

# VCE English and EAL Study Design: Writing Processes

Dr Annelise Balsamo

English Curriculum Manager

Kellie Heintz

English as an Additional Language  
(EAL) Curriculum Manager



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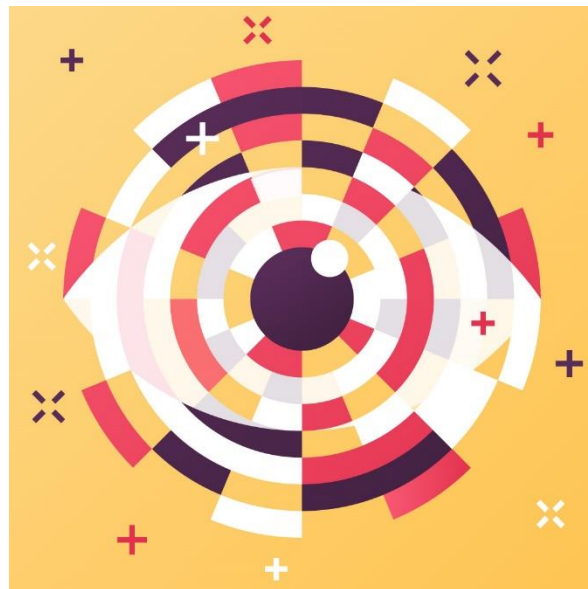
# Acknowledgement of Country

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



# Vision

- Build from knowledge and skills developed in the Victorian Curriculum F-10: English and EAL
- Move beyond generic conventions and into agility and flexibility in text construction
- Think beyond classrooms and into real life writing
- Develop understanding of purpose: as specified in the study design: reflect, explain, argue and express



# Connections with F-10: English & EAL

The VCE English and EAL study design:

- continues to develop and seeks to consolidate the knowledge and skills students have acquired and explored through F–10 classrooms
- builds on the language mode of Writing in both curricula

# Writing in the Victorian Curriculum: F-10

## English

### Text structure & Organisation

Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects ([VCELA470](#))

### Creating texts

Review, edit and refine own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects ([VCELY480](#))

### Creating literature

Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience ([VCELT477](#))

### Expressing & developing ideas

Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences ([VCELA474](#))

# Writing in the Victorian Curriculum: F-10

## EAL

### Communication

Write personal and imaginative texts showing an awareness of elements such as text structure or storyline and character ([VCEALC717](#))

### Cultural understandings

Understand how writing contexts, audience and purpose influence function and form ([VCEALA780](#))

### Text structure and organisation

Write a range of extended texts using the structures appropriate to the text types ([VCEALL785](#))

### Grammatical patterns

Understand a range of verb forms in particular text types ([VCEALL772](#))

# Specific purposes

The following four verbs offer overviews of purposes students can explore. Students can explore more than one purpose in their writing.

- **Express:** A student writer seeking to express would explore recounts, storytelling and/or narratives of imagination to engage with actions, events, experiences and/or ideas.
- **Explain:** A student writer seeking to explain would explore cause and effect, and possible consequences of actions, events, experiences and/or ideas.
- **Reflect:** A student writer seeking to reflect would explore experiences of personal discovery that shape their understanding of actions, events, experiences and/or ideas.
- **Argue:** A student writer seeking to argue would explore a point of view, would take a stand and propose solutions to convince others of actions, events, experiences and/or ideas.

# Approaches to Writing

Figure 1. The Writing Process

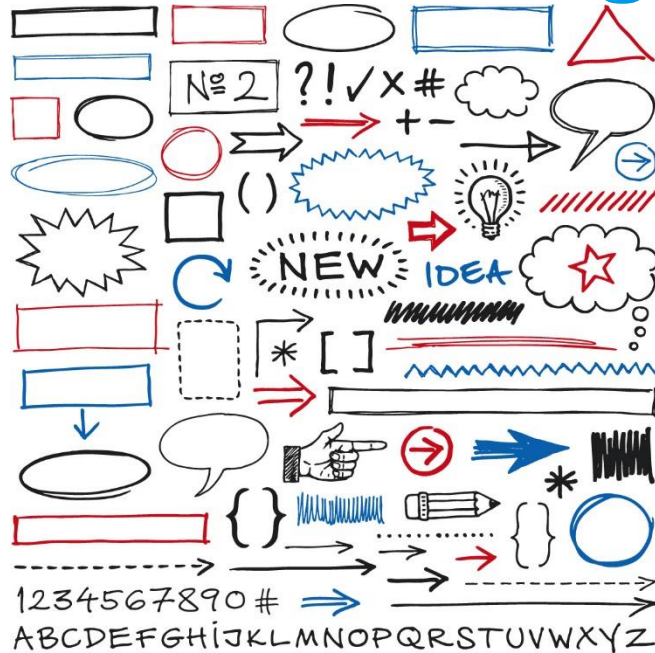
Before writing		DURING writing		After Writing		
Experience or Problem	Pre-writing	Draft Writing	Revising and Editing	Product and Publication	Readers' Response	Writer's Attitude
decision to write	incubating	write	recasting	choose appropriate format	response is conveyed to the writer	feelings
growth of intention	conversing	some revising while drafting	polishing	decide on layout and presentation		reflections on the writing experience
focus on topic	reading	place of "temporary spelling"	rewriting	dispatch to readers		
focus on audience	researching		reconsider purpose and audience			
focus on purpose	thinking		reconsider conventions of chosen genre			
	consider appropriate genre		proofreading			



Harris, P., McKenzie, B., Fitzsimmons, P., Turbill, J. (2003) Writing in the Primary School Years. Tuggerah NSW: Social Sciences Press.



# What are writing processes?

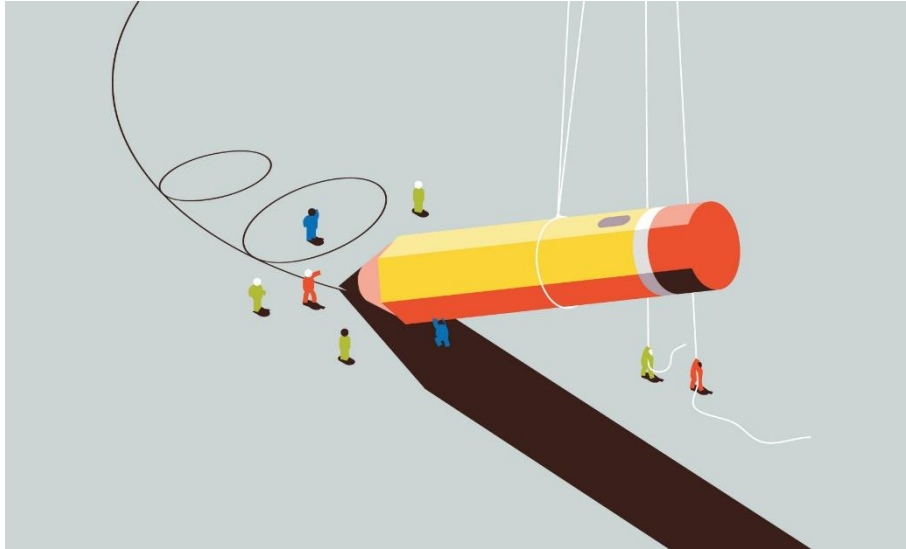


## Pre-writing stage

- Focus on context
- Focus on audience
- Focus on purpose
- Thinking
- Discussing
- Collaborating
- Reading
- Annotating
- Planning

(Adapted from Harris, P., McKenzie, B., Fitzsimmons, P., Turbill, J. (2003) Writing in the Primary School Years. Tuggerah NSW: Social Sciences Press)

# What are writing processes?



Sciences Press)

## During writing stage

- Writing
- Revising
- Place of 'temporary spelling'
- Recasting
- Polishing
- Rewriting
- Reconsidering context, purpose & audience
- Experimenting
- Revisiting
- Drafting
- Proofreading

# What are writing processes?



## After writing stage

- Selecting appropriate format
- Deciding on layout and presentation
- Sharing with readers
- Applying feedback
- Editing and refining
- Reflecting on writing experience

(Adapted from Harris, P., McKenzie, B., Fitzsimmons, P., Turbill, J. (2003) Writing in the Primary School Years. Tuggerah NSW: Social Sciences Press)

# How does this look in the classroom?



## Pre-writing stage

- Brainstorming ideas
- Making personal connections
- Specifying context, audience and purpose
- Using planning tools
- Discussing with peers
- Exploring and annotating mentor texts

# How does this look in the classroom?



## During writing stage

- Experimenting through adapting mentor texts
- Selecting generic conventions appropriate to context, audience and purpose
- Identifying and applying appropriate register, tenor and voice
- Engaging with writing mechanics through writing micro-texts
- Building the semantic field to extend vocabulary
- Experimenting with sustained writing
- Using editing tools
- Engaging with feedback strategies including discussions, peer to peer exchanges

# How does this look in the classroom?



## After writing stage

- Reflecting on writing experience
- Sharing work with peers
- Considering deliberate choices
- Connecting choice with context, audience and purpose
- Documenting and commenting on writing processes
- Refining processes for future writing

# Ethical scholarship & authentication



Ethical scholarship means three things.

- Honesty: students must indicate clearly the work that is their own and the work that is someone else's.
- Transparency: research is an important skill to develop. Students should research but must always clearly quote work from another, and correctly cite sources.
- Action: assessment is the opportunity where students can communicate that which they have learned. They have both the right and the responsibility to do this in their own words.

The *VCAA VCE and VCAL Administrative Handbook* includes advice about managing authentication of student work. We encourage you all to consult this resource when developing your teaching, learning and assessment plans.

# Contacts

Dr Annelise Balsamo  
English Curriculum Manager

[annelise.balsamo@education.vic.gov.au](mailto:annelise.balsamo@education.vic.gov.au)

**T:** 9059 5141

**M:** 0429 924 972

Kellie Heintz  
EAL Curriculum Manager

[kellie.heintz@education.vic.gov.au](mailto:kellie.heintz@education.vic.gov.au)

**T:** 9603 7953



Authorised and published by the  
Victorian Curriculum and Assessment Authority

