VCE English and EAL: Analysing argument

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Overview of the presentation

• Analysing argument – what is new, what is the same
• Outcome statement
• Key knowledge
• Key skills
• Changes to EAL
• Assessment
Analysing argument

Analysing argument is a pivotal area of study for VCE English and EAL students. It is designed to engage students with the power of argument and persuasion with dispassion and rationality. From that engagement, students analyse the connections between argument, language and the effect on intended readers/audiences in a written response, and then apply that knowledge and understanding to an oral presentation on an issue.
Analysing argument: changes

Key changes:
– Removal of comparison
– Focus on exploring an issue from different perspectives
– Addition of audio visual or audio texts
Changes to EAL

• **Removal** of Area of Study 3: Listening to texts

• Internal assessment **aligned** with English tasks.

• **No** requirement for short-answer responses or note-form summaries. These, however, could be used as learning and teaching tasks to scaffold the learning.

• Students respond to **two** texts only – **one** written text (print or digital) and **one** text in another mode (audio and/or audio visual)

• Accommodations for deaf and hard of hearing students are embedded in the study design.
Analysing argument: key knowledge

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: key knowledge

- 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: 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: key skills

- 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.
Analysing argument: internal assessment

- 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.
- *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.
  - An analytical response to argument in written form (40 marks)
  - A point of view oral presentation (20 marks)
Analytical response and two texts

- The task requires students to engage with one text that is print or digital and one text that is audio or audio visual
- There is no requirement to compare the two texts
- Students can engage with each text individually and sequentially
Analysing argument: external assessment

- Examination task (Section C) is unchanged from the examination aligned with the VCE English and EAL Study Design (2017-2023)

- Students will analyse an unseen persuasive text

- The text will include written and visual language

- There will be one text though the text can include a visual

- It will be worth one third of the total marks for the examination
EAL: The examination

- Removal of Section A: Listening to Texts

- No requirement for short-answer responses to the unseen text.

- Tasks aligned with English examination.
Analysing argument: logistics and assessment: some ideas

• Using generative AI to produce print texts

• Downloading and captioning short audio-visual texts from stable sites

• Supporting students to present their point of view
The obvious … ChatGPT (or similar)

• This generative AI can assist in creating new texts for students to analyse

• The work that is generated is often bland and without a voice so it can (or could) be tweaked to include language that indicates a more personal and/or emotive position

• A very cursory experiment with this technology resulted in the following (on the next slide)
ChatGPT and a progressive position

Title: The Voice Referendum: A Progressive Call for Equity and Representation

In an era where democratic values and social justice have become central to political discourse, the upcoming Voice Referendum stands as a beacon of hope for those who believe in a more inclusive and equitable society. This landmark event has the potential to reshape the political landscape, offering a voice to marginalized communities and advocating for a brighter, fairer future.

Progressive voices have long championed the idea that true democracy is not just about casting a vote; it’s about ensuring that every individual’s voice is heard, regardless of their background or circumstances. The Voice Referendum seeks to address this fundamental issue head-on, as it is rooted in the belief that representation should be more than a token gesture.
ChatGPT and a conservative position

In a time when political discourse has become increasingly polarized, it is crucial for conservatives to engage in constructive debates and discussions, particularly when it comes to matters as fundamental as our democratic institutions. The Voice Referendum, with its aim to reshape our electoral system, is a topic that demands our attention and thoughtful consideration.

Conservatives have always been proponents of strong and stable democratic systems, emphasizing the importance of preserving our founding principles. The idea of direct democracy, which the Voice Referendum seeks to promote, is not without its merits. It aims to give citizens a more direct say in the policies and decisions that shape their lives. However, as conservatives, we must exercise caution and evaluate this proposal in the context of our longstanding values.

One of the key concerns that arises from the Voice Referendum is the potential for a populist shift in our political landscape. While empowering citizens to have a more direct influence over policy decisions may sound appealing, it can also open the door to short-term and...
Other ideas

- As this evolves, there could be more nuanced writing
- The commands we put into the search can be more specific
- We can become more adept at adapting the work generated to create specific and targeted pieces
Transcripts to assist with audio or audio-visual texts

- When working with the audio or audio-visual texts for Unit 2 or Unit 4, providing students with closed captions and a transcripts will assist them to accurately quote and to meaningfully annotate the text.

- Youtube – a site that it useful to find audio-visual texts for the purposes of both classroom teaching and summative assessment – provides both closed captioning and transcripts.
this year there's been a lot of headlines about youth
Can a Voice to Parliament improve Indigenous lives? | The Voice Referendum Explained | ABC News

Intro
0:00 this year there's been a lot of headlines
0:02 headlines about youth crime spikes in
0:04 Regional towns across the country
0:06 unfortunately a lot of the time it's
0:08 young Aboriginal and Torres Strait
0:09 Islander people caught up in the trouble

English (auto-generated)
Downloading transcripts

- ‘Show transcript’
- Remove timestamp from the transcript
- Hover over the first letter of the transcript and then scroll the whole transcript, highlighting everything
- Copy and paste into a word document
- Remove any part of the text that will not be part of the teaching and learning or the assessment
- Students can annotate as they are watching the clip
POV text: supporting students

- VCE English and EAL deeply values the language mode of speaking and listening
- For a variety of reasons, students can find the task of presenting a POV text challenging
- The revised study design now invites different ways to engage with the task:
  - ‘[Students] present their points of view as a discussion, dialogue or debate, or in a presentation mode that best suits their context, purpose and audience.’
- Students can present their point of view text via recordings (video or audio)
- They can present in a group setting
- Students who cannot present can look to assistive technology or can use detailed annotations – similar to something like detailed stage directions – on their written speeches.
Please note

Eligibility

Students may be eligible for Special Provision for classroom learning and School-based Assessment if their ability to engage and/or demonstrate achievement is adversely affected by:

- an acute or chronic illness
- an impairment or disability
- factors relating to personal circumstance

The decision on whether to approve special provision for classroom learning or School-based Assessment is a school decision. It must be evidence-based and made using a range of appropriate sources including teacher observations, professional testing and reports or educational assessments.

Schools are encouraged to regularly review a student’s special provisions for classroom learning and School-based Assessment. This helps to ensure that the provisions remain appropriate to meet the needs of the student. Schools should maintain records of any changes to a student’s circumstances and their approved provisions for classroom learning and School-based Assessment and the reasons for those changes.

- When modifying a task for a specific student and context, it is vital there is supporting medical evidence

VCAA support for classroom learning and special provision

• The VCAA provides information and support for teachers and students who require special provisions for classroom learning and assessment
Additional teaching resources

Vision Australia

All texts set for study – excluding multimodal texts – can be accessed from Vision Australia in an audio format for students who are blind, have low vision or live with a print disability*. The library contains audio texts that would suit students from Year 7 to Year 12. Access to the collection is not just for senior students.

* Vision Australia has advised that the reasons for print disability vary but may include:

- vision impairment or blindness
- physical dexterity problems such as multiple sclerosis, Parkinson's disease, arthritis or paralysis
- learning disability, such as dyslexia or a visual processing disorder
- brain injury or cognitive impairment
- literacy difficulties
- early dementia

Medical evidence is required to access this service.
Additional teaching resources

VCAA
• Written and visual stimulus on your selected Framework of Ideas

Wheeler Centre
• Interviews with some of the mentor text authors about their writing processes
  https://www.wheelercentre.com/vce-2024-curriculum-resources/
Additional teaching resources

State Library of Victoria
• Digital access to mentor texts and support material on Text List 1 texts and mentor texts

https://guides.slv.vic.gov.au/vceliterature (although the link refers to literature, the link takes you to English resources)
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