

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

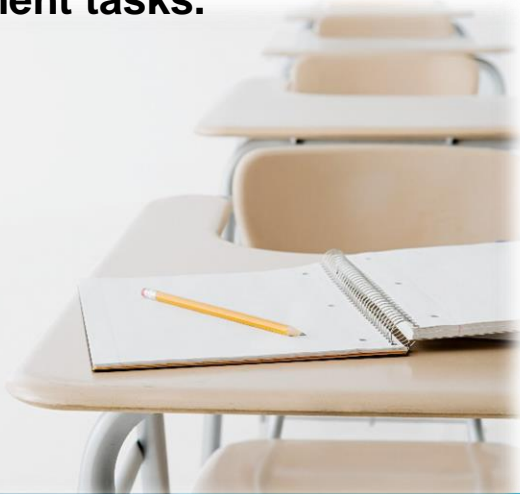
These skills invite deep engagement and transferable skills.

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 C

Section C – Examination Specs

Section C will consist of an analysis of argument and language and will be worth a total of 20 marks.

Students will be required to analyse the use of **argument(s)** and **language** to persuade an intended audience to share the point of view expressed in an unseen persuasive **text**. For the purposes of this task, 'language' refers to written and spoken language, and **'visuals' refers to images and graphics**.

Students will not be required to evaluate the relative merits or successes of argument(s).

Section C - The task – what it is not!

2019 ENGLISH EXAM

12

The advertisement below was published in a local newspaper.

A BETTER, FASTER SHOPPING EXPERIENCE



An open letter to our valued customers.

As you know, Halley's Local Store is not your average grocery store. We're a bit different – we always put our customers first. We offer lots of healthy meals, many specials, locally sourced food and, as you know, we abolished plastic carry bags four years ago – long before the big stores. Why did we do these things? Because you told us that was what you wanted and needed.

From 1 July, we will introduce another improvement to serve you better. We're going cashless! All transactions will be done electronically. What will it change? For the vast majority of our customers, nothing except less time spent in the store!

We're talking about having no actual money in the store – you won't need to go rummaging through your bags for coins. You won't even have to worry that you don't have the cash to cover your essential food supplies – your card will ensure that you do.

I'm in our store every day and I know that most of our customers don't pay cash for their goods now. You use your credit card or debit card, and more

and more of you use an app on your mobile phone, your smart watch or even your smart ring. You just tap and you're done. Simple! Welcome to the twenty-first century.

Australians have embraced the digital economy – we're already one of the biggest users of electronic payments in the world. A decade ago, nearly 70 per cent of household spending was in cash; now it's half of that and most of that is on small purchases, such as a cup of coffee. It's just much easier and safer for all of us not to carry wads of cash in our wallets given the recent pickpocketing in the area.

Last year, Philip Lowe, Governor of the Reserve Bank of Australia, said Australia was now at a turning point and cash was set to become a rarity. Some have predicted that Australia will be a cashless society in less than a decade.

Why is this store becoming cashless now? We have always tried to be a leader in our community and respond to our customers' needs. In our cashless store, you'll breeze through the check-out faster, which will save you time. Paying electronically is safer than paying cash, with all the banks' security checks in place. For our staff,

it means not having to spend hours sorting, storing and securing cash, so they'll have more time to serve you and make our store even better.

We understand the concern a minority of our customers may have. What if you prefer cash, don't feel comfortable using credit or debit cards, or don't have a mobile phone or smart watch? We don't want to leave anyone out. For the next three months, we will offer cashless payments but still accept cash to give people time to adjust.

We know that other, less customer-centred shops will continue to take cash, but we think that they will soon catch up with us.

We are excited to be taking this step. Cashless shopping is easier, faster and safer. If you have any questions, please come in for a chat. As always, we are here to serve you.

Halley Astaire,
Manager of Halley's Local Store

NOT TWO TEXTS

“TEXT”

The letter below was published in the same newspaper a week later.

Community Voice



In response to Halley Astaire's announcement that Halley's Local Store – where I shop – will become cashless on 1 July, can I just say: who is she kidding? To pretend that eliminating cash from the store is for the customers' benefit – 'to serve you better' – is dishonest. Yes, more of us are using cards and devices such as phones to

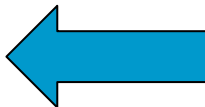
pay for things but, even by her own estimation, a third of our spending is still conducted in the old-fashioned way, with cash.

So why cash this change before many of us are ready? My mother is in her 80s and relies on cash. She's on a pension and, every week, she goes to her bank and withdraws the cash she needs. She knows exactly how much money she has in her purse and she spends it carefully. This move to eliminate cash says to people like her that they don't matter. We are a better

community than that – or I thought we were.

And who really benefits from a cashless grocery store? The store! I found research that concluded that people who don't use cash tend to spend more because it's harder for them to keep track of their spending. Going cashless will help the store make more money, and that's what this is all about. I urge everyone to tell Ms Astaire exactly what they think about this so-called better shopping experience.

Samuel Morrison,
Resident



No second text!

SECTION C – continued

END OF SECTION C
TURN OVER

Section C – The Task

2020 ENGLISH EXAM 12

Good evening, everyone.

Drones and their inexperienced users are proving to be a costly problem for us farmers. Drones are not toys. What happens when a drone runs out of range? What happens when the battery runs out? A drone being flown out of control, or crashing out of the sky, can be lethal. Just imagine the damage that can be done by a falling drone. Imagine, then, these drone users, realising that they have lost their drone, searching, crashing through crops, or leaving gates open and letting livestock out. And finally, when they don't find the drone, it's just left to rust away in the field until harvest time, when it's swept up, damaging the harvester.



It's time our council started to defend the farmers rather than the tourists. The farmers are the backbone of this community, many of us having lived in this area for generations. While we understand the importance to our town of visitors supporting businesses and, indeed, have welcomed the holiday-makers, when they start causing havoc while searching for their wayward drones it's time to act, isn't it?

Don't get me wrong! I'm not just another technophobe complaining about technology. As a young farmer, having just taken over the family farm, I'm introducing new technology on a daily basis to improve efficiency. In fact, we're using drones – more correctly called unmanned aerial vehicles – on the farm. For farmers, drones save time and money in tasks such as dusting and spraying crops, or monitoring crops for pests and growth. There is absolutely no way we want to ban drones.

It's not just in farming that these remarkable little workers have helped us out. We all remember last year when that bushwalker went missing. The drones flew tirelessly over large areas, including those difficult to access. Their eyes led to the speedy and happy conclusion we reached.

SECTION C – continued

2020 ENGLISH EXAM 13



The issue is that flying a drone for fun is the latest 21st-century fad. The numbers of recreational drone users are mounting each year. Consequently, incidents involving drones are increasing. Drones out of control. Drones lost in trees. Drones causing power cuts. Drones hitting and hurting people. Drones in flight paths and even, in extreme cases, drones in near misses with aircraft.

As incidents have multiplied, the Civil Aviation Safety Authority has introduced strict rules to regulate both commercial and recreational use of drones in order to protect privacy and safety. They do a great job of managing the rapidly escalating and competing needs of the users of our airspace. There is, however, a startling incongruity in the rules applying to commercial drone flyers and recreational drone users. Commercial drone flyers are required to have a licence. Recreational drone users are not. Commercial drone flyers are required to do training in flying. Recreational drone users are not. Currently, commercial flyers and operators of drones must have a Remote Pilot Licence. On the other hand, all recreational drone users have to do is watch a short video and complete a test consisting of a few multiple-choice questions on a website. There is no way of even proving that the person completing the test is the person who will be flying the drone. They just print the computer-generated certificate and head out to launch their new toy.

Why this difference? Why is such a large group of people who have no training allowed to fly drones? Do we let learner drivers out on the roads on their own after simply completing their online Learner Permit Knowledge Test? Why, then, are the rules for drone users any different?

I have no problem with the recreational use of drones but I think that everyone flying a drone should complete the same rigorous licensing process. Anything less is not fair and not safe.

As a community, we must consider the needs of the farmers as well as the tourists. It's time for the council to ban drone flying for non-licensed users.

Thank you.

END OF SECTION C

A Single Text With Embedded Images.

NB – Context, Audience and are made clear! Students need to determine Purpose.

Assessment Criteria – Section C

- demonstrates understanding of the contention, argument(s), and point of view
- analyses the ways in which written and spoken language and visuals are used to present an argument(s) and to persuade an intended audience
- uses evidence from the text to support the analysis
- uses fluent expression through appropriate use of vocabulary and conventions of Standard Australian English

EQs Section C - 6

	Descriptor 1	Descriptor 2	Descriptor 3
2024	Demonstrates a clear understanding of the contention, the argument(s) presented in the text and the point of view expressed	Demonstrates some awareness of the ways in which the written and spoken language and visuals in the text are used to persuade the intended audience	Uses competent expression
2023	Shows an adequate understanding of the arguments presented and the points of view expressed	Demonstrates some awareness of the ways in which written and visual language is used to persuade	Uses language with clarity

EQ 9/10

	Descriptor 1	Descriptor 2	Descriptor 3
2024	Demonstrates a perceptive understanding of the contention, the development of argument(s) as constructed in the text and the point of view expressed	Demonstrates sophisticated insight into the ways in which written and spoken language and visuals complement the argument(s) and are used to persuade the intended audience	Uses sophisticated and precise language
2023	Shows a perceptive understanding of the arguments presented and the points of view expressed	Demonstrate sophisticated insight into the ways in which written and visual language is used to persuade	Uses language fluently and effectively

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