Hello, and welcome to an overview of 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 of the review of the study design, the key changes proposed to the study design, and some of the thinking that directed those changes.

Prior to our review of a study design, we conducted detailed monitoring of that study including data pertaining to the study, that is things like enrolment data, a survey of stakeholders and that includes teachers and students, and a benchmarking of the study against like studies in other jurisdictions and that's both national and international.

This work indicated four key areas we needed to consider in the study. The first was that there were issues with balance in the study design, particularly at Units 3 and 4 and specifically in assessment. The second was there some terms and concepts in the study design that had become contested and contentious particularly Unit 4, outcome one, literary perspectives. The third thing was that there are questions of the place of students in the study specifically, in terms of enjoyment and agency. And there were also questions over contemporary content in the study. And finally, we discovered that we really need to balance any proposed changes with stability. Change can be disruptive to a study, and we wanted to support teachers as much as possible in this time of transition.

The proposed changes or adjustments made to the study after the review and in consideration of the four areas, we decided the following. That we should balance the study across Units 3 and 4 in terms of assessment and examinable skills to include more tasks and more examinable skills in Unit 3. Second thing was that we would define and contain literary perspectives and rename it multiple viewpoints.

We also decided that we would add two new areas of study in Units 1 and 2 that offer a reflection of contemporary concerns and ideas, and that encouraged student engagement and agency, and that we would maintain as far as possible the shape and structure of the current study.

The proposed changes to the balance of tasks is in response to the lack of examinable skills at the current Unit 3. With a comparative task and a creative task, neither of which appear in the end of year examination, we saw increasing distortions in the teaching and learning of Unit 3, including the whole unit being compressed into eight weeks of teaching time. In addition, there were issues in terms of balance of the larger tasks set to assess the full sweep of outcome statement and the key knowledge and skills. The proposed changes therefore include placing examinable skills in Unit 3. So Unit 3, Outcome 2, multiple viewpoints, will now be examinable and balancing the non-examinable skills across both Units 3 and 4. So we retain adaptations and transformations in Unit 3, and move creative response to text to Unit 4. In addition, the proposed suite of assessment tasks in Unit 3 and 4, breaks the large tasks in the current study into smaller tasks to provide students with more opportunities to demonstrate their understanding of the outcome and to engage with the key knowledge and skills.

The literary perspectives had become a somewhat contested area of study as a definition of what it was meant by the term literary perspectives was not entirely clear. While the study design indicated literary perspectives and literary criticism, literary theory became a default setting. These theories that abstract and difficult. Arguably a tertiary level of knowledge and skills. In our benchmarking we discovered that no other jurisdiction requires students to engage with this level of knowledge. And we wanted to work to define this area of study and to make it accessible to all students.

So we propose the definitions around the two interpretations required for this area of study. The first interpretation must come from the text directly using the views and values embedded in the text. And we might describe this reading as reading with the text. The second interpretation explores a resistant reading of the text one which contest the views and values which are embedded. And we might describe this as reading against the text. Secondary sources and resources can be used to support the development of the second interpretation. The selection of these resources will be a school-based decision. There's a whole other video available dedicated to the exploration of this explored change.

We have also proposed two new areas of study in Units 1 and 2. The first is an exploration of genre by which we mean, the genre categories that might include science fiction, detective fiction, romance fiction and so on that we believe we'll offer engagement with texts through reading for pleasure, student voice and agency. A rigour will be maintained through the exploration of representation of power relationships and dynamics in the text. The second is a study of First Nation text called Reading Nation. This area of study considers perspectives on colonial representation through the text of First Nation writers and creators.

Finally, we have balanced the proposed changes with stability, and the study design that looks likely familiar. There have been limited changes to the overall structure of the study and a retention of a recognised shape and structure. You're welcome to get in touch with me at any time. My contact details are on this final slide. Thank you for taking the time to watch this presentation.

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