **vocabulary**, **text structures** and **language features** for **effective** and **cohesive** writing
- create texts with a stated **purpose** (**to express, to reflect, to explain or to argue**) and an understanding of **context** (including mode) and **audience**
- select and apply writing processes
- generate and use **ideas**, and discuss, develop and extend ideas
- explore and employ voices appropriate to **purpose**, **context** (including mode) and **audience**
- experiment with and extend **vocabulary** for **effective** and **cohesive** writing

Creating texts

Value all the key skills regardless of their relationship to external assessment.

- plan, create, draft, refine and complete individual writing
- **collaborate and provide feedback in class, including through listening and speaking, with peers and teachers**
- **explain and comment on the vocabulary, text structures and language features, conventions and ideas used in their own writing**
- **reflect on and share the implications of authorial choices in their own writing and the writings of others**
- apply standard and non-standard conventions of language, including syntax, punctuation and spelling, where appropriate.

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Internal assessment

Internal assessment is focused on the outcome statement

- Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and comment on the decisions made through writing processes.

And a particular form of assessment

- A written text constructed in consideration of audience, purpose and context x 2
- A set of annotations reflecting on writing processes.

Students are awarded:

- 20 marks x 2 (2 x texts)
- 10 marks (set of annotations)

Internal assessment has a different purpose to that of external assessment. It can be cohort specific, broad, diverse in conditions, offer deep feedback, shared with peers, and celebrated.

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Section B - Sample exam

Section B – Creating a text

Instructions

- In this section you must create **one** written text (**not** including song, poetry or verse).
- In your text, you must include meaningful connections with ideas drawn from
 - **One** of the Frameworks of Ideas.
 - The title provided for your selected Framework of Ideas.
 - **At least one** piece of stimulus material for your selected Framework of Ideas.
- You must develop your text with a clear purpose, incorporating **at least one** of the following: to explain, to express, to reflect, to argue.
- You must write an effective and cohesive text that demonstrates fluency through your selection of vocabulary, text structure and language features.
- Refer to the assessment criteria on page 16.
- This section is worth one-third of the total marks for the examination.

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Section B – Country

Framework 1: Writing about country

- Write a text that explores ideas about country
- You must use the title provided
- You must use at least one of the following stimuli

Title: 'This country, our home'

Stimulus 1

'We do not inherit the earth from our ancestors, we borrow it from our children.'

Stimulus 2



Stimulus 3

'My country is too far to reach,
But it will forever be
A part of me.'

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Section B – Protest

Framework 2: Writing about protest

- Write a text that explores ideas about protest
- You must use the title provided
- You must use at least one of the following stimuli

Title: 'Loser'

Stimulus 1

'Great achievements may have small beginnings.'

Stimulus 2



Stimulus 3

'It is not about
if we can do,
if we can,
if we can,
if we can't, and
if we can't'
All we may come when
We can't'

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Section B – Personal journeys

Framework 3: Writing about personal journeys

- Write a text that explores ideas about personal journeys.
- You must use the title provided.
- You must use at least one of the following stimuli.

Title: 'This is me'

Stimulus 1

Life isn't about finding yourself. Life is about creating yourself!

Stimulus 2



Stimulus 3

We aren't really
There's enough to share
All faces make jermy
Come, sit at my table
Listen and learn
And you will see me!

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Section B – Play

Framework 4: Writing about play

- Write a text that explores ideas about play.
- You must use the title provided.
- You must use at least one of the following stimuli.

Title: 'This space will'

Stimulus 1

'Play the game as well as you can, and that's what you'll be judged on.'

Stimulus 2



Stimulus 3

Once I have forgotten the art of being absorbed in sticks and sand
I seek out costly playthings and gather tokens of gold and silver
With whatever you think, you create your games.

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Section B – Exam Assessment Criteria

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

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Analysing argument Section C



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Analysing argument

There are elements that will not necessarily be examined, but are considered crucial for contemporary students.

Key knowledge

- Use of contention and supporting arguments including:
 - sequence and structure
 - supporting evidence
 - language
 - techniques and strategies
- the role of visuals in supporting and augmenting argument
- the ways authors employ arguments to position intended audiences
- the features of print and digital, and audio and/or audio visual, texts used by authors to position intended audiences

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Analysing argument

- the context in which a text appears and how the identity of the author can affect an audience's reaction to a text intended to persuade
- the conventions of discussion and debate such as active listening, monitoring and evaluating arguments, and questioning
- the ways that effective persuasive texts counter arguments through rebuttal, respectful disagreement, and a focus on the arguments, tempering personal responses to powerful, challenging or contentious issues
- the features of analytical responses to texts that position audiences, including relevant metalanguage
- the structures and conventions appropriate for spoken texts that present an argument
- the conventions of syntax, punctuation and spelling of Standard Australian English.

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Analysing argument

Example of explicit key skills for assessment but can also be considered transferable.

Key skills

- summarise the key points in persuasive texts
- identify and analyse, and apply:
 - the intent and logical development of an argument
 - the different evidence the author uses to support arguments
 - the language used by the author to position or persuade an audience to share a point of view
 - the way in which arguments and language complement one another and interact to position the intended audience
 - the effect of the author's identity and context on the intended audience
 - the role of visuals to support and enhance argument
 - the features of print, and audio and/or audio visual texts
 - the intonation, volume, pace, pausing and stress used when presenting a point of view in audio and/or audio visual texts

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Analysing argument

- apply the conventions and protocols of discussion and debate
- extend individual capacity to use language confidently
- apply relevant metalanguage
- use textual evidence appropriately to support analytical responses
- plan, review, edit and refine analytical responses, using individual reflection and peer feedback
- apply active listening, reading and viewing strategies to support a deepened understanding of persuasive texts
- apply the key structures and features of a spoken point of view text
- demonstrate understanding of purpose, context and audience
- apply the appropriate conventions of syntax, punctuation and spelling of Standard Australian English.

Equally, while some skills are not directly examinable, they inform the deep and rich knowledge that is examinable.

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Internal assessment

Internal assessment is focused on the outcome statement

- 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.

And a particular form of assessment

- An analytical response to argument in written form.*
- A point of view oral presentation

Students are awarded:

- 40 marks (analytical response)
- 20 marks (point of view oral presentation)

Internal assessment has a different purpose to that of external assessment. It can be cohort specific, broad, diverse in conditions, offer deep feedback, shared with peers, and celebrated.

*Students must analyse one written text (print or digital) and one other form of text (audio or audio visual) that have appeared in the media since 1 September of the previous year.

Section C – Sample exam

Section C – Analysis of argument and language

Instructions

- In this section you are required to analyse the use of argument(s) and language to persuade an intended audience to share the point of view expressed in an unseen persuasive text.
- Read the background information on this page and the material on pages 14 and 15, and write an analytical response to the task below.
- For the purposes of this task, the term 'language' refers to written and spoken language, and 'visuals' refers to images and graphics.
- Refer to the assessment criteria on page 16.
- This section is worth one-third of the total marks for the examination.

Section C - The task – what it is not!



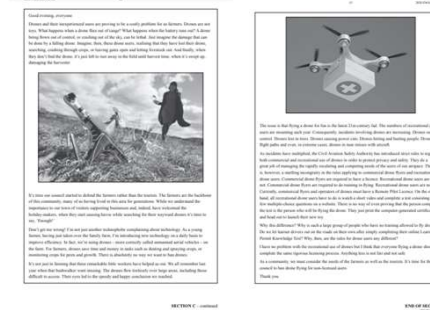
NOT TWO TEXTS

"TEXT"



No second text!

Section C – The Task



A single text with embedded images.

Context and Audience and are made clear. Students need to determine the Purpose.

Section C – Exam assessment criteria

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

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Questions



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