**[Annelise Balsamo]:** Hi, and welcome to an overview of the revised VCE English and English as an Additional Language or EAL study design. I'm Annelise Balsamo, the English Curriculum Manager. And I'm joined today with Kellie.

**[Kellie Heintz]:** Hi, I'm Kellie Heintz, the VCAA Curriculum Manager for EAL.

**[Annelise Balsamo]:** This presentation, we're going to cover the key questions that drove the review of the study design. The changes that have been made to this revised study design and some of the vision that directed those decisions.

So we had two really key questions when we began the review in 2019, the first was about the viability and the place of the joint study design. And the second was about the balance in the study design. And this was particularly around the representations of the modes, which are reading and viewing, writing and speaking, and listening. And the skill sets the students were developing through the study. This second question of balance that is about the skill sets the students were developing, considered the possible over-representation of analysis and response to text in the study design.

**[Kellie Heintz]:** On the question of English and EAL in a joint study, we conducted a great deal of research about the history of the joint study and its benefits and limitations. This study is longstanding as old as the VCE itself, but we wanted to explore if it was still fit for purpose. On balance we decided to retain the current model of a joint study. This decision was taken predominantly to protect tertiary pathways for EAL students. Having made that decision, we then turned our attention to designing a study design that provided a clear curriculum for both cohorts, but was also possible to teach in a combined English and EAL classroom of which there are many across the state of Victoria.

**[Annelise Balsamo]:** So, we've designed the curriculum as follows, the knowledge and skills will be identical for both the English and the EAL cohort learners. These have been broadened to meet the needs of both cohorts some of the outcome statements and the assessment tasks, however, are differentiated to provide support and scope for different approaches to the knowledge and skills. The outcome statements and the tasks, sit side by side in the document to indicate shared value. There are no additional or distinct areas of study or outcomes for either English or EAL students in this revised study design.

**[Kellie Heintz]:** The key changes in the revised study design, are the removal of Unit 3, Outcome 3 that is listening to texts. This was a standalone EAL only task and it created significant issues in combined English and EAL classrooms. There is no longer any requirement for EAL students to study different texts from English students and the text response outcomes are now split over the units evenly, rather than one outcome with two texts and two tasks.

**[Annelise Balsamo]:** So on the question of balance in the curriculum, we determined that there was representation of analysis and response to text in the current study design. While there are two writing tasks that are not analysis, that is the creative response and the point of view, the oral task, the first was still a response to text. So did not operate on any model of writing other than exploring text. And neither of these tasks were examinable. This last point has implications for how seriously these tasks were taken in teaching and learning. There is evidence to suggest that these tasks were often downplayed in classroom.

**[Kellie Heintz]:** So we've designed the revised curriculum to have dedicated text response outcomes with a focus on analysis of text. We have also designed dedicated writing outcomes that focus on writing in response to context, purpose and audience. This focus means that students will be writing, in more authentic and diverse ways, and will develop a wider repertoire of writing styles and skills. The oral component has been decoupled from point of view writing, while students can of course present this persuasive writing orally, they're also welcome to present reflections or storytelling or a hybrid of those styles. Finally, there are dedicated outcomes to analysis of argument.

**[Annelise Balsamo]:** So what are the changes here? The key changes are, that there is text response outcome in each now of the units. There are writing outcomes in Units 1 and 3. The comparative outcomes have been removed from Units 2 and 4. Analysing argument outcomes are in Units 2 and 4, and all three skill sets of text response writing and analysis of argument will be examinable.

**[Kellie Heintz]:** You are welcome to getting in touch with us. Our contact details are on this final slide. Thank you for taking the time to watch this presentation.

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