VCE English and English as an Additional Language (EAL)

Writing: Areas of study and outcomes – Frameworks for ideas

**APPENDIX**

The study design will indicate four broad ideas through which students can engage with writing. These ideas are provided with elaborations (general advice and directions schools and teachers could use in the context of their communities and cohorts), textual forms, audience, purpose and stimulus texts.

Each idea will be supported by four stimulus texts. Schools will select two (or more) of the four. Schools will be actively encouraged to source additional texts relevant to the key idea and resonant with their school context and student cohort to further develop student engagement and writing.

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| Key idea | Elaboration | Textual forms | Audience | Purpose | Texts |
| Writing about Country | Exploration of place and belonging.  This could include, but is not limited to physical land and country, local and international, loss of country and dispossession, remembering country and nostalgia, migration, the power of connections with land, climate change and the changing landscape and, imagined countries.  Students could engage with experiences like farming and land management, and with cultural expressions like country music. Others could explore traditional understandings of Country through Aboriginal and Torres Strait Islander knowledge and perspectives. | Short stories  Podcasts  Recounts/As Told To  Plays/scripts  Memoirs  Diaries/blogs  Journals  Essays  Letters  Speeches  Opinion pieces  *Hybrid work is encouraged* | Formal  Informal  Power dynamics  Online and/or digital  Print | Persuade  Inform  Entertain  Reflect | *Examples of stimulus texts*  *Heart of Darkness* Joseph Conrad  ‘Welcome to Country?’ Jade Kennedy  *From Kinglake to Kabul* Neil Grant and David Williams  *The Arrival* Shaun Tan |
| Writing about a Future | Exploration of future thinking and future imaginings including work, travel, society, cities and environment. There is scope to explore worlds of AI and robots and well as solutions to current issues facing our society. Schools and teachers can also explore the ways the future has been imagined over time, and explore the visions of writers like Orwell, Wells, Huxley and Le Guin (among others). Ideas and explorations of utopias and dystopias can be included but also the spaces of the ‘ordinary’ world of the future. As students are ‘inheritors’ of the future, this area could allow students to investigate how the future looks and what could evolve under the care of their generation. They could look at history too to imagine the possibilities of what could come next. | Short stories  Podcasts  Recounts/As Told To  Plays/scripts  Memoirs  Diaries/blogs  Journals  Essays  Letters  Speeches  Opinion pieces  *Hybrid work is encouraged* | Formal  Informal  Power dynamics  Online and/or digital  Print | Persuade  Inform  Entertain  Reflect | Stimulus texts could include extracts from:  ‘The Ones Who Walk Away from Omelas’ Ursula Le Guin  ‘A Pale Blue Dot’ Carl Sagan  *This Changes Everything: Capitalism vs The Climate* Naomi Klein  Futurethinkers.org (podcast and website) |
| Writing about Personal Journeys | Exploration of ‘life’ or biographical explorations – telling our stories, telling other’s stories, the problem of telling stories, appropriation of stories, who tells the stories and our history, missing stories, marginalised and elevated stories. Students could explore personal milestones, the effects of key events on their lives, or explore these ideas through the eyes of others. | Short stories  Podcasts  Recounts/As Told To  Plays/scripts  Memoirs  Diaries/blogs  Journals  Essays  Letters  Speeches  Opinion pieces  *Hybrid work is encouraged* | Formal  Informal  Power dynamics  Online and/or digital  Print | Persuade  Inform  Entertain  Reflect | *Examples of stimulus texts*  ‘The benefits of failure’ JK Rowling  *Growing up Aboriginal in Australia* Anita Heiss  *Ghost World* Daniel Clowes  *The Catcher in the Rye* J.D. Salinger |
| Writing about Play | Exploration of notions of play, interaction, collaboration, connection, digital vs analogue, memories, schoolyards, families, friends, rules, rule-breaking, narratives, imagination, destiny, childhood, fantasy, physicality, sport, music, word play and memes. | Short stories  Podcasts  Recounts/As Told To  Plays/scripts  Memoirs  Diaries/blogs  Journals  Essays  Letters  Speeches  Opinion pieces  *Hybrid work is encouraged* | Formal  Informal  Power dynamics (audience)  Online and/or digital  Print | Persuade  Inform  Entertain  Reflect | *Examples of stimulus texts*  ‘The Great Leapfrog Contest’ William Saroyan  *The Chocolate War* Robert Cormier  ‘How Schools Kill Creativity’ Ken Robinson  *The Football Solution* George Megalogenis |

Additional ideas

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| Key idea | Elaboration | Textual forms | Audience | Purpose | Texts |
| Writing about Protest | Exploration of conflict and contest, exploring what it means to protest, the value of protest, the outcomes of protest, personal stories of protest, struggle and war. Schools could explore established figures like Martin Luther King Jr, Rosa Parks and Vita Goldstein, marginalised figures like Pemulwuy and Claudette Colvin, emerging figures and movements like Greta Thunberg and the BLM protests. Events like massacres in Australia and the Frontier Wars could be explored as expressions of protest – and the attendant tragedy. There could also be explorations of the success and failure of protest – and the prescient protests that gained ground after the original protest had faded. | Short stories  Podcasts  Recounts/As Told To  Plays/scripts  Memoirs  Diaries/blogs  Journals  Essays  Letters  Speeches  Opinion pieces  *Hybrid work is encouraged* | Formal  Informal  Power dynamics  Online and/or digital  Print | Persuade  Inform  Entertain  Reflect | *Examples of stimulus texts*  ‘My People Die Young in this Country (The Australian Dream)’ Stan Grant  ‘A Modest Proposal’ Jonathan Swift  ‘The Lottery’ Shirley Jackson  ‘I Was Only 19’ Redgum |