**Annelise Balsamo –** Hello and welcome to this on-demand video exploring VCE English examination from 2024. This on-demand video will explore section B of the new examination that maps to creating text, unit three, outcome two. My name's Annelise Balsamo, I'm the English curriculum manager at the VCAA, and I'm joined by Helen Billett, who is the chief examiner for 2023. I would like to acknowledge the traditional custodians on the lands on which we're recording this on-demand video, the Wurundjeri people of the Kulin Nation, and pay my respect to elders past and present, and acknowledge their ongoing living cultures in the state of Victoria. In this presentation, we're going to explore the curriculum itself, and the key knowledge and skills and the way that they're mapped to assessment and examination.

We're going to look at internal assessment and external assessment, including the examination, and the expected qualities. This is a new area of study for the study design that is commencing for the unit three and four classroom, or year 12 classroom in 2024. This new area of study really was seeking to offer students opportunities to develop their agency and voice and writing text that is beyond text response, that is beyond analysis, and that is effectively beyond the classroom. So, the key knowledge and the key skills that we've written for this part of the study design, of course, are examinable, of course, are assessable, but they're importantly transferable.

So, you can see, for example, in this key knowledge, you know, the dot point two, three, and four, are clearly inviting thinking around assessment, thinking around the way that a student might create a text that could be assessable. But if you have a look at some of the other key knowledge there, you've got the value of collaboration and discussion. You've got the strategies to generate and develop ideas. So, these are obviously knowledge the students' going to use when they're creating text in a classroom setting, but they're also going to be able to apply that beyond the classroom. It's going to be important and valuable skillsets that they can take into their post-secondary experiences.

Likewise, in the key skills, we have something very similar, where we have a really rich curriculum that's asking teachers and students to really think about things like, the way a mentor text can shape their understanding of the mechanics of effective and cohesive writing. And this is something that they can utilise as they move post-secondary, so into the work life, or even in post-secondary study, where they're looking at texts that will shape their own writing, and they're able to really see the kind of elements that they can then adapt or even experiment with in order to shape their own writing. You can see that some of the invitations here are for experimentation with vocab and tech structures, but also this capacity to select and apply.

So, this sort of deliberate and intentional way of engaging with writing that they will be able to utilise in the formal assessment part of a classroom structure, but also to take beyond the classroom and apply in meaningful ways. We really want the invitation to value all the key skills that have been written for this study design regardless of their relationship to assessment, either internal or external. So, you can see here in these key skills, we've got to collaborate and provide feedback in class, including through listening and speaking with peers and teachers. We think that these skills, skills like these enrich the classroom, enriches a young person's experience of a classroom, but allows them to become really literate citizens of their society, so that they can discourse with others in civilised and thoughtful ways.

And the idea that they can reflect and share the implications of authorial choices in their writing and the writing of others as a kind of expression of joy or expression of understanding that moves beyond assessment, is something that we really want to encourage in the way that you think about exploring and teaching this particular area of study. Of course, we do have internal assessment for this area of study, and this is mandated. And you see on this slide that we have the outcome statement, which is clear about what it is that a student needs to be able to demonstrate in order to get a satisfactory in this outcome. And there are varied particular forms of mandated assessment. Students must write two written texts that are constructed in consideration of audience purpose and context, and a commentary that reflect on those writing processes.

So, thinking about how they have actually created those texts, and they awarded 60 marks overall, 20 marks for each of those pieces of writing. I want to make it really clear; the internal assessment has a very different purpose to that of external assessment. So, trying to map to the exam identically can sometimes not be the most effective way to assess your students. Internal assessment can be cohort specific. You can think about the way that your cohort would best be able to reflect and demonstrate their understanding of this particular area of study. You can make it broad; you can make the conditions diverse. They can give them one of these tasks that can be done under examination conditions, and the other one in a more workshop model. It does offer you the capacity to provide deep feedback to students, and that can be done student to teacher, or through peer feedback. And importantly, you can celebrate their work and the writing that they have produced under these conditions.

**Helen Billett** - So let's have a look at the exam specifications for this section of the exam. This is the new one, it's the one that people are anxious about, but there's really absolutely no reason for students or teachers to be concerned about this. Students are required in the exam to write one written text, and as the specifications show, the students will have a title provided in the exam, and they'll be given some stimulus material that's connected to their framework of ideas. Then the text that they develop must have a clear purpose to explain, to express, to argue, or to reflect, and they get to choose that purpose, and it should be an effective and cohesive piece of writing. Now, students are going to need to be able to show how fluent they can be through their use of vocabulary, but also through the way that, at a macro and a micro level, they structure their text and the language features that they employ. You'll be aware too, as we move forward, that this idea of an appropriate voice is highly valued, and I'm going to give you a little bit more information about that in a minute.

Can I stress that the role of the mentor texts is to provide ideas about the ways in which writing can be structured. Certainly, students are welcome to use the ideas that they find in mentor texts, but there is no way in which those ideas form any part of a compulsory element of the exam. They're not required to make explicit or implicit reference to any of the mentor texts in the, so what might this exam look like? And this is, the next slide is not a copy of the sample exam that will be published.

So, if students, for example, were doing the framework personal journey, they might be given of a variety of unseen stimulus material, some of that might be quotes, some of that might be propositions, and some of that might be visual. Students would be allowed to use any or all of that material to write a text. However, the title is going to very much control the text that they produce, and their writing must be linked to that title, and that title must work as a title for their piece and be deeply connected to their piece. And obviously, that's an element that's there to ensure that there's no pre-learned material perhaps being put here. And so you won't be, and specifications and the assessment criteria that are to follow.

So, if we have a look at the command terms in the assessment criteria here, it's not at all surprising, that they're "uses" and "creates," because we're talking about people being, creating text. So, the first one is, that they must use ideas that are drawn from one of the frameworks of ideas and the title provided, and some of the stimulus material. The link to that must be clear. In the second one, it needs to be, the text that the students produce needs to be a cohesive text that connects to a clear purpose and incorporates an appropriate voice. And one of the things that you're going to want to be doing with your students through the year is helping them find their voice that they can use with confidence in their writing, and understand that they have access to a variety of voices.

Obviously, the third one is about suitable text structures and language features, and the final one is about the clarity of expression that they might use when they're constructing their text. These turn into the three expected qualities that we've become so familiar with. The first one is about the task, whether the student is on task, that is using the stimulus material and indicating that they understand the purpose of a title by using the title that they're given, and the quality of their ideas. The second one is on the student's control of the purpose of their text and their capacity to present their text with a clear voice.

And the third one is on language and structure. So, what I've done, and this is obviously a draught, is looked at what somebody who might score in the low band or an Expected Quality three might get. And it talks about a limited connection to the ideas raised by the title and the stimulus. So, the student wasn't able to think in the space of the exam. And that would be, having the strategies and the capacity to do that would be very much drawn on the types of skills that Annelise was talking about valuing from the course before. Because preparing students for the exam actually means preparing them with the skills and strategies that they need to respond to unseen material. For the second descriptor, it talks about a limited awareness of purpose, or a limited capacity to use or sustain an appropriate voice.

And the third one shows limited language control and structure. The next one that I have is that very common EQ six, you're aware of the way that things are marked, and EQ five and EQ six are the most common scores that students get in the exam. And it's got this idea that it has a clear connection to the ideas raised by the title and stimulus, and that the reference to the framework of ideas is apparent. In the second descriptor, it connects the text with a clear purpose and it's, the purposes that we've looked at in this course are clearly outlined in the study design, and that an appropriate voice is used so that the student is aware of the role of the reader there, and is using the kind of voice that is going to resonate and connect to a reader.

And then in the final descriptor, talks about the capacity that the student has to control language, and to effectively use the linguistic features and vocabulary. If we're talking about the very highest responses, that EQ level nine or 10, we're talking about much more complex ideas and insightful consideration of ideas. We are talking about the complexity there of the ideas that they're presenting. And in the second one, they're talking about the capacity for the text to have cohesion for its explicit purpose, as well as an appropriate voice, and in the final descriptor, the language and structure one, they're talking about sophisticated control of language and text structures and rich use of vocabulary and language features.

So it's easy to see how these pieces will in fact, be graded in the exam, and it will be easy for you to give feedback to students during the course of the year, some of the time that we'll be giving them feedback on their SACs, as to how well they've been able to establish a voice, how clearly they have been able to make those connections with audience, and the degree of complexity of the ideas that they're raising. So, you'll be aware that nothing was said in there about students' writing being directed to write in a particular form, or for a particular purpose. So, students are going to need to go into the exam, ready to respond to the material that they see, and respond to the title that they see, understanding what is required of them and equally what is not.

**Annelise Balsamo** - Absolutely, which means that a student can write in any form, and for any of the purposes in the study design that they choose for that exam, that is not required or designed by the exam. That is something the student can determine for themselves. If you have any questions, I'm always happy to hear from you. Here are my contact details as the English Curriculum Manager. Sometimes it's easier to get me via email, but you're always welcome to try my mobile number. If I don't pick up, please leave a message, I will return your call. Thank you so much for being part of this presentation.

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