Hello, and welcome to an exploration of Unit 3, Outcome 2 multiple viewpoints in the consultation draft of the proposed VCE Literature Study Design. My name is Annelise Balsamo and I'm the English curriculum manager at the VCAA. This presentation will cover the context for the outcome, the thinking behind the proposed changes and the details of the proposed changes.

Prior to the review of VCE Literature we conducted detailed monitoring of the study including data about the study, a survey of stakeholders and a benchmarking of the study against like studies in other jurisdictions, both national and international. The stakeholder survey of the study indicated literary perspectives as the most contentious area of Literature. We learned that, one, stakeholders were roughly split 50/50 on this outcome. About half felt it to be rigorous and accessible and about half felt it to be inaccessible and lacking in any kind of definition. And two, we would need to find a solution to meet the position of both these groups.

One of the key issues faced in the current study design, is the manner in which literary perspectives is defined. While the study design indicates criticism and perspectives, the implementation detail materials focused on exploration of theory. It appears this may have led to literary theory being the default definition of literary perspectives. And one issue with this, is literary theory is highly conceptual and abstracted. And many students cannot adequately access it. Many argue, this is tertiary level knowledge and requires more detailed explication.

In addition, in our benchmarking report, we discovered that no other jurisdiction, either national or international, required engagement with such difficult knowledge. During the review it became clear that the review panel, that we need to retain some version of this area of study. But it was equally clear that we needed to offer a version which would enable all students purchase on this knowledge and that to do that we needed to define and contain this core concept of literary perspectives. In addition, we needed to provide direction and assessment for teachers and students.

Our proposed changes to this area of study and outcome includes, one, to remove the term perspective altogether and replace it with viewpoints. We were looking to break with the assumptions that are sprung up around this area of study. The second thing was to define the two interpretations students were required to develop over this area of study. The first interpretation we have defined as one that engages directly with the set text to explore the views and values embedded with the text. One that we would say reads with the text. The second interpretation we have defined as one that resists the views and values embedded in the text. And we would suggest that that reads against the text. And the third issue was, that we wanted to leave the resources for the second interpretation open for teacher choice.

Assessment was the other element that required some refining, as this area of study and outcome is in Unit 3. The school assess coursework is mandated in the study design. The current assessment task requires one response, exploring two interpretations. In the proposed study design there are two tasks dividing the allocated marks, to enable students more opportunities to demonstrate their knowledge and skills in this area of study and to reduce the high stakes nature of an assessment program balanced on only one task.

The first task requires students to produce an interpretation of the embedded views and values of the text. The second task requires students to analyse a key moment from that same text, comparing an interpretation based on the views and values of the text, with an interpretation that resists those views and values. This area of study will also be examinable, but what the examination tasks will look like, is work that is currently being undertaken and will be conveyed to the community as soon as possible.

You're welcome to get in touch with me about this at any time. My contact details are on this final slide and thank you for taking the time to watch this presentation.

Annelise Balsamo, Curriculum Manager - English, tel: + 61 3 9059 5141, email: Annelise.Balsamo@education.vic.gov.au

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2021