

# VCE English Examination 2024-2028

Exploring study design links,  
examination tasks and expected  
qualities

# 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.



# Overview of the presentation

- The curriculum – key knowledge and key skills
- Internal assessment
- External assessment
- Expected qualities

# Reading and responding to texts

**The purpose of the key knowledge and the key skills is to provide opportunities to students to develop their understanding and capacity.**



- the features of analytical writing in response to a text, including the use of appropriate metalanguage
- the conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others in discussion
- comprehension strategies to develop fluent listening
- the conventions of discussion and debate
- the conventions of syntax, punctuation and spelling of Standard Australian English.

# Reading and responding to texts

## Key skills

- apply reading and viewing strategies to a text
- read and engage with a text for meaning
- engage in discussions to clarify, test and extend views about a text
- employ appropriate metalanguage
- explore and analyse:
  - the dynamics of a text including characters' motivations, the tensions in relationships, the function of settings, the complexities of plot and the role of point of view
  - the ideas, concerns and conflicts in a text
  - the historical context, and the social and cultural values in a text
- explore and analyse the impact of the vocabulary, text structures and language features on a text and how these elements shape meaning

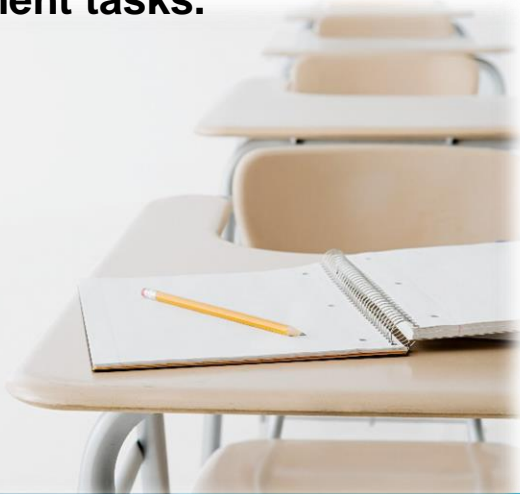
**These skills invite deep engagement and transferable skills.**

# Reading and responding to texts

**But the key skills also offer explicit reference to assessment and assessment tasks.**

- explore and analyse the impact of the vocabulary, text structures and language features on a text and how these elements shape meaning
- plan, construct and edit analytical writing that:
  - responds explicitly to set topics
  - develops and sustains ideas
  - explores and refines the organisational structures of analytical writing
  - demonstrates knowledge of a text
  - uses key evidence from a text to support ideas and analysis
  - demonstrates understanding of purpose, audience and context

use the appropriate conventions of syntax, punctuation and spelling of Standard Australian English.



# Reading and responding to texts

## Key knowledge

- reading and viewing strategies to draw out meanings in a text
- the dynamics of a text including characters' motivations, the tensions in relationships, the function of settings, the complexities of plot and the role of point of view
- ideas, concerns and conflicts in a text
- vocabulary, text structures and language features in a text used to construct meaning
- the historical context, and the social and cultural values in a text

**The exam task and specifications are drawn from the study design, specifically the key knowledge and the key skills**



# Internal assessment: Reading and responding to texts

Internal assessment is focused on the outcome statement

- Analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

And a particular form of assessment:

- An analytical response to text in written form

Students are awarded:

- 40 marks

**Internal assessment has a different purpose to that of external assessment. It can be cohort specific, broad, diverse in conditions, offer deep feedback, shared with peers, and celebrated.**



# External Assessment: Section A

# Section A – Exam Specs

**Section A** will consist of an **analytical response to a text** and will be worth a total of **20 marks**.

Students will be required to write an analytical response to **one of the two texts studied** from List 1 of the VCE English and English as an Additional Language (EAL) Text List for the year in question. There will be two topics for each of the 20 texts on List 1. Students will be required to write a response to **one** topic on **one** text.

**Student responses should demonstrate knowledge and understanding of the text, its structure and the ideas, concerns and values raised by the topic, and support their response with close reference to the text.** If the selected text is a collection of poetry or short stories, students may write on several poems or stories, or on **at least two** in close detail.

# Assessment Criteria

- demonstrates knowledge and understanding of the text, its structure, and the ideas, concerns and values it explores
- develops a coherent analysis in response to the topic
- uses evidence from the text to support the analysis
- uses fluent expression through appropriate use of vocabulary and conventions of Standard Australian English

# What does this mean about the questions asked?

*The student will be directed explicitly to discuss ideas, rather than appear to be asked about characters.*

## ***Medea* by Euripides**

**Not**

'Euripides' character Medea is a desperate woman maltreated by a despicable man.'

Do you agree?

**But**

Euripides suggests that villainy is always the result of desperation.

Do you agree?

# Further example:

*Measure For Measure* by William Shakespeare

Not  
'The Duke achieves justice through disguise and manipulation.'

Discuss

But  
Shakespeare suggests justice can be achieved through disguise and manipulation.  
Discuss.

# We are very familiar with this style of question.

*The Golden Age* by Joan London

'Everything seemed like an echo from the unrecoverable past.'

'Feelings of loss dominate London's *The Golden Age*.'

Do you agree?

*Like A House on Fire* by Cate Kennedy

To what extent do Kennedy's stories suggest that resilience and adaptability are the most important qualities when dealing with the unexpected?

# Section A - EQ 6 (comparison 23/24)

	Descriptor 1	Descriptor 2	Descriptor 3
2024	Demonstrates a clear knowledge of the text, including <b>some elements of its ideas, concerns and values</b> and <b>some awareness of structure, setting and language</b>	Develops a response to the topic, supported by <b>appropriate evidence</b> from the text	Presents a generally organised piece of writing using language that is mostly accurate and appropriate
2023	Demonstrates an <b>adequate knowledge</b> of the text	Develops a response to the topic, supported <b>appropriately by elements</b> of the text	Presents a generally organised piece of writing using language that is mostly accurate and appropriate

# Section A EQ 9/10 (comparison 23/24)

	Descriptor 1	Descriptor 2	Descriptor 3
2024	Demonstrates a close and perceptive reading of the text, <b>considering complexities of its ideas, concerns and values explored through the structure of the text and its language</b>	Demonstrates a clear understanding of the implications of the topic, using an appropriate strategy for dealing with it, and exploring its complexity from the basis of the text	Develops a cogent, controlled and well-substantiated discussion using precise and expressive language
2023	Demonstrates a close and perceptive reading of the text, <b>exploring complexities of its concepts and construction</b>	Demonstrates an understanding of the implications of the topic, using an appropriate strategy for dealing with it, and exploring its complexity from the basis of the text	Develops a cogent, controlled and well-substantiated discussion using precise and expressive language



# Creating texts

**Key knowledge and key skills can be, of course, both transferable and examinable.**

## Key knowledge

- the role of mentor texts as models of effective and cohesive writing
- vocabulary, text structures and language features used in effective and cohesive writing
- the ways purpose, context (including mode) and audience shape writing
- the range of ideas presented in various ways in mentor texts
- different language modes and their effects on structure and meaning
- the ways the purpose of the author hones the use of language
- strategies to generate and develop ideas
- writing processes including drafting, refining and considering feedback
- the value of collaboration and discussion
- standard and non-standard conventions of language, including syntax, punctuation and spelling.



# Creating texts

## Key skills

- read and explore mentor texts to understand the mechanics of effective and cohesive writing
- experiment with vocabulary, text structures and language features for effective and cohesive writing
- create texts with a stated purpose (to express, to reflect, to explain or to argue) and an understanding of context (including mode) and audience
- select and apply writing processes
- generate and use ideas, and discuss, develop and extend ideas
- explore and employ voices appropriate to purpose, context (including mode) and audience
- experiment with and extend vocabulary for effective and cohesive writing



# Creating texts

Value all the key skills regardless of their relationship to external assessment.

- plan, create, draft, refine and complete individual writing
- collaborate and provide feedback in class, including through listening and speaking, with peers and teachers
- explain and comment on the vocabulary, text structures and language features, conventions and ideas used in their own writing
- reflect on and share the implications of authorial choices in their own writing and the writings of others
- apply standard and non-standard conventions of language, including syntax, punctuation and spelling, where appropriate.

# Internal assessment: Creating texts

Internal assessment is focused on the outcome statement

- Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and explain their decisions made through writing processes.

And a particular form of assessment

- A written text constructed in consideration of audience, purpose and context x 2
- A commentary reflecting on writing processes.

Students are awarded:

- 20 marks x 3 (60 marks overall)

**Internal assessment has a different purpose to that of external assessment. It can be cohort specific, broad, diverse in conditions, offer deep feedback, shared with peers, and celebrated.**

# Contact

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