**[Annelise Balsamo]:** Hi, and welcome to an exploration of the writing outcomes in the revised VCE English and English as an Additional Language, or EAL, Study Design. My name's Annelise Balsamo and I'm the English Curriculum Manager at the VCAA. I'm joined today with Kellie.

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

**[Annelise Balsamo]:** Together we're going to cover the key changes made to the study design that will include writing and the vision and the research behind the decision that was made to include writing. The current VCE English and English as an Additional Language, or EAL, study design has a very clear focus on analytical writing. Of the five SAC tasks, three are analytical. All the tasks on the examination are analytical and there's also a strong emphasis on response to text. Only one SAC task does not have a focus on text response and that's the point of view oral task. The two SAC tasks that are not analysis, creative response to text and the point of view oral, are not examinable. We have seen both tasks devalued in teaching and learning plans because they're not connected with high stakes assessment. So this has created an even greater focus on analysis in the current study design.

**[Kellie Heintz]:** In our research, we discovered that Victoria is the only jurisdiction without a writing task that is decoupled from text response. To keep in line with other jurisdictions, it is important we include this skillset and knowledge in our study design. In addition, we know that writing in context is a critical skill for young people exiting secondary education and moving into further study or work. We believe strongly that the ability to compose text in consideration of a specific context, audience, and purpose is important for all members of our society and allows them to contribute to the fabric of our democracy.

**[Annelise Balsamo]:** So we've designed writing outcomes and they're in Unit 1 Outcome 2, which is crafting text. And Unit 3 Outcome 2 creating texts to empower students to produce texts in many forms and styles, and always in consideration of purpose, context and audience. The outcomes encourage student voice and experimentation with form to find the best possible ways to convey ideas and thinking. There is a deliberate emphasis on text types, that is imaginative, persuasive, informative and so on. In order to discourage your reliance on formula, we're inviting teachers and students to engage more broadly with writing.

**[Kellie Heintz]:** Writing formulas have had considerable impact on student writing and this impact has been largely negative. The NAPLAN review found, for example, that the restriction of the writing genres to narrative and persuasive, with the specific genre being announced in advance in the early year of NAPLAN, has led to very formulaic writing in students' responses and very formulaic teaching of writing. This is a pattern we do not want to see replicated in the writing outcomes in this revised study design.

**[Annelise Balsamo]:** So our vision is that students are encouraged to explore a broad concept. These are outlined in the Framework of Ideas and include concepts of country, future, journeys and play. The breadth of these concepts then lend themselves to teachers considering the context of their own cohort in this exploration. Each concept will have four texts associated with it but only to feed ideas and to encourage discussion but students are not required to demonstrate an understanding or a knowledge of those texts in their written work. They instead use the text to explore models of writing and to develop their own responses and voices. They will always be writing with a stated purpose, context, and audience to provide authenticity to the work and develop their understanding about how writing is dictated by these forces.

**[Kellie Heintz]:** Students will be required to produce two pieces of writing for assessment but can, of course, write more than that in preparation. They will need to deliver one piece orally, encouraging the consideration of various forms of writing like speeches or podcasts. A writing task will be on the end of year examination. More information about this will be available during implementation.

**[Annelise Balsamo]:** As always, you're really welcome to get in contact with us and our contact details are on this final slide. Thank you for taking the time to watch this presentation.

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