

VCAL provider name: Heywood & District 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:

Over a period of approximately 6 weeks, the class will investigate the theme of 'Youth Culture & Issues. This will include initial background research on the youth culture and social issues of their parents' and grandparents' generations (Gen X & Baby Boomers) in order to compare and contrast them with the changing issues and social values confronting today's teenagers (Gen Y). Each student will complete individual tasks as well as participate in brainstorming sessions and group work. Within this broad framework, there will be deeper investigation of current teen issues such as alcohol abuse, peer group pressure & cyber bullying.

Student roles and responsibilities in relation to the task:

Within this context, students will complete several tasks including researching generational culture, identifying personal values, interviewing parents/grandparents, and listening to a guest speaker. They will analyse, compare and contrast authentic texts from the three generations (eg, Newspapers, 'Dolly' magazines, TV shows & speeches) and report on their findings. They will research a specific topic of interest with a view to evaluating issues for public debate.

After some initial teacher directed preparation, students will, at different times, work as a class, in pairs and then independently to complete their tasks. Students will need to be familiar with current issues, reflect on their everyday lives and speculate about future generations.

Level of teacher support:

The teacher will facilitate the generation of ideas by directing initial class discussion, prompting class brainstorming sessions and providing some stimulus material (eg copies of television shows/films, newspaper and magazine articles). The teacher will also model persuasive techniques and methods of report/essay writing, and provide feedback to students on any draft pieces of work submitted.

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
Generation Gap Reflection	X							
Parent interview draft	X							
Research (PowerPoint or Word)			X					
Generation Comparative Table			X					
Generation Gap Report			X					
Letter to Editor/Vox Pop				X				

Comment [01]: Place an 'x' to indicate your answer

Comment [02]: Click in this cell and press tab when you want a new row

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Teen Issue Essay				X					
Speech Responses					X				
Teen Issue notes								x	
Opinionative Summary									x

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

Yes	No
	X

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 Skills										
Numeracy Skills										
Work Related Skills										
Personal Development Skills										

Comment [03]: You only need to type R/W for Reading and Writing or O/C for Oral Communication or U1 for Unit number

Comment [04]: You only need to type F for Foundation or I for Intermediate or S for Senior

Teacher name: Alice Taylor

Date: 23rd March, 2010

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:

This outcome is linked to outcome 3

Generation Gap Reflection: Teenagers, then, now and in the future. Students will produce a text which reflects on the teenage experience of their parents and themselves and speculates on the possible experiences of future generations. The reflection will cover thoughts on issues from fashion to social values. (300-500 wds).

Preparatory tasks will include:

- Brainstorming (as a group) topics relevant to their own generation eg. Entertainment, fashion, material possessions, issues & values.
- Developing a personal values list.
- Analysing and reflecting on the main issues facing teenagers today.
- Formulating a set of questions for the purpose of interviewing and recording the reflections of their parents.
- Brainstorming where they think teen culture is heading.

Within the task, students will be required to:

- Recount and reflect (to inform self and others) on two generations of the teenage experience and speculate on what they think teenage life will be like for their children. (1.2)
- Formulate a conclusion – which generation would they rather belong to & why? (1.2, 1.4)
- Draft, edit and revise their work in order to present their findings in one fluent, logically organised piece of work. (1.1, 1.3, 1.4)
- Use punctuation, spelling and grammar with reasonable accuracy. (1.5)

Elements

All elements must be met in the one assessment task/activity:

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:

Elements

All elements must be met in the one assessment task/activity:

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, explanatory or expository text.

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

Assessment of this outcome is linked to outcomes 1, 7 & 8.

Generation Gap Report: Students will compare and contrast three generations of youth (Baby Boomers, Gen X & Gen Y). (300-500 wds).

Preparatory tasks will include:

- Developing a 'personal values list' (as per outcome 1).
- Researching previous generations (Baby Boomers & Gen X).
- Producing a draft text which reflects on what they already know about their own generation (from outcome 1).
- Taking notes from a guest speaker from the Baby Boomer generation.
- Complete a comparative table as a reference for formulating their report.

Within the task, students will be required to:

- Use 'Word' to draft, edit and revise their work in order to present their findings in one fluent, logically structured, piece of work. (3.1, 3.3)
- Adopt an informative tone, appropriate to text purpose. (Intended to inform self and other class members). (3.2)
- Analyse the data collected to compare and contrast the three generations. Include information on favourite entertainment, methods of communication, significant world events, values etc. Draw a conclusion from data. (3.4)
- Use punctuation, spelling and grammar with reasonable accuracy. (3.5)

Elements

All elements must be met in the one assessment task/activity:

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 a persuasive, argumentative or discursive text.

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

Assessment for this outcome is linked to outcomes 3, 7 & 8.

Argumentative text: Students will write an argumentative piece based on their response to issues arising from the topic 'Youth Culture & Issues' (300-500 wds).

Preparatory tasks will include:

- Reading letters to the editor/news articles related to youth issues.
- Familiarisation with persuasive language techniques.
- Class discussion of 'issues' from group brainstorm sheet (from outcome 1). Select broad category headings to brainstorm more closely eg. Violence, relationships, peer group pressure.
- Draw on gathered information to select a topic to focus on eg. 'hoon drivers', and formulate a specific main contention.
- Reading, researching, gathering and summarising additional relevant information to broaden knowledge base.
- Writing a letter to the editor presenting opinions on their specific subject (or complete a 'vox pop' survey).

Within the task, students will be required to:

- Produce an essay plan. Draft, edit and revise their work in order to present their findings in one fluent, logically organised, piece of work. (4.1, 4.4)
- Use persuasive language and present their opinion using formal essay writing conventions. (4.2)
- Support their opinion with at least three pieces of evidence and argue their point of view persuasively. (4.3, 4.5)
- Use punctuation, spelling and grammar with reasonable accuracy. (4.6)

Elements

All elements must be met in the one assessment task/activity:

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:

Assessment for this outcome is linked to outcomes 1 & 3.

Students will read selected texts/speeches from (or representing) 3 different generations to summarise, compare and evaluate.

Preparatory tasks will include:

- Developing a 'personal values list' (as per outcome 1).
- The completion of exercises and discussion on identifying tone, purpose, stakeholders and persuasive techniques in texts.
- Researching previous generations (Baby Boomers & Gen X – as per outcome 3).
- Reading several texts from (or representing) different generations.

Students will be required to:

- Identify the purpose and intended audience of the text. (5.1)
- Identify the keywords/themes and techniques used by the author to achieve their purpose. (5.2)
- Reflect on the event/occasion/issue/audience for which the text was written and discuss the style/tone/techniques used. (5.3)
- Comment on how each of these texts reflect the values/changing perspectives of each era. (5.4)
- Express an opinion on which text they think is the most effective and why. (5.5)

Elements

All elements must be met in the one assessment task/activity:

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:

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Elements

All elements must be met in the one assessment task/activity:

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, expository or informative text.

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

Assessment for this outcome is linked to outcomes 3, 4 & 8.

Students will read and view texts connected to the theme 'Youth Culture & Issues' to identify, summarise, compare and evaluate relevant information and opinions.

Preparatory tasks will include:

- The completion of exercises and discussion on identifying tone, purpose, stakeholders and persuasive techniques in texts (as per outcome 5).
- Reading/viewing several texts from different generations.

Students will be required to:

- Select three reports on a teen issue from different sources (or different eras). Identify text purpose and intended audience. (7.1)
- Sum up the main ideas and supporting facts/ideas and compare the way each deals with the topic. (7.2, 7.4)
- Discuss layout, writer's style and choice of words, and how they attempt to

influence the audience. (7.3).

- Comment on the effectiveness of each presentation (given knowledge of relevant generation) and express an opinion on which text is the most effective overall. (7.4)

Elements

All elements must be met in the one assessment task/activity:

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.

Learning outcome 8

Reading for public debate

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

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

Assessment for this outcome is linked to outcomes 3, 4 & 7.

Within the theme 'Youth Culture & Issues' students will select a specific topic to investigate and then evaluate and compare the viewpoints of three different stake holders.

Preparatory tasks will include:

- The completion of exercises and discussion on identifying tone, purpose, stakeholders and persuasive techniques in texts (as per outcome 5).
- Using newspapers & 'Spress' to read & discuss letters & articles in order to identify stakeholders' points of view.
- Using highlighters to summarise main points of articles/letters.

Students will be required to:

- Collect at least three different viewpoints on a chosen teen issue (e.g. Cyber bullying). (8.4)
- Identify stakeholders, viewpoints, purpose, audience and methods of persuasion. Brief written and/or oral summary. (8.1, 8.2, 8.3)
- Comment on which viewpoint they consider the most effective (given the chosen audience) and give three reasons for their choice. (8.4, 8.5)
- Students will produce a piece of writing expressing their own point of view (giving reasons) on the issue. (8.6)

Elements

All elements must be met in the one assessment task/activity:

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 the text.

8.6 Express own opinion on the subject and give supporting reasons.