VCE English/English as an Additional Language   
Units 1 and 2: 2016–2022,   
Units 3 and 4: 2017–2023

Frequently asked questions (FAQs)

Why is implementation being staged in this study?

Schools are being given a long lead time to prepare for the new features of the study.

What resources are available to support the implementation of VCE English/EAL?

The *Advice for teachers* resource will include teaching and assessment advice that will support teachers to implement the study design effectively.

Implementation briefings were run in Semester 1, 2015 and the material from these, including presentations, handouts and a recording of one presentation, are available on the VATE website: <http://www.vate.org.au/index.php/implementation-briefings.html>.

Examination specifications and sample material will be published in Term 1 2017.

Additional resources will be published on the VCE English/EAL study webpage.

Will the examination in Units 3 and 4 allow for a creative response?

There will be no creative response on the examination. The conditions of school-assessed coursework allow for greater flexibility that supports students to work creatively.

The creative response in Unit 3 builds important skills of analysing and interpreting texts, which are then assessed in the examination.

Will the eligibility criteria for EAL status be changing?

No. There is no change to the current eligibility criteria for EAL Units 3 and 4 published in the *VCE and VCAL Administrative Handbook*.

Will hearing-impaired students still be able to enrol in EAL Units 3 and 4?

Yes. Hearing-impaired students who meet the eligibility criteria as published in the *VCE and VCAL Administrative Handbook* will be able to enrol in EAL Units 3 and 4.

Will hearing-impaired students have to do the listening task in Unit 4?

The VCAA is currently working with members of the hearing-impaired community to determine appropriate assessment options for hearing-impaired students.

Why are task conditions for Units 3 and 4 provided in the study design?

The task conditions for Units 3 and 4 provide an indication of what constitutes a reasonable amount of evidence to collect in order to make a judgement about student performance.

Why is it compulsory to complete the oral assessment in Unit 4 Area of Study 2: Presenting argument?

There are three reasons.

* This area of study is the most appropriate context for teaching the skills of oral presentation.
* Developmentally, it is most appropriate to analyse how others construct persuasive texts before students construct their own persuasive texts.
* Assessing oral presentations can be time-consuming and there is only one other assessment in Unit 4.