

# VCE English and English as an Additional Language (EAL)

Units 1 and 2: 2023-2027; Units 3 and 4 2024-2027

## Exploring and Analysing argument

7 June 2022



VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY



# Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.





VICTORIAN ASSOCIATION FOR  
THE TEACHING OF ENGLISH

**The VCAA acknowledges and values the continued support of the Victorian Association for the Teaching of English (VATE).**

# Currently available

## New Study Design

- Units 1 and 2: 2023-2027
- Units 3 and 4 2024-2027

[VCE English and EAL](#)



# Currently available

Implementation support

[VCE English and EAL](#)

## Introduction to the VCE English and EAL Study Design (English only)

An on-demand video exploring the new VCE English Study Design

### VCE English and EAL Study Design

An on-demand video exploring the new VCE English and EAL Study Design (English only)

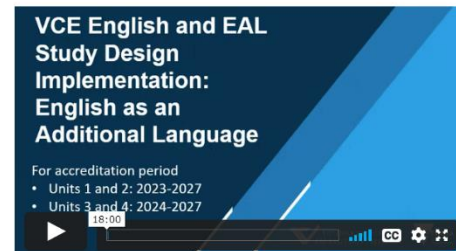


## Introduction to the VCE English and EAL Study Design (EAL only)


An on-demand video exploring the new VCE English and English as an Additional Language Study Design

### VCE English and EAL Study Design

An on-demand video exploring the new VCE English and EAL Study Design (EAL only)





# Asking Questions

Ask: All Panelists 

Select a panelist in the Ask menu first and then type your question here.

Send

 Participant  QA

# Unit 2

# U202 - English

## English

On completion of this unit the student should be able to **explore and analyse** persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

## EAL

On completion of this unit the student should be able to **explore and develop analysis** of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.



# Changes

- Combination of written analysis and oral presentation
- Clear focus on overall structure and flow of texts; Discussion of arguments in relation to the overall contention
  - sequence and structure
  - use of supporting evidence
  - language
  - techniques and strategies
- Oral Presentation has been broadened, can now also be a debate, a discussion, or dialogue, or individual presentation.

# Recommended assessment U2O2 in English

An analysis of the use of argument and persuasive language and techniques in text(s)

and

An oral presentation of a point of view text

# Reading Persuasive texts

## Visual comparison of multiple texts

- Provide students a series of different short persuasive texts on an issue. (Multiple text types)
- Ask students to annotate each of the different texts for their contentions, arguments, and varying techniques.
- Undertake a graphic organizer (mind map, table, lotus, etc.) to compare how the different texts are similar and different in positioning their audiences.

# Exploring the connection between persuasive language and contention

- Provide students in groups a series of scenarios where they must write a response to persuade others with.
- For each scenario provide students with a specific persuasive language device, which must be used to convince the other groups of the contention in their scenario.
- Each group presents their contentions written/oral to the class using their specific techniques.
- Groups then discuss which is the most persuasive statement presented. Class discussion on why specific statements are more persuasive, due to the use of language.

# Writing

- Develop a word bank with the students of verbs that can be used in analysis. These can be categorised into verbs that are neutral, verbs that indicate positive qualities and verbs that indicate negative qualities.
- Sentence stems
- Fill in the gap sentences

# Exposing students to audio/visual texts

- Provide students a series of different audio / audio visual texts.
- Ask students to listen to / watch the texts and note down arguments, the intonation, volume, pace, pausing and stress.
- Provide students with a series of prompting questions to think through the texts
- Provide sheets of selected quotes from the texts
  - Students then annotate for intonation, volume, stress, etc.
- Establish listening and viewing conventions to guide students in following each text to retain enough information

# U202 for EAL

## English

On completion of this unit the student should be able to **explore and analyse** persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

## EAL

On completion of this unit the student should be able to **explore and develop analysis** of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

# Emphasis on argument

- Moving away from focusing on persuasive strategies and language
- Relationships between:
  - Contention
  - Argument
  - Language
  - Techniques/approaches
    - With focus on the effects on intended audience



# Sample approach to early analysis

- What does this person want (or not want) to happen?

Example: They want the Sampleville Public Library to have longer opening hours.

# Sample approach to early analysis

Write this as a contention:

The Sampleville Public Library **should** have longer opening hours.

# Sample approach to early analysis

Identify the supporting arguments

*What reasons do they give for this?*

*Why should the library have longer opening hours?*

- Because many people are at work or school when the library is currently open
- Because local students need a safe place to wait after school
- Because clubs could use the meeting rooms in the evening

# Sample approach to early analysis

- ~~Because~~ Many people are at work or school when the library is currently open
- ~~Because~~ Local students need a safe place to wait after school
- ~~Because~~ Clubs could use the meeting rooms in the evening

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Contention: The Sampleville Public Library  
should have longer opening hours.

Arguments:

Many people are at work or school when the  
library is currently open

Local students need a safe place to wait after  
school

Clubs could use the meeting rooms in the  
evening

# Assessment of U2O2 in EAL

A note-form summary of the key argument(s) and supporting arguments in persuasive text(s)

and/or

An annotated visual text(s) that identifies the key persuasive techniques

or

An analysis of the use of argument and persuasive language and techniques in text(s)

and

An oral presentation of a point of view text

# Note form summaries

- Show the structure of the text and how the ideas relate to one another as well as the overall contention
- Can use flow charts, colour coding, arrows and other visual strategies
- May use an annotated/highlighted text as part of the presentation

- Many people can't visit between 9-3
    - at work or school
    - Equity issue
      - ↳ Vulnerable people need
        - ↳ Wifi access
          - migrants
          - looking for work
          - no wifi at home ←
- Children use library after school
  - Safe place to wait
  - Study resources
  - Wifi access
    - Builds on earlier equity issue ←
  - \* Tone shift → worried, evoking fear of children's education being damaged



# Library hours should be extended

## Equity

↳ People at work  
or school 9-3

+

Job hunting

+

Recreation



Key groups

vulnerable  
migrants

Children

(safe place to  
wait)

wifi  
access

evoked fear for  
both groups

## Clubs

- Use public  
meeting  
space



Recreation

+

social  
inclusion

# Annotated visuals

- What do you see?
- What might the intention be?



- Two different types of clothing – one more formal/professional and one more relaxed. Apron covers both
- No face
- Droplets of sweat
- Many arms
- Clock
- Cleaning/housework items
- Baby
- Computer
- Very long list
- Grey background



- Two different types of clothing – one more formal/professional and one more relaxed. Apron covers both

*She has both a job and work to do at home. The apron suggests she may be seen as a maid at both places.*

- No face

*Feminine appearance – could be any woman. Drops of sweat suggest she is stressed.*

- Many arms + cleaning and work items

*Juggling many things. Can't do them all well. Overwhelmed. Feel compassion for her*



- Many arms + cleaning and work items

*Juggling many things. Can't do them all well.  
She may be overwhelmed.*

*Women may see themselves in her –  
reminds them of their many responsibilities*

*Working parents may feel compassion for  
her...*

# Scaffolding a written analysis

- Practice using texts already discussed in class
- Using questions to support student thinking
- Giving students prompts or a checklist to follow
- Filling in a detailed table

# Unit 4



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# U402 - English

- On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.



# Changes

- A clear focus on the analysis of argument and the language used to construct it for positioning the audience.
- The issue is now a key focus again.
  - ‘Issue of relevance to the cohort of students’
- Use of audio/audio-visual text as a part of the assessment.
- Oral presentation can be undertaken as a debate, discussion, or presentation.

# Assessment in U4O2

An analytical response to argument in written form

and

A point of view oral presentation

# Student Voice and Agency

- Provide students a task to research an issue they are
  - passionate about,
  - find important,
  - interesting,
  - or want more understanding
- Students present a discussion around their chosen issue, outlining:
  - Some key arguments, context of the issue, and rationale as to why it should be studied
- Debate to decide choice of issue

# Multiple sides of the issue

- Undertake a comparison of a series of different texts from various sources:
  - Articles (different newspapers)
  - News reports (visual) (different networks)
  - Podcasts & Blogs (different creators)
  - Etc.
- Students to unpack each of the text's contentions and key arguments.
- Students to compare the similarities and differences between contentions and arguments presented – group discussions, graphic organisers, etc.
- Promote discussion between the stakeholders, bias, and strengths of different arguments.

# Breaking down texts

- To help students understand the complexity of texts, use a table to break down the different elements of the text.

<b>Contention:</b>		
Argument	Technique / Language	Effect on argument / positions audience
1.		
2.		

# Audio or Audio Visual

- Provide several stations around the room with a range of different texts;
  - Radio programs
  - Podcasts
  - Speeches
  - Advertisements
- Provide students with a large sheet of butcher's paper.
- Students listen/watch/observe the texts provided and in groups note what they see, think, feel.
- Students move around and analyse all the texts and build on other student's thoughts.

# U4O2 for EAL

On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual)

# Suitable audio/audio visual texts

- Podcasts
  - Radio programs
  - Speeches
  - Television programs
  - Advertisements
  - Social media posts
- Consider: subtitles?

Consider: transcript?



# Learning to listen to texts

- Prepare the students
  - Background context and cultural information
  - Who is about to speak? (Are they a public figure?)
  - How long is the text?
  - What vocabulary or idioms do they need to understand?
- Prepare the text
  - Are any sections unclear?
  - Do people speak over each other?
  - Is the text too fast? If so, the playback speed can be adjusted (try VLC or Audacity)
  - Download the text if possible
  - Identify short sections to analyse in detail

# Scaffolding listening

- Note taking sheets
- Short answer questions (not to be filled in while listening!)
- Pre-determined goals
  - The first time I play the text, just listen to understand and make a note of her contention
  - This time, listen for her arguments to support that contention
  - This time, attempt to describe her tone. Notice when it changes – why do you think she changes her tone?
- Gradually increase length and complexity of texts
- Teach visual analysis skills before dealing with an audiovisual text such as an advertisement

# The oral presentation

- Consider: is an individual, prepared, formal speech the best way for my students to demonstrate their capability?
- Option to complete collaboratively
  - Debate an issue
  - Present a dialogue, exploring an issue from different perspectives or points of view

# The oral presentation

## Potential forms

- Podcasts
- Moderated classroom discussion
- Short speeches with structured question and answer time
- Opportunities for a program inviting other students (in person or virtually)

# Supporting EAL students to debate

- Ensuring they are clear about the discussion framework and when they can contribute or expect to be asked a question
- Have a staff moderator inviting individuals to contribute
- Give EAL students notice of when they may wish to contribute
- Having a way to signal when they want to speak
- Allowing additional resources
- Pre-teaching pronunciation of key words or names
- Provide the option to seek clarification of what a peer asked without penalty

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