

# Victorian Certificate of Applied Learning

**VCAL provider name:** ST. FRANCIS XAVIER COLLEGE

**VCAL unit name:** Literacy Skills Reading and Writing

**VCAL unit level:** Intermediate

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

VCAL URBAN CAMP – 10<sup>th</sup> & 11<sup>th</sup> April, 2006  
Integrates Literacy, Numeracy, WRS & PDS assessment tasks:

**AIM:**

St. Francis Xavier College is located over 50km from the City. As well, many students are bussed into the college from outer lying rural areas. Many students have a limited knowledge and experience of inner city Melbourne. The aim of this project is to provide students with the opportunity to experience the City of Melbourne, to provide challenges that require teams to navigate themselves around Melbourne using the public transport system, meet deadlines / time constraints, adhere to budgets, investigate landmarks and workplaces within the CBD, culminating in the preparation of a report on a selected workplace.

An additional aim is that the project provides an integrated approach to meeting the four VCAL strands.

**THEME FOR LITERACY SKILLS:**

In addition to the many practical tasks involved in the camp that meet Literacy outcomes, a theme was chosen for reading and writing activities, to link in with the notion of “City”. The theme is “Crime in the City”. Students will read short crime stories, read and analyse articles and editorials associated with crime in the City of Melbourne (eg, organized crime), analyse films on the theme of crime (eg “Two Hands”), write narrative / recount / argumentative pieces on the theme of “Crime in the City”.

***Student roles and responsibilities in relation to the task:***

Students define and plan their individual role within teams (eg, navigator, time monitor, budget monitor, etc) as well as contributing to the general team goals. Students identify both individual and team strengths and weaknesses and reflect on areas of improvement. Students need to demonstrate leadership, responsibility and communication skills to work effectively as a team, particularly during the unsupervised tasks on Day One of the camp.

***Level of teacher support:***

The VCAL teachers will have input into the composition of teams and will monitor individual roles and contributions. Teacher assistance will be given to help outline the team and individual tasks and in the use of tools used to help plan and organise the camp (eg, IT, telephone technique, using Melways, train timetables, etc). VCAL teachers will monitor journal reflections, camp logbooks and team progress. The VCAL Literacy teacher will give intensive support with regards to reading and writing skills.

***Evidence of successful completion of the assessment task to be collected for the student portfolio includes:***

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

# Victorian Certificate of Applied Learning

Student Evidence (refer to Portfolio of Evidence in section 1)	LO 1	LO2	LO 3	LO4	LO5	LO6	LO7	LO8
Read and answer comprehension questions on selected short stories from the text "Journey through Crime"				✓				✓
Write a "Crime" narrative	✓				✓			
Film analysis of the video "Two Hands"				✓	✓	✓		
Prepare an argumentative piece on a crime issue relating to the City of Melbourne				✓			✓	✓
Photo portfolio of team preparing, participating and completing camp tasks		✓	✓			✓	✓	✓
Prepare instructional piece giving steps and order of challenges on Day 1 of camp		✓				✓		
Completion of Workplace Investigative Report			✓				✓	
Produce a "VCAL Urban Camp OH&S" brochure for 2007 VCAL class		✓	✓				✓	
Brief Descriptive Report on the Urban Camp for School Newsletter / Website / Display			✓				✓	
Workbook showing camp journal, planning and research	✓	✓	✓	✓	✓	✓	✓	✓
Teacher observation, checklists, attendance, assessment records	✓	✓	✓	✓	✓	✓	✓	✓
Individual and team evaluation of camp	✓				✓			

**Comment:** Press **Ctrl /** to get a tick (or from the **Insert** menu select **Symbol** – choose **Wingdings**, 2<sup>nd</sup> bottom row in the middle is a tick)

**Comment:** Click in this cell and press tab when you want a new row.

**Teacher name:** Bruce Topham

9707 3111

btopham@sfx.sale.catholic.edu.au

**Date:** 29/03/06

# Victorian Certificate of Applied Learning

<b>Learning Outcome 1</b> <b>Writing for self-expression</b> Write a recount, narrative or expressive text.  <i>All assessment criteria must be met in the one assessment task/activity.</i>	
<b>Assessment Criteria</b>	<b>Relevant Activity</b>
<b>Writing process</b>  (a) use the processes of planning, drafting and editing to produce written texts.	<ul style="list-style-type: none"><li>• Students write a narrative piece on the theme of "Crime" (own "crime" story)</li><li>• Students produce a recount based on a real crime incident taken from a newspaper article</li></ul>
<b>Purpose</b>  (b) use language and tone appropriate to text purpose and audience.	(as per above tasks)
<b>Structure</b>  (c) sequence and structure information, ideas and events to suit purpose.	(as per above tasks)
<b>Length/complexity</b>  (d) link several separate pieces of information within a text rather than treating them as separate units.	(as per above tasks)
<b>Mechanics</b>  (e) spell, punctuate and use grammar with reasonable accuracy.	(as per above tasks)

# Victorian Certificate of Applied Learning

<b>Learning Outcome 2</b> <b>Writing for practical purposes</b> Write an instructional or transactional text.  <i>All assessment criteria must be met in the one assessment task/activity.</i>	
<b>Assessment Criteria</b>	<b>Relevant Activity</b>
<b>Writing process</b>  (a) use the processes of planning, drafting and editing to produce written texts.	<ul style="list-style-type: none"><li>• Students produce “Step by Step Instructions” for Day 1 of Camp</li><li>• Students design and produce a “VCAL Urban Camp OH&amp;S” brochure for 2007 VCAL class</li></ul>
<b>Purpose</b>  (b) use language and tone appropriate to text purpose and audience.	(as per above tasks)
<b>Structure</b>  (c) sequence and structure information and/or ideas logically to suit purpose.	(as per above tasks)
<b>Length/complexity</b>  (d) present several separate pieces of information within a text including detailed factual descriptions or data.	(as per above tasks)
<b>Mechanics</b>  (e) spell, punctuate and use grammar with reasonable accuracy.	(as per above tasks)

# Victorian Certificate of Applied Learning

<p><b>Learning Outcome 3</b>  <b>Writing for knowledge</b>          Write a report or explanatory text.</p> <p><i>All assessment criteria must be met in the one assessment task/activity.</i></p>	
Assessment Criteria	Relevant Activity
<p><b>Writing process</b></p> <p>(a) use the processes of planning, drafting and editing to produce written texts.</p>	<ul style="list-style-type: none"> <li>• Students prepare an Investigative Report on a Workplace visited during the camp (Vic market, HWT, Fosters, Port of Melb)</li> <li>• Students write a descriptive report of the Urban Camp experience for the school newsletter, website, bulletin etc</li> </ul>
<p><b>Purpose</b></p> <p>(b) use language and tone appropriate to text purpose and audience.</p>	(as per above tasks)
<p><b>Structure</b></p> <p>(c) sequence and structure information and ideas logically to suit purpose.</p>	(as per above tasks)
<p><b>Length/complexity</b></p> <p>(d) relate several separate pieces of factual information within a text rather than treating them as separate units and reach a conclusion.</p>	(as per above tasks)
<p><b>Mechanics</b></p> <p>(e) spell, punctuate and use grammar with reasonable accuracy.</p>	(as per above tasks)

# Victorian Certificate of Applied Learning

<p><b>Learning Outcome 4</b>  <b>Writing for public debate</b>          Write an argumentative or discursive text.</p> <p><i>All assessment criteria must be met in the one assessment task/activity.</i></p>	
Assessment Criteria	Relevant Activity
<p><b>Writing process</b></p> <p>(a) use the processes of planning, drafting and editing to produce written texts.</p>	<ul style="list-style-type: none"> <li>• Students write an argumentative piece based on a real crime issue concerning the City of Melbourne (eg, write a “Letter to the Editor”)</li> </ul>
<p><b>Purpose</b></p> <p>(b) use language and tone appropriate to text purpose and audience.</p>	(as per above tasks)
<p><b>Structure</b></p> <p>(c) sequence and structure ideas and arguments to suit purpose.</p>	(as per above tasks)
<p><b>Length/complexity</b></p> <p>(d) relate several ideas or pieces of information within a text rather than treating them as separate units.</p>	(as per above tasks)
<p>(e) provide evidence and argue persuasively for a point of view.</p>	(as per above tasks)
<p><b>Mechanics</b></p> <p>(f) spell, punctuate and use grammar with reasonable accuracy.</p>	(as per above tasks)

# Victorian Certificate of Applied Learning

<p><b>Learning Outcome 5</b>  <b>Reading for self-expression</b>          Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.</p> <p><i>All assessment criteria must be met in the one assessment task/activity.</i></p>	
Assessment Criteria	Relevant Activity
<p><b>Purpose</b></p> <p>(a) identify the purpose of the text including any inferred purpose.</p>	<ul style="list-style-type: none"> <li>• Students read selected short stories from the text "Journey Through Crime"</li> <li>• 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</li> </ul>
<p><b>Comprehension</b></p> <p>(b) identify main ideas and key words used to express them.</p>	(as per above tasks)
<p>(c) identify the means used by the author to achieve the purpose of the text.</p>	(as per above tasks)
<p><b>Application</b></p> <p>(d) compare or contrast with other texts.</p>	(as per above tasks)
<p><b>Critique</b></p> <p>(e) express an opinion on the effectiveness of text.</p>	(as per above tasks)

# Victorian Certificate of Applied Learning

<p><b>Learning Outcome 6</b>  <b>Reading for practical purposes</b>          Demonstrate that meaning has been gained from reading an instructional or transactional text.</p> <p><i>All assessment criteria must be met in the one assessment task/activity.</i></p>	
Assessment Criteria	Relevant Activity
<p><b>Purpose</b></p> <p>(a) identify the purpose of the text including any inferred purpose.</p>	<ul style="list-style-type: none"> <li>• Students will read the OH&amp;S policy and procedures for the selected Workplace Report (Vic market, HWT, Fosters, Port of Melb)</li> <li>• Students complete written activities to demonstrate meaning has been gained including: identifying the purpose, summarizing the main ideas, answering comprehension questions, comparing the OH&amp;S policy with others, giving an opinion on the effectiveness of the OH&amp;S policy</li> </ul>
<p><b>Comprehension</b></p> <p>(b) identify the main ideas and key procedures.</p>	(as per above tasks)
<p>(c) identify the means used by the author to achieve the purpose of the text.</p>	(as per above tasks)
<p><b>Application</b></p> <p>(d) compare or contrast with other texts.</p>	(as per above tasks)
<p><b>Critique</b></p> <p>(e) express an opinion on the effectiveness of the text.</p>	(as per above tasks)

# Victorian Certificate of Applied Learning

<p><b>Learning Outcome 7</b>  <b>Reading for knowledge</b>          Demonstrate that meaning has been gained from reading an explanatory or informative text.</p> <p><i>All assessment criteria must be met in the one assessment task/activity.</i></p>	
Assessment Criteria	Relevant Activity
<p><b>Purpose</b></p> <p>(a) identify the purpose of the text including any inferred purpose.</p>	<ul style="list-style-type: none"> <li>• Students will read and dissect information brochures from each of the 4 Workplace visits (Vic market, HWT, Fosters, Port of Melb)</li> <li>• Students complete written activities to demonstrate meaning has been gained including; identifying the purpose, summarizing the main ideas, answering comprehension questions, comparing the information brochures with others, giving an opinion on the effectiveness of one of the information brochures</li> </ul>
<p><b>Comprehension</b></p> <p>(b) identify the main ideas, supporting ideas and any examples.</p>	(as per above tasks)
<p>(c) identify the means used by the author to achieve the purpose of the text.</p>	(as per above tasks)
<p><b>Application</b></p> <p>(d) compare or contrast with other texts.</p>	(as per above tasks)
<p><b>Critique</b></p> <p>(e) express an opinion on the effectiveness of the text for its audience and purpose.</p>	(as per above tasks)

# Victorian Certificate of Applied Learning

<b>Learning Outcome 8</b> <b>Reading for public debate</b> Demonstrate that meaning has been gained from reading a persuasive or argumentative text.  <i>All assessment criteria must be met in the one assessment task/activity.</i>	
Assessment Criteria	Relevant Activity
<b>Purpose</b>  (a) identify the purpose of the text including any inferred purpose.	<ul style="list-style-type: none"> <li>• Students read a series of articles and editorials on real crime incidents in the City of Melbourne</li> <li>• Students complete written activities to demonstrate meaning has been gained including; identifying the purpose, summarizing the main ideas, answering comprehension questions, comparing the articles and editorials with others, giving an opinion on the effectiveness of one article and one editorial, producing a piece expressing their own view on the issue</li> </ul>
<b>Comprehension</b>  (b) identify the means used by the author to achieve the purpose of the text.	(as per above tasks)
(c) identify the main arguments, ideas or suggestions used in the text.	(as per above tasks)
<b>Application</b>  (d) compare or contrast with other texts.	(as per above tasks)
<b>Critique</b>  (e) express an opinion on the effectiveness of text for its audience and purpose.	(as per above tasks)
(f) express own view on the subject giving reasons.	(as per above tasks)

# Victorian Certificate of Applied Learning

VCAL provider name:

VCAL unit name: Literacy Oral Communication

VCAL unit level: Intermediate

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

*Student roles and responsibilities in relation to the task:*

*Level of teacher support:*

*Evidence of successful completion of the assessment task to be collected for the student portfolio includes:*

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

Student Evidence (refer to Portfolio of Evidence in section 1)	LO 1	LO2	LO 3	LO4	LO5	LO6	LO7	LO8

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Teacher name:

Date:

# Victorian Certificate of Applied Learning

## Learning Outcome 1

### Oracy for knowledge

Use and respond to spoken language in informative talks.

*Not all assessment criteria need to be met in the one assessment task or activity.*

Assessment Criteria	Relevant Activity
(a) give an oral presentation answering questions if appropriate.	
(b) identify key points and supporting information in an informative talk.	
(c) comment on the content and effectiveness of an informative talk.	
(d) make systematic notes from a spoken text in a chosen field of knowledge.	

## Learning Outcome 2

### Oracy for practical purposes

Use and respond to spoken language in instructions and transactions.

*Not all assessment criteria need to be met in the one assessment task or activity.*

Assessment Criteria	Relevant Activity
(a) give instructions in several steps.	
(b) identify the key points in an oral text that offer support, advice or service.	
(c) comment on the content and effectiveness of oral instructions and transactions.	

# Victorian Certificate of Applied Learning

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**Learning Outcome 3****Oracy for exploring issues and problem solving**

Use and respond to spoken language in discussions to explore issues or solve problems.

*Not all assessment criteria need to be met in the one assessment task or activity..*

<b>Assessment Criteria</b>	<b>Relevant Activity</b>
(a) participate in a group discussion on an issue, responding to and contributing alternative ideas.	
(b) use spoken language to identify and work towards solving problems with at least one other person.	
(c) comment on the range of ideas presented on an issue in a discussion.	