

# VCE English Examination 2024-2028

Exploring study design links,  
examination tasks and expected  
qualities



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.



# 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

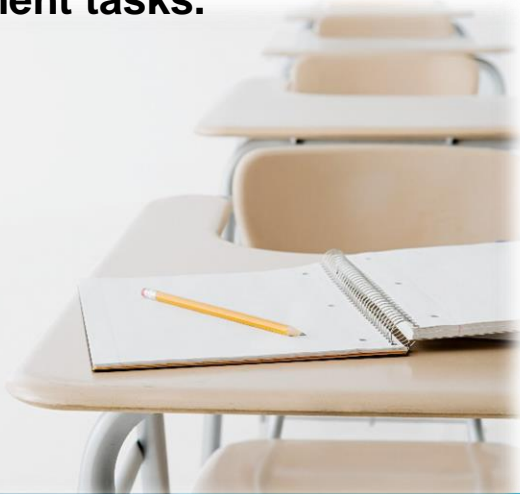
**These skills invite deep engagement and transferable skills.**

# 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 B

# Section B – Exam Specs

Section B will consist of creating a text and will be worth a total of **20 marks**.

**Students will be required to create one written text.** For the purposes of this task, a ‘written text’ does not include song, poetry or verse. In creating their text, students must use the **unseen title provided, relevant idea(s) from at least one unseen stimulus and be connected to one of the Frameworks of Ideas.** **The text must be developed with a clear purpose(s) – to explain, to express, to argue, to reflect – and should be an effective and cohesive piece of writing.** Students should demonstrate fluency through the selection of vocabulary, text structure and language features, and employ an appropriate voice in their text.

**The place of mentor texts is to provide access to ideas and inform the teaching of writing, but students will not be required to make explicit reference to them in the examination.**

# What MIGHT this look like?

## SECTION B – Creating a text

### Instructions for Section B

Section B requires students to create one written text (**not** including song, poetry or verse).

In creating a text, you must:

- select **one** of the Frameworks of Ideas with which your text will meaningfully connect,
- use the title provided from your selected Framework of Ideas, and
- use at least one piece of stimulus material from your selected Framework of Ideas.

Your text must be developed with a clear purpose(s) – to explain, to express, to reflect, to argue. You may incorporate more than one purpose in your text.

Your text should be an effective and cohesive piece of writing that demonstrates fluency through the selection of vocabulary, text structure and language features.

Your text will be assessed according to the assessment criteria set out on page 14 of this book.

Section B is worth one-third of the total marks for the examination.

# Personal Journey.

## Unseen stimulus:

"A journey of a thousand miles begins with a single step." - Lao Tzu

I used to believe in beginnings and endings, but now I am not so sure.

Write a text drawing on ideas about "personal journeys".

"better three hours too soon than a minute too late,"  
- Shakespeare

**Title:** The Arrival



# Section B – Exam Assessment Criteria

- uses relevant idea(s) drawn from one Framework of Ideas, the title provided and at least one piece of stimulus material
- creates a cohesive text that connects to a clear purpose(s) and incorporates an appropriate voice
- uses suitable text structures and language features to create a text
- uses fluent expression, including the appropriate use of vocabulary

# EQs

EQ	Descriptor 1 – on task and quality of ideas	Descriptor 2 – purpose and voice	Descriptor 3-language and structure.
3	Shows <b>limited connection to the ideas raised by the title and stimulus</b>	Shows <b>limited awareness of purpose</b> or appropriate voice	Shows <b>limited control of language and structure</b>
6	Develops a <b>clear connection to the ideas raised by the title</b> and stimulus with <b>reference</b> to a Framework of Ideas	Creates a <b>connected text with a clear purpose(s) and an appropriate voice</b>	Demonstrates <b>clear control of language and text structure(s)</b> , makes <b>effective use of vocabulary</b> and <b>language features</b>
9/10	Demonstrates <b>insightful consideration of the ideas</b> raised by the title and stimulus in connection with a Framework of Ideas	Creates a <b>cohesive text with an explicit purpose(s) and an appropriate voice</b>	Demonstrates <b>sophisticated control of language and text structure(s)</b> , that makes <b>rich use of vocabulary and language features</b>

# Definitions that are useful from the Study Design

**Purpose** – The purpose of a text is what the writer sets out to achieve for the audience when reading...the text. When creating a text a writer always has at least one purpose. These include: to express, to argue, to explain or to reflect....

**Voice** – The unique or individual style of an author.

# The rise of AI in writing and its consequences (for among other things....assessment).



# Voice in action - personal reflection

## From ChatGPT

A journey is a profound and transformative experience that can take many forms. It can be a physical voyage to a distant land, an emotional odyssey through life's ups and downs, or a mental exploration of new ideas and perspectives. Reflecting on a journey often brings to light valuable insights and personal growth. Here, I'll explore the metaphorical journey of personal growth and self-discovery.

## From A Human

A journey might offer the opportunity for profound and transformative experience, but mine wasn't. Like Miles Franklin whose first novel was called "My Brilliant Career" and whose second novel was called "My Career Goes Bung", I started my journey with all the optimism and enthusiasm demanded of youth and naivety, by the time I arrived at my 'Ithica' I was totally over the whole 'journey thing'. Why, I asked myself, would anyone leave a nice home even for a picnic? And as for reflecting on it....Bah humbug! I'd had about as much emotional growth as the average contestant on "Love Island" - and about as much fun!

# Analysing argument

At times, elements that – at this stage – would not be examinable, are considered crucial for contemporary students.

## Key knowledge

- Use of contention and supporting arguments including:
  - sequence and structure
  - supporting evidence
  - language
  - techniques and strategies
- the role of visuals in supporting and augmenting argument
- the ways authors employ arguments to position intended audiences
- the features of print and digital, and audio and/or audio visual, texts used by authors to position intended audiences



# Analysing argument

- the context in which a text appears and how the identity of the author can affect an audience's reaction to a text intended to persuade
- the conventions of discussion and debate such as active listening, monitoring and evaluating arguments, and questioning
- the ways that effective persuasive texts counter arguments through rebuttal, respectful disagreement, and a focus on the arguments, tempering personal responses to powerful, challenging or contentious issues
- the features of analytical responses to texts that position audiences, including relevant metalanguage
- the structures and conventions appropriate for spoken texts that present an argument
- the conventions of syntax, punctuation and spelling of Standard Australian English.

# Analysing argument

Example of explicit key skills for assessment but can also be considered transferable.

## Key skills

- summarise the key points in persuasive texts
- identify and analyse, and apply:
  - the intent and logical development of an argument
  - the different evidence the author uses to support arguments
  - the language used by the author to position or persuade an audience to share a point of view
  - the way in which arguments and language complement one another and interact to position the intended audience
  - the effect of the author's identity and context on the intended audience
  - the role of visuals to support and enhance argument
  - the features of print, and audio and/or audio visual texts
  - the intonation, volume, pace, pausing and stress used when presenting a point of view in audio and/or audio visual texts

# Analysing argument

- apply the conventions and protocols of discussion and debate
- extend individual capacity to use language confidently
- apply relevant metalanguage
- use textual evidence appropriately to support analytical responses
- plan, review, edit and refine analytical responses, using individual reflection and peer feedback
- apply active listening, reading and viewing strategies to support a deepened understanding of persuasive texts
- apply the key structures and features of a spoken point of view text
- demonstrate understanding of purpose, context and audience
- apply the appropriate conventions of syntax, punctuation and spelling of Standard Australian English.

Equally, while some skills are not directly examinable, they inform the deep and rich knowledge that is examinable.



# Internal assessment: Analysing argument

Internal assessment is focused on the outcome statement

- 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.

And a particular form of assessment

- An analytical response to argument in written form.\*
- A point of view oral presentation

Students are awarded:

- 40 marks (analytical response)
- 20 marks (point of view oral presentation)

\*Students must analyse one written text (print or digital) and one other form of text (audio or audio visual) that have appeared in the media since 1 September of the previous year.

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# Contact

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