

VCAL provider name: Newcomb Secondary College
VCAL unit name: Literacy Skills
VCAL unit: Intermediate Reading and Writing

Overview of the assessment task and the project/theme it is linked to:

Students at Newcomb Secondary College will be undertaking an integrated Personal Development Skills/Literacy Skills/Oral Communication Skills unit on homelessness. Students will be defining different types of homelessness, and studying factors that lead to homelessness with an emphasis on youth homelessness. Students will look at the effects of homelessness in regards to education and workforce participation, and will investigate the different community and government services that are available to people in need.

Students will participate in an interactive urban walk in Melbourne conducted by Urban Seed which will help to identify and break down some of the stereotypes surrounding homelessness, and will investigate issues such as mental health, substance abuse, domestic violence and structural inequalities that bring about the potential of being homeless.

Students will work in small groups to facilitate a fund raising activity for a community group or charity to help homeless people in need. Students will research this community group or charity and give a presentation to the VCAL class as to why the group thinks that they might be a worthy cause.

Student roles and responsibilities in relation to the task:

Students will be required to work as part of a small team. They will need to set goals and measure their own performance against the team goals. The team will be required to complete a SWOT analysis of the goal that they are trying to achieve. They will need to use their research skills to identify local charities and organisations that assist homeless people. Students will prepare both written and oral reports, will participate in an oral presentation, and will prepare and participate in an argumentative debate on 'begging' in the Melbourne CBD. Students will complete reflective writing pieces after completing their interactive urban walk.

Level of teacher support:

- Facilitate the urban walk in Melbourne
- Determine the student teams
- Negotiate individual team projects and goals
- Guide the student learning with regard to research and the setting of timelines
- Monitor student involvement in the implementation and development of the team project
- Facilitate a positive classroom environment where students feel comfortable and supported to share ideas, make presentations and value the opinions of others within the class
- Assist in the sourcing of materials and tools to help with the team projects
- Gain support for the projects from other teachers and key stakeholders
- Help to profile what the VCAL students are doing with all staff and students at NSC.

Please indicate the Learning Outcome/s to be demonstrated by this evidence

Student Evidence (refer to Portfolio of Evidence in section 1)	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8
Read and answer comprehension questions on selected short stories from the text <i>Homeless: true stories of life on the streets</i> by Andrew Byrne.					✓			
Prepare and present progress reports on team progress of a negotiated set of goals.			✓					
Prepare and present an argumentative piece of writing on the topic of begging in the CBD of Melbourne				✓				✓
Prepare a power point presentation on a charitable organisation that assists homeless people in Geelong.						✓		
Complete a recount piece of writing on the interactive urban walk.	✓							
All students will individually take the rest of the VCAL class and teach them about a hobby or skill that they are passionate about.		✓					✓	

Is the activity included in this template part of an integrated program?

Yes	No
✓	

Please indicate the other VCAL units and learning outcome/s that are also met by this integrated program

	Unit title	Level	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8
Literacy										
Numeracy										
Work Related Skills										
Personal Development Skills	U1	I	✓	✓	✓	✓	✓			

Teacher name: Trish Bourke

Date: February 2008

Assessment Template: Literacy Skills Intermediate Reading and Writing

Learning outcome 1

Writing for self expression

Write a recount, narrative or expressive text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Students will participate in an interactive ‘issues’ walk conducted by Urban Seed in the CBD of Melbourne.
- Students will complete a recount of the experience of one of the homeless people that they hear about or meet with on that walk.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Writing process

1.1 Use the processes of planning, drafting and editing to produce written texts.

Purpose

1.2 Use language and tone appropriate to text purpose and audience.

Structure

1.3 Sequence and structure information, ideas and events to suit purpose.

Length/complexity

1.4 Link several separate pieces of information within a text rather than treating them as separate units.

Mechanics

1.5 Spell, punctuate and use grammar with reasonable accuracy.

Learning outcome 2

Writing for practical purposes

Write an instructional or transactional text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- As part of the student’s requirements for Personal Development Skills they are individually required to take the rest of the VCAL class and teach them about a hobby or skill that they are passionate about.
- Students produce an instructional handout to give to all of the VCAL students in their class on a particular skill set. Example: Boxing skills- demonstration of an upper cut, with an accompanying written instruction sheet.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Writing process

2.1 Use the processes of planning, drafting and editing to produce written texts.

Purpose

2.2 Use language and tone appropriate to text purpose and audience.

Structure

2.3 Sequence and structure information and/or ideas logically to suit purpose.

Length/complexity

2.4 Present several separate pieces of information within a text including detailed factual descriptions or data.

Mechanics

2.5 Spell, punctuate and use grammar with reasonable accuracy.

Learning outcome 3

Writing for knowledge

Write a report or explanatory text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Students will be required to write a report for both the VCAL coordinator and the Principal on the interactive urban walk.
- Teams will be required to produce two progress reports, one at the 6 week mark of their project and one on completion of their project, discussing their progress against the negotiated goals/outcomes and timeframe.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Writing process

3.1 Use the processes of planning, drafting and editing to produce written texts.

Purpose

3.2 Use language and tone appropriate to text purpose and audience.

Structure

3.3 Sequence and structure information and ideas logically to suit purpose.

Length/complexity

3.4 Relate several separate pieces of factual information within a text rather than treating them as separate units and reach a conclusion.

Mechanics

3.5 Spell, punctuate and use grammar with reasonable accuracy.

Learning outcome 4

Writing for public debate

Write an argumentative or discursive text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Students are to construct an argumentative piece on the topic of begging in city streets. Example: a letter to the editor.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Writing process

4.1 Use the processes of planning, drafting and editing to produce written texts.

Purpose

4.2 Use language and tone appropriate to text purpose and audience.

Structure

4.3 Sequence and structure ideas and arguments to suit purpose.

Length/complexity

4.4 Relate several ideas or pieces of information within a text rather than treating them as separate units.

4.5 Provide evidence and argue persuasively for a point of view.

Mechanics

4.6 Spell, punctuate and use grammar with reasonable accuracy.

Learning outcome 5

Reading for self expression

Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Read and answer comprehension questions on selected short stories from the text *Homeless: true stories of life on the streets* by Andrew Byrne.
- Students complete written activities to demonstrate meaning has been gained including; identifying the purpose, summarizing the main ideas, answering comprehension questions, comparing the various short stories, giving an opinion on the effectiveness of the stories

Assessment criteria

The assessment criteria are demonstrated when the student can:

Purpose

5.1 Identify the purpose of the text including any inferred purpose.

Comprehension

5.2 Identify main ideas and key words used to express them.

5.3 Identify the means used by the author to achieve the purpose of the text.

Application

5.4 Compare or contrast with other texts.

Critique

5.5 Express an opinion on the effectiveness of text.

Learning outcome 6

Reading for practical purposes

Demonstrate that meaning has been gained from reading an instructional or transactional text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Students will read information about local charities and community groups that help to assist the plight of the homeless in Geelong.
- Students will identify key objectives of the organisation and will gain an understanding about the role of the charity or community group within the region.
- Students will prepare a short power point presentation (around 4 slides) about the organisation to share with the rest of the class.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Purpose

6.1 Identify the purpose of the text including any inferred purpose.

Comprehension

6.2 Identify the main ideas and key procedures.

6.3 Identify the means used by the author to achieve the purpose of the text.

Application

6.4 Compare or contrast with other texts.

Critique

6.5 Express an opinion on the effectiveness of the text.

Learning outcome 7

Reading for knowledge

Demonstrate that meaning has been gained from reading an explanatory or informative text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- As part of the student’s requirements for Personal Development Skills they are individually required to take the rest of the VCAL class and teach them about a hobby or skill that they are passionate about.
- Students will be required to read and research information to produce an instructional handout for the rest of the class.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Purpose

7.1 Identify the purpose of the text including any inferred purpose.

Comprehension

7.2 Identify the main ideas, supporting ideas and any examples.

7.3 Identify the means used by the author to achieve the purpose of the text.

Application

7.4 Compare or contrast with other texts.

Critique

7.5 Express an opinion on the effectiveness of the text for its audience and purpose.

Learning outcome 8

Reading for public debate

Demonstrate that meaning has been gained from reading a persuasive or argumentative text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Students will be required to read several articles on the subject of begging.
- Students complete written activities to demonstrate meaning has been gained including; identifying the purpose, summarizing the main ideas and answering comprehension questions. Students will compare these written texts with some media texts from *Today Tonight* and *A Current Affair*.

Assessment criteria

The assessment criteria are demonstrated when the student can:

Purpose

8.1 Identify the purpose of the text including any inferred purpose.

Comprehension

8.2 Identify the means used by the author to achieve the purpose of the text.

8.3 Identify the main arguments, ideas or suggestions used in the text.

Application

8.4 Compare or contrast with other texts.

Critique

8.5 Express an opinion on the effectiveness of text for its audience and purpose.

8.6 Express own view on the subject giving reasons.