

**English/English as a  
Second Language**  
STUDY DESIGN

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English  
English as a Second Language  
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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1–4: 2000–2003

Accreditation period ends 31 December 2003

### **Other sources of information**

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

### **VCE providers**

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.

# Introduction

## RATIONALE

Effective participation in Australian society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes.

This study aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations, ranging from the personal and informal to more public occasions, and to develop a level of competence adequate for the demands of post-school employment, further education, and participation in a democratic society.

Students have different social and cultural backgrounds. This study is designed to recognise and value this diversity and to foster self-esteem in all students by enabling them to use the English language confidently.

To emphasise the importance of treating language development as an integrated process, the study promotes classroom activities which integrate the skills of reading, writing, speaking, listening and thinking. It supports a focus on learning situations in which students take increasing responsibility for their language development.

## AIMS

This study is designed to enable students to

- extend their competence in using standard Australian English in meeting the demands of further study, the workplace, and their own needs and interests;
- extend their language skills through thinking, reading, writing, speaking and listening;
- communicate ideas, feelings, observations and information effectively, both orally and in writing, to a range of audiences;
- present and justify their own points of view coherently and thoughtfully, both orally and in writing;
- evaluate critically points of view expressed by others;
- develop and reflect critically on their own texts;
- increase their knowledge of the influence of purpose, audience and context on structure, style and content across a wide range of forms of writing;
- extend their capacity to use writing as a tool for critical and creative thinking and for the development of increasingly complex ideas;
- apply this knowledge through effective use of a variety of written forms for different purposes and audiences;

**INTRODUCTION**

- use the conventions of written English appropriately and correctly;
- read, listen to and view with enjoyment, comprehension and discrimination a wide range of texts which challenge and extend their understanding of language, themselves and the world around them;
- read with an understanding that meaning arises from the interplay between text and context, involving attention to the author's apparent purpose, the formal features of the text, and the audience's perspective;
- read accurately to locate, understand, analyse and synthesise ideas and information;
- extend their proficiency in presenting and responding to ideas through the activities of speaking and listening in a variety of contexts;
- set goals for their own language development and thereby take increasing responsibility for their progress;
- participate confidently, through a more critical understanding of their own language use and the language use of others, in debate and discussion of issues of social importance as active, critically aware citizens.

**STRUCTURE**

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

**ENTRY**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. English as a Second Language students undertake the study as outlined in this study design. Schools should note where different requirements for ESL students are indicated. Details of eligibility for ESL status in Units 3 and 4 are contained in the *VCE Administrative Handbook* published annually by the Board of Studies.

**DURATION**

Each unit involves at least 50 hours of scheduled classroom instruction.

**CHANGES TO THE STUDY DESIGN**

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

**MONITORING FOR QUALITY**

The Board of Studies will, from time to time, undertake an audit of English and ESL to ensure the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

**SAFETY**

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

**USE OF INFORMATION TECHNOLOGY**

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

**COMMUNITY STANDARDS**

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

# Assessment and reporting

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## **AUTHENTICATION**

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures.

## **LEVELS OF ACHIEVEMENT**

### **Units 1 and 2**

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### **Units 3 and 4**

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In English and English as a Second Language the student's level of achievement will be determined by school-assessed coursework and examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

# Unit 1

The focus of this unit is the reading of a range of texts, with comprehension, enjoyment and discrimination, development of competence and confidence in writing, and the use of and response to oral language in different contexts.

## AREAS OF STUDY

### 1. Reading and the study of texts

This area of study encourages the development of responses to texts. The term ‘text’ encompasses print, visual and oral materials. The term ‘set text’ refers to texts chosen by the school for the achievement of Outcome 1 in Unit 1 and Unit 2.

The area of study will include:

- the reading of a range of texts for enjoyment, comprehension and the development of critical appreciation;
- the conventions of narrative texts, including non-print texts;
- the strategies through which readers make meaning;
- note-taking techniques for remembering and discussing texts;
- strategies for constructing and supporting a personal response to a text;
- techniques for critically discussing and evaluating issues and arguments presented in texts.

### 2. The craft of writing

This area of study focuses on writing for different purposes and audiences and in a variety of forms.

The area of study will include:

- the effects of context, audience and purpose on the writer’s choice of structure and language;
- the appropriateness of different structures and language for different purposes;
- a variety of different forms of writing;
- conventions of spelling, punctuation and syntax of standard Australian English;
- organisation for clarity and coherence;
- the process of planning, drafting, revising and editing written work.

### 3. Effective oral communication

This area of study focuses on enabling students to interact positively, critically and confidently in familiar settings, achieving a variety of purposes in oral presentation and interaction, and

developing an understanding of the power of oral communication. The term ‘oral communication’ encompasses formal and informal speech, discussion, interviewing and non-verbal forms of communication.

The area of study will include:

- the ways in which structure and purpose affect a discussion or presentation;
- conventions of small-group and whole-class discussion;
- means of responding to and building on the ideas of others in discussion;
- the use of evidence to support ideas and points of view presented in speech;
- means of developing constructive interaction in group settings.

### TEXT SELECTION

There are no prescribed texts for use in Unit 1. Schools should choose texts appropriate to the courses developed for their students. Students should read and respond to various kinds of texts. These should include both literary and non-literary texts, drawn from novels, collections of short stories, collections of poetry and song, autobiographies, biographies and other non-fiction texts, plays, film scripts, newspaper and magazine articles, advertisements, student writing, and oral and visual texts including films, radio and video programs, multimedia texts and dramatic performances. Independent additional reading outside the classroom should be encouraged.

Where Units 1 and 2 are taken as a sequence, students will read and study three set texts. Where Unit 1 is taken as a single unit, students will read and study two set texts. At least one of the set texts should be a novel or its equivalent in some other type of prose fiction (for example, a collection of short stories). At least one of the set texts must be by an Australian or about Australians.

### OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study for the unit.

#### Outcome 1

On completion of this unit the student should be able to identify and discuss ideas, themes and issues in set texts, and to construct a personal response.

#### *Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 1.

To achieve this outcome the student should demonstrate knowledge of

- the conventions of narrative texts, including non-print texts;
- the strategies through which readers make meaning;
- note-taking techniques for remembering and discussing texts;
- strategies for constructing and supporting a personal response to a text;
- techniques for critically discussing issues and arguments presented in texts.

**UNIT 1***Key skills*

To achieve this outcome the student should demonstrate the ability to

- identify themes and issues in texts;
- predict outcomes based on an understanding of narrative conventions;
- compare and contrast texts with similar themes and issues;
- support a personal response to themes and issues of a text using evidence from reading;
- take notes while reading for use in writing or discussion about texts.

**Outcome 2**

On completion of this unit the student should be able to communicate effectively in writing, taking into account context, purpose and audience.

*Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 2.

To achieve this outcome the student should demonstrate knowledge of

- the effects of context, audience and purpose on the writer's choice of structure and language;
- the appropriateness of different structures and language for different purposes, for example, personal and imaginative, informative, instrumental or instructional, argumentative or persuasive;
- a variety of different forms of writing, including stories, articles, letters, instructions, advertisements and workplace-related documents;
- conventions of spelling, punctuation and syntax of standard Australian English;
- organisation for clarity and coherence;
- the process of planning, drafting, revising and editing written work.

*Key skills*

To achieve this outcome the student should demonstrate the ability to

- use planning strategies to develop and structure ideas;
- select text type, subject matter and language to suit a specific audience and purpose;
- structure writing to emphasise and appropriately sequence main points and ideas;
- use conventions of introduction, paragraphing and conclusion to achieve clarity of communication;
- review writing for appropriateness of style and tone for the intended audience;
- develop written arguments, with supporting evidence, to express a point of view.

**Outcome 3**

On completion of this unit the student should be able to explore ideas and issues orally, giving considered reasons for a point of view and listening actively to the views of others.

*Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 3.

To achieve this outcome the student should demonstrate knowledge of

- the ways in which structure and purpose affect a discussion or presentation;
- conventions of small-group and whole-class discussion;

- means of responding to and building on the ideas of others in discussion;
- the use of evidence to support ideas and points of view presented in speech;
- means of developing constructive interaction in group settings.

#### *Key skills*

To achieve this outcome the student should demonstrate the ability to

- follow and contribute to a discussion in a familiar setting;
- present evidence orally in support of a personal point of view;
- recognise and respond to cues for turn-taking in a discussion;
- listen actively and respond to others' views during discussion;
- set own objectives for active participation in class discussion;
- record key points and questions raised during discussion.

### **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Demonstration of achievement of Outcome 1 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are completed in relation to set texts, and are of comparable scope and demand. Assessment tasks for this outcome may include:

- journal entries
- analytical responses to text in written, oral or diagrammatic form
- oral or written creative responses to text
- reviews.

Demonstration of achievement of Outcome 2 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand. Assessment tasks for this outcome may include:

- personal writing
- imaginative writing
- argumentative/persuasive writing
- informative writing
- instructional writing.

Demonstration of achievement of Outcome 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand. Assessment tasks for this outcome may include:

- participation in discussion groups
- leadership of discussion groups.

# Unit 2

The focus of this unit is on a variety of forms of response to texts, experimentation with different written forms, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

## AREAS OF STUDY

### 1. Reading and the study of texts

This area of study focuses on a variety of forms of response to texts: oral as well as written, creative as well as analytical. The term 'text' encompasses print, visual and spoken materials. The term 'set text' refers to texts chosen by the school for the achievement of Outcome 1 in Units 1 and 2.

The area of study will include:

- the conventions of a range of text types used for different audiences and purposes;
- the ways in which writers construct texts for different purposes and audiences;
- the development of a point of view based on the comparison of one text with another;
- the ways in which interpretation depends on a selective process of gathering evidence;
- strategies for developing different responses to a text;
- techniques for critical analysis and evaluation of ideas, issues and arguments presented in texts.

### 2. The craft of writing

This area of study focuses on the achievement of competence and confidence in writing for a range of purposes and audiences and in a variety of forms. Students are encouraged to examine the works of others and experiment with different written forms to increase precision, clarity, coherence and appropriateness.

The area of study will include:

- language conventions and usage in a range of text types, in particular argumentative or persuasive texts, and conventions appropriate to personal and imaginative writing;
- techniques for planning and revision of written work for more effective organisation, greater expressiveness, and precision of meaning;
- techniques for reviewing writing for effectiveness, taking into account the specified purpose and audience;
- conventions of spelling, punctuation, syntax of standard Australian English.

### 3. Effective oral communication

This area of study focuses on enabling students to interact positively, critically and confidently with audiences in formal and informal settings, achieve a variety of purposes in speech, and develop an understanding of the power of oral communication. The term ‘oral communication’ encompasses formal and informal speech, discussion, interviewing and non-verbal forms of communication.

The area of study will include:

- key elements of oral language conventions and usage in a range of non-print texts;
- cues such as emphasis and change of pace which increase the effectiveness of spoken texts for specific intended audiences;
- verbal and non-verbal techniques used by effective speakers to engage their audiences;
- techniques for noting key ideas while listening;
- techniques for effective speaking to familiar audiences in a classroom setting.

### TEXT SELECTION

There are no prescribed texts for use in Unit 2. Schools should choose texts appropriate to the courses developed for their students. Students should read and respond to various kinds of texts. These should include both literary and non-literary texts, drawn from novels, collections of short stories, collections of poetry and song, autobiographies, biographies and other non-fiction texts, plays, film scripts, newspaper and magazine articles, advertisements, student writing, and oral and visual texts including films, radio and video programs, multimedia texts and dramatic performances. Independent additional reading outside the classroom should be encouraged.

Where Units 1 and 2 are taken as a sequence, students will read and study three set texts. Where Unit 2 is taken as a single unit, students will read and study two set texts. At least one of the set texts should be a novel or its equivalent in some other type of prose fiction (for example, a collection of short stories). At least one of the set texts must be by an Australian or about Australians.

### OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study for the unit.

#### Outcome 1

On completion of this unit the student should be able to construct responses to set texts and Australian media texts.

#### *Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 1.

To achieve this outcome the student should demonstrate knowledge of

- the conventions of a range of text types used for different audiences and purposes;
- the ways in which writers construct texts for different purposes and audiences;
- the development of a point of view based on the comparison of one text with another;

- the ways in which interpretation depends on a selective process of gathering evidence;
- strategies for developing different responses to a text;
- techniques for critical analysis of ideas, issues and arguments presented in texts.

#### *Key skills*

To achieve this outcome the student should demonstrate the ability to

- gather evidence from a text to support a point of view;
- reflect on personal experience in the light of experiences presented in texts;
- reflect critically on the values and ideas discussed in a variety of texts;
- gather evidence from a text to support different interpretations of the same text;
- compare presentations of an issue in texts, including current Australian media texts;
- comment critically on the way ideas and issues are presented in texts.

### **Outcome 2**

On completion of this unit the student should be able to produce effective written texts for a range of purposes and audiences.

#### *Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 2.

To achieve this outcome the student should demonstrate knowledge of

- language conventions and usage in a range of text types, in particular, argumentative or persuasive texts, and conventions appropriate to personal and imaginative writing;
- techniques for planning and revision of written work for better organisation, greater expressiveness, and precision of meaning;
- techniques for reviewing writing for effectiveness, taking into account the specified purpose and audience;
- conventions of spelling, punctuation, syntax of standard Australian English.

#### *Key skills*

To achieve this outcome the student should demonstrate the ability to

- use planning strategies to ensure appropriateness for purpose and audience;
- vary selections of form, content and style for different purposes and audiences;
- apply the conventions of distinct short forms, for example, a letter to the editor, a memorandum or other workplace-based document, a short résumé;
- apply revision and editing techniques for greater clarity of ideas, improved structure and organisation, appropriate choices of tone and style.

### **Outcome 3**

On completion of this unit the student should be able to comment orally on the key ideas and information conveyed in non-print texts and identify and analyse verbal and non-verbal methods of presentation.

**UNIT 2***Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 3.

To achieve this outcome the student should demonstrate knowledge of

- key elements of oral language conventions and usage in a range of non-print texts;
- cues such as emphasis and change of pace which increase the effectiveness of spoken texts for specific intended audiences;
- verbal and non-verbal techniques used by effective speakers to engage their audiences;
- techniques for noting key ideas while listening;
- techniques for effective speaking to familiar audiences in a classroom setting.

*Key skills*

To achieve this outcome the student should demonstrate the ability to

- identify major ideas and themes in non-print texts;
- identify and discuss techniques of effective oral language use;
- analyse the language techniques used to persuade and influence others;
- listen actively and respond to the views of others when presented orally;
- present a point of view orally to a familiar audience in a classroom setting;
- sequence information for maximum usefulness.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Demonstration of achievement of Outcome 1 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand. In selecting tasks teachers must ensure that students respond to at least one set text and at least one media text. Assessment tasks for this outcome may include:

- journal entries
- analytical responses
- analysis of key passages
- creative responses
- reviews.

Demonstration of achievement of Outcome 2 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand. Assessment tasks for this outcome may include:

- writing that shows variation in form, content and style
- writing that shows variation for different audiences and purposes
- a presentation of a point of view
- personal/imaginative writing
- finished writing that shows evidence of planning and revision.

Demonstration of the achievement of Outcome 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand. Assessment tasks for this outcome may include:

- participation in discussion groups
- leadership of discussion groups
- oral presentations.

# Unit 3

The focus of this unit is the development of critical responses to both literary and non-literary texts, including media texts, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

## AREAS OF STUDY

### 1. Reading and the study of texts

This area of study focuses on reading a range of texts with comprehension, enjoyment and discrimination. It encourages the development of critical responses to both literary and non-literary texts, including media texts. The ability to comprehend, sift, question and evaluate various kinds of information encountered in everyday texts is essential. Equally important is the capacity to respond to such information thoughtfully, articulately and coherently. The ability to analyse the use of language for informative and persuasive purposes, along with the capacity to think critically, logically and creatively about a range of socially important issues, forms part of this area of study. The term 'text' encompasses print, visual and oral materials. The term 'selected text' refers to a text chosen from the text list or according to the Guidelines for Text Selection both published annually in the *VCE Bulletin*.

The area of study will include:

- key elements of language conventions and usage in a range of text types, including literary texts and current Australian media texts;
- techniques and appropriate technical vocabulary for analysing texts and their viewpoints;
- the social, political and historical contexts of selected texts;
- the formal and stylistic expectations of a range of text types, including non-print texts;
- common similarities and contrasts between different media in their presentation of factual information, reported stories and individual and collective perspectives on issues.

### 2. The craft of writing

This area of study focuses on the achievement of competence and confidence in writing for different purposes and audiences and in a variety of forms.

The area of study will include:

- the relationship between purpose, form and audience in a range of text types, with close attention to writers' choices of style, tone and register;

- the conventional features of texts for different purposes, for example, personal, imaginative, informative, argumentative, persuasive;
- features of texts intended to influence or persuade particular audiences;
- conventions of grammar, spelling and punctuation appropriate to mature persuasive writing for adult audiences;
- technical and general vocabulary appropriate to selected topics and contexts;
- the effective use of structural components of writing such as paragraphing, introductions and conclusions.

### 3. Effective oral communication

This area of study focuses on the use of, and response to, oral language in different contexts to enable students to interact positively, critically and confidently with audiences in formal and informal settings, achieve a variety of purposes in speech, and develop an understanding of the power of oral communication. The term 'oral communication' encompasses formal and informal speech, discussion, interviewing and non-verbal forms of communication.

The area of study will include:

- key elements of oral language conventions and usage in a range of text types;
- textual features that reveal the assumptions and values of a speaker;
- features of spoken texts which successfully engage audiences;
- techniques for planning and preparation for oral presentations;
- techniques for delivering information and ideas clearly and appropriately to a specified audience;
- techniques for managing feedback and leading discussion.

## TEXT SELECTION FOR UNITS 3 AND 4

### English students

Across the Units 3 and 4 sequence, English students must read and study four selected texts. For the achievement of Outcome 1 in Unit 3, English students must read and study at least two selected texts. At least three of the texts used for the achievement of Outcome 1 in each of Units 3 and 4 must be selected from a list to be published annually in the *VCE Bulletin*. The fourth text, if not selected from the published list, should be selected according to the Guidelines for Text Selection provided in the *VCE Bulletin*. At least three of the four texts should be selected from the following range of print texts: novels, collections of short stories, collections of poetry and song, film scripts, plays, biographies, autobiographies and other non-fiction texts.

### ESL students

Across the Units 3 and 4 sequence, ESL students must read and study three selected texts. For the achievement of Outcome 1 in Unit 3, ESL students must read and study at least one selected text. At least two of the texts used for the achievement of Outcome 1 in each of Units 3 and 4 must be selected from a list to be published annually in the *VCE Bulletin*. The third text, if not selected from the published list, should be selected according to the Guidelines for Text Selection provided in the *VCE Bulletin*. At least two of the three texts should be selected from the following range of print texts: novels, collections of short stories, collections of poetry and song, film scripts, plays, biographies, autobiographies and other non-fiction texts.

**All students**

For all students, no more than one non-print text without the accompaniment of a script may be studied as a selected text; non-print texts such as films, videos, audiotapes or live performances may be used to supplement studies of print texts. At least one of the selected texts should be by an Australian or about Australians. At least one of the selected texts should be a novel or its equivalent in some other form of prose fiction, for example, a collection of short stories. Independent additional reading outside the classroom should be encouraged.

**OUTCOMES**

For this unit all students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass all areas of study for the unit.

**Outcome 1**

On completion of this unit the student should be able to discuss in detail the ideas, experiences and issues dealt with in a selected text and in current Australian media texts.

*Key knowledge*

In achieving this outcome the student will draw on knowledge described in areas of study 1 and 2.

To achieve this outcome the student should demonstrate knowledge of

- key elements of language conventions and usage in a range of text types, including literary texts and current Australian media texts;
- techniques and appropriate technical vocabulary for analysing texts and their viewpoints;
- the social, political and historical contexts of selected texts;
- the formal and stylistic expectations of a range of text types, including non-print texts;
- common similarities and contrasts between different media in their presentation of factual information, reported stories and individual and collective perspectives on issues;
- conventions of grammar, spelling and punctuation appropriate to mature persuasive writing for adult audiences;
- the effective use of structural components of writing such as paragraphing, introductions and conclusions.

*Key skills*

To achieve this outcome the student should demonstrate the ability to

- read a range of texts;
- use interpretive strategies to deal with texts;
- discuss and compare possible interpretations of texts using evidence;
- present responses that comment on how selected texts create meanings;
- gather and organise information relevant to a social issue;
- identify and discuss the language techniques used to support a particular viewpoint;
- present a coherent and persuasive point of view on an issue;
- apply the conventions of grammar, spelling and punctuation accurately and precisely to support the meaning, purpose and tone of their writing;

- use the appropriate structural features to convey meaning expressively and precisely;
- apply appropriate revision techniques, such as proofreading, style corrections, vocabulary improvements, structural adjustments for clarity, precision and tonal accuracy;
- acknowledge sources accurately and appropriately.

### **Outcome 2**

On completion of this unit the student should be able to present complex ideas and information to an audience through prepared oral presentation.

#### *Key knowledge*

In achieving this outcome the student will draw on knowledge described in areas of study 1 and 3.

To achieve this outcome the student should demonstrate knowledge of

- key elements of oral language conventions and usage in a range of text types;
- textual features that reveal the assumptions and values of a speaker;
- features of spoken texts which successfully engage audiences;
- techniques for planning and preparation for oral presentations;
- techniques for delivering information and ideas clearly and appropriately to a specified audience;
- techniques for managing feedback and leading discussion.

#### *Key skills*

To achieve this outcome the student should demonstrate the ability to

- introduce, present and conclude the subject matter;
- engage an audience through interesting and varied language use;
- enhance the effect of the spoken text by the use of non-verbal language;
- use appropriate aids to clarify meaning and to sustain audience attention, for example visual aids, handouts;
- respond to audience interest and engagement;
- acknowledge sources accurately and appropriately.

### **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

*Contributions to final assessment*

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the final assessment.

***School-assessed coursework***

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of the performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where optional assessment tasks are listed teachers must ensure that the tasks they select are comparable in scope and demand.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Discuss in detail the ideas, experiences and issues dealt with in a selected text and in current Australian media texts.	Depending on English/ESL status: <ul style="list-style-type: none"> <li>a written analysis of the use of language in the presentation of an issue in three or more texts drawn from print and/or non-print Australian media sources, and a point of view on the issue (English students only)</li> </ul> or <ul style="list-style-type: none"> <li>a written presentation of the student's point of view on an issue drawn from print and/or non-print Australian media sources (ESL students only)</li> </ul>	English students 40  ESL students 35
	and (all students): <ul style="list-style-type: none"> <li>an extended written interpretation of one selected text in analytic/expository mode</li> </ul> or <ul style="list-style-type: none"> <li>a written response to one or more selected texts, in a creative mode</li> </ul> or <ul style="list-style-type: none"> <li>a written comparison of the way in which an issue is dealt with in two or more selected texts</li> </ul>	English students 30  ESL students 35
<b>Outcome 2</b> Present complex ideas and information to an audience through prepared oral presentation.	<ul style="list-style-type: none"> <li>a presentation of a point of view on a current issue</li> </ul> or <ul style="list-style-type: none"> <li>a commentary on the methods of presentation of an issue in the media</li> </ul> or <ul style="list-style-type: none"> <li>a dramatic performance based on an interpretation of one or more texts</li> </ul> or <ul style="list-style-type: none"> <li>presentation of complex information related to the context of a specific industry or workplace</li> </ul> or <ul style="list-style-type: none"> <li>presentation of complex instructional material; dealing with feedback and questions</li> </ul> or <ul style="list-style-type: none"> <li>modelling or demonstration of complex tasks or procedures; dealing with feedback and questions.</li> </ul>	All students 30
<b>Total marks</b>		<b>100</b>

\*School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

# Unit 4

The focus of this unit is the development of critical responses to both literary and non-literary texts, and the achievement of competence and confidence in writing for different purposes and audiences, in a variety of forms. Although this unit does not include oral communication as a separate area of study, oral work will continue to be an important element of classroom practice for this unit.

## AREAS OF STUDY

### 1. Reading and the study of texts

This area of study focuses on reading a range of texts with comprehension, enjoyment and discrimination. It encourages the development of critical responses to both literary and non-literary texts. The term 'text' encompasses print, visual and oral materials. The term 'selected text' refers to a text chosen from the text list or according to the Guidelines for Text Selection both published annually in the *VCE Bulletin*.

The area of study will include:

- appropriate technical and general vocabulary to support analytic techniques for dealing with selected texts;
- methods of analysing complex texts, including texts with subtle treatment of some abstract subject matter, requiring reflection and inferential thinking;
- methods of analysing underlying social or cultural values embodied in texts, as well as overt purposes;
- techniques for creating specific effects in print and non-print texts;
- features of texts that affect interpretation, for example, tone, style, structure.

### 2. The craft of writing

This area of study focuses on the achievement of competence and confidence in writing for different purposes and audiences and in a variety of forms.

The area of study will include:

- the likely expectations of particular audiences;
- features of texts intended to influence or persuade specific intended audiences;
- effective techniques for engaging readers and maximising the effect of selected information;
- characteristics of sound argument, logical sequencing of information, and appropriate ways of presenting supporting evidence;
- features of mature writing, such as the use of symbolism and extended metaphors;

- the tools of punctuation, syntactic structures, spelling, word choice and paragraphing and other organising structures to meet the demands of complex and abstract subject matter;
- technical and general vocabulary appropriate to selected information and contexts;
- techniques of editing and revision to establish and strengthen a personal voice.

## OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes. These outcomes encompass both areas of study for the unit.

### Outcome 1

On completion of this unit the student should be able to develop and justify a detailed interpretation of selected texts.

#### *Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 1.

To achieve this outcome the student should demonstrate knowledge of:

- appropriate technical and general vocabulary to support analytic techniques for dealing with selected texts;
- methods of analysing complex texts, including texts with subtle treatment of some abstract subject matter, requiring reflection and inferential thinking;
- methods of analysing underlying social or cultural values embodied in texts, as well as overt purposes;
- techniques for creating specific effects in print and non-print texts;
- features of texts that affect interpretation, for example, tone, style, structure.

#### *Key skills*

To achieve this outcome the student should demonstrate the ability to

- read with confidence substantial texts intended for adult audiences;
- read with confidence texts with sophisticated meanings or meaning developed through tonal sophistication;
- discuss patterns and expectations of different text types;
- discuss the values, social perspectives and unstated views selected texts may embody, through their representation of people, events, issues and ideas;
- develop sustained interpretive points of view about texts, supported by detailed analysis and reference to the texts;
- acknowledge sources accurately and appropriately.

### Outcome 2

On completion of this unit students should be able to communicate complex ideas and information effectively through finished writing for different purposes and audiences.

*Key knowledge*

In achieving this outcome the student will draw on knowledge described in areas of study 1 and 2.

To achieve this outcome the student should demonstrate knowledge of

- the likely expectations of particular audiences;
- features of texts intended to influence or persuade specific intended audiences;
- effective techniques for engaging readers and maximising the effect of selected information;
- characteristics of sound argument, logical sequencing of information, and appropriate ways of presenting supporting evidence;
- features of mature writing, such as the use of symbolism and extended metaphors;
- the tools of punctuation, syntactic structures, spelling, word choice and paragraphing and other organising structures to meet the demands of complex and abstract subject matter;
- technical and general vocabulary appropriate to selected information and contexts;
- techniques of editing and revision to establish and strengthen a personal voice.

*Key skills*

To achieve this outcome the student should demonstrate the ability to

- apply processes of planning, drafting, revision and polishing of pieces of writing for different purposes and audiences;
- analyse the likely needs and expectations of intended audiences and vary features such as style, tone, form, structure and register for maximum effect;
- use linguistic conventions to meet the demands of complex subject matter and the expectations of adult audiences;
- write convincingly in significantly different specialised text types, for example, reportage, workplace-specific documents, imaginative fiction;
- substantiate a written point of view by reference to evidence and information gathered;
- acknowledge sources accurately and appropriately.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

*Contributions to final assessment*

School-assessed coursework for Unit 4 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the final assessment.

**School-assessed coursework**

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of the performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where optional assessment tasks are listed teachers must ensure that the tasks they select are comparable in scope and demand.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Develop and justify a detailed interpretation of selected texts.	<ul style="list-style-type: none"> <li>• an extended written interpretation of one selected text, in analytic/expository mode</li> <li>or</li> <li>• a written response to one or more selected texts in a creative mode</li> <li>or</li> <li>• an extended written response dealing with contrasts or connections between two or more selected texts</li> </ul>	All students 30
<b>Outcome 2</b> Communicate complex ideas and information effectively through finished writing for different purposes and audiences.	Two of the following, written for different specified purposes and audiences: <ul style="list-style-type: none"> <li>• a collection of two or more documents suited to a specific workplace context, purpose and audience, in forms such as a short report, memorandum, letter, email message</li> <li>• a fictional narrative or other extended personal or imaginative piece</li> <li>• a non-fictional piece intended to convey complex or technical information</li> <li>• a report of an investigation, presented in journalistic style</li> <li>• a biographical or autobiographical account</li> <li>• one or more poems or other short fictional pieces</li> <li>• a reflection on an issue dealt with in one or more selected texts</li> <li>• a piece intended to present a point of view persuasively.</li> </ul>	All students 35 and 35
<b>Total marks</b>		<b>100</b>

\*School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

***End-of-year examination***

The examination assesses levels of performance on outcomes from both Units 3 and 4.

**Description of task**

English students will complete two pieces of writing on two different texts from the text list published in the *VCE Bulletin* and a writing task in relation to unseen texts.

ESL students will complete one piece of writing on one text from the text list published in the *VCE Bulletin* and a set of tasks in relation to unseen texts. ESL students will be provided with a modified set of questions on the texts, modified unseen material and modified tasks on the unseen material.

The tasks will be set by examination panels using the criteria published annually by the Board of Studies.

**Conditions**

The examinations will be completed under the following conditions:

- Duration: 3 hours.
- Date of task: end of year, on a date to be notified in the *VCE Bulletin*.
- Board of Studies examination rules will apply. Details of these rules are published annually in the *VCE Administrative Handbook*.
- The examinations will be marked by panels appointed by the Board of Studies.

**Contribution to score**

The examination will contribute 50 per cent to the final assessment.

# Advice for Teachers

## DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study describe the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit.

For Units 1 and 2, teachers must select assessment tasks from the list provided for each unit. Tasks should provide variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

The following table provides an overview of the outcomes for Units 1–4, which indicates the progress expected of students as they complete each unit in the sequence.

Area of study	Unit 1	Unit 2	Unit 3	Unit 4
<b>Reading and the study of texts</b>	Outcome 1 Identify and discuss ideas, themes and issues in set texts, and construct a personal response.	Outcome 1 Construct responses to set texts and Australian media texts.	Outcome 1 Discuss in detail the ideas, experiences and issues dealt with in a selected text and in current Australian media texts.	Outcome 1 Develop and justify a detailed interpretation of selected texts.
<b>The craft of writing</b>	Outcome 2 Communicate effectively in writing, taking into account context, purpose and audience.	Outcome 2 Produce effective written texts for a range of purposes and audiences.		Outcome 2 Communicate complex ideas and information effectively through finished writing for different purposes and audiences.
<b>Effective oral communication</b>	Outcome 3 Explore ideas and issues orally, giving considered reasons for a point of view and listening actively to the views of others.	Outcome 3 Comment orally on the key ideas and information conveyed in non-print texts and identify and analyse verbal and non-verbal methods of presentation.	Outcome 2 Present complex ideas and information to an audience through prepared oral presentation.	

### **Flexibility in course development**

The study design is intended to provide considerable flexibility in developing courses. A range of choices is available in the following areas:

- Learning activities. Teachers will choose a wide variety of learning activities to provide opportunities for students to learn the skills and knowledge they need for the achievement of each outcome.
- Sequencing and linking. There is no need to provide work for the achievement of outcomes in any set order. Teachers will develop individual approaches to the sequencing of learning activities and assessment tasks. There are many possibilities for linking work for different outcomes in a coherent program. For example, the study of a selected text, through which a student demonstrates a reading outcome, may be linked to an extended presentation of a point of view on an issue discussed in that text, through which the student demonstrates a writing outcome.
- Time allocation. All outcomes are equally important, but teachers will make choices about the time devoted to work related to different outcomes, and the best way of achieving all outcomes within the unit timeframe.
- Resources and texts. Teachers will differ in the texts selected for study, the time allocated to the study of selected texts and media texts, and the choice of other materials.
- Assessment tasks. A range of assessment tasks is provided for Units 1 and 2. Teachers will vary in the selection they make from these lists. Although teachers will need to select tasks that are comparable in size, scope and challenge, there is no need for all students to complete exactly the same tasks or the same number of tasks, or for the task details to be specified in exactly the same way for all students. For Units 3 and 4 some choice of assessment tasks is also provided.
- Student and teacher workload. Teachers will vary in their choices of number, range and types of tasks set for learning and assessment purposes. It is expected that all teachers will set practical limits on the size and scope of learning activities and assessment tasks, in order to avoid unnecessarily high workloads for themselves and for their students.

### **Analysis of language use**

Underpinning the achievement of a number of outcomes in all units is the development of skills in analysis of language use in the presentation of issues, ideas and information. Students will benefit from explicit teaching related to these skills, which are relevant to the ability to read sensitively and critically, to make language choices for maximum audience effect when writing, to listen with discrimination and detachment, and to present ideas and information effectively when speaking to an audience.

Analysis of language use should take into consideration:

- the origins of the text
- the audience for whom material was intended
- the verbal, written, non-verbal and visual techniques used to communicate with an audience
- key features of the language used, for example tone, word choice, structure and sequence.

### **Integration of language modes**

Although the outcomes framework and areas of study encourage particular and distinct focus on each of the language modes and the text types associated with them, they do not need to be studied and practised separately and there will be a range of ways of integrating work on them, including building listening and speaking, reading and writing activities around sequenced topics, issues or texts. Teachers may need to adapt their planning of a sequence of learning activities to accommodate the best means of integration for particular needs. The detailed examples that follow show how learning activities focusing on the skills and knowledge of one outcome may also assist in the achievement of another outcome. A sequence of learning activities for the study of a text (Outcome 1, Unit 1), for example, may include an oral presentation which could allow a student to demonstrate Outcome 3.

### **Reading outcomes**

In each unit the student is required to demonstrate an outcome related to reading, and to deal with texts through discussion, the construction of personal and interpretive responses, and justification of responses. The texts are specified as set or selected texts and, for Units 2 and 3, Australian media texts.

Reading is important for two principal reasons: it is both a source of recreation and personal enjoyment and an important element of effective functioning in an information-based society. The study of a wide variety of printed, visual and oral texts will assist students to develop a critical comprehension and appreciation of their own culture, as well as the cultures of others, past and present. It also provides a context for reflecting on personal experience and for clarifying ideas and values.

The study of media texts assists in developing students' abilities to think critically, logically and creatively about a wide variety of issues and to present personal points of view in an effective manner. It helps to focus on the uses of written and oral language in the presentation of current events as well as broader issues such as justice, social class, relationships, gender roles, race and power.

### **Kinds of texts**

Across the four units, students should read and respond to various kinds of texts, including both literary and non-literary texts in a variety of forms, drawn from novels, collections of stories, collections of poetry and song, biography and other non-fiction texts, plays, film scripts, newspapers and magazine articles, advertisements, films, radio and video programs, dramatic performances, multimedia texts and hypertext documents accessed through the Internet.

Texts from the Australian media should be drawn from national, state and local radio and television programs, newspapers in print and electronic form, and magazines. Internet materials are appropriate provided that the material has a function comparable to other media. Where materials are chosen from the Internet teachers should ensure that these texts provide opportunities to analyse critically the use of language in the presentation of issues in the Australian media. For authentication purposes teachers should ensure that where students use media material for the completion of written assessment tasks, the material is current, having been published since 1 September of the year previous to the year in which the unit is undertaken.

Issues studied in media texts should be ones:

- for which a range of views, positions, emphases or perspectives is readily available;
- which are capable of discussion in terms of broad social importance;
- for which a range of material is readily available, including, where appropriate, relevant material other than media texts.

Some of the most powerful language development occurs when students speak, read and write about matters of interest and concern to them. This should influence the choice of topics and texts, balanced by the need to introduce new and challenging ideas, texts, issues and uses of language.

### **Responding to texts**

Students should engage frequently in discussion and debate in order to shape their ideas into coherent and precise responses. Developing responses involves:

- reading texts of varying kinds and complexity;
- making detailed notes;
- questioning and analysing ideas and information;
- predicting the outcomes of incomplete texts;
- drawing inferences;
- interpreting figurative and symbolic textual elements;
- using textual evidence to support ideas;
- reflecting critically on texts as whole works;
- comparing and contrasting viewpoints presented in texts;
- examining closely the use of language;
- exploring the role of texts in reflecting and commenting on social issues.

Responses may be developed in a variety of forms, for example:

- a dramatisation of an aspect of a text;
- a diagram, to help explain links between various aspects of a text, with commentary;
- a map of the significant events in a text;
- creation of a text in a manner consistent with the stylistic features of the original;
- formulating a set of questions to explore in relation to a text;
- debate on an issue in a class forum or other setting;
- a personal point of view;
- synthesis of materials or ideas from a number of texts;
- analysis of key passages or sequences in a text;
- formal critical review;
- imaginary dialogues between characters or authors, or other creative re-creation of texts.

### **Writing outcomes**

In each unit the student is required to demonstrate an outcome related to writing. Students are expected to communicate increasingly complex information and ideas in writing, for a widening range of purposes and audiences. Writing as a craft is emphasised; students need frequent opportunities to develop skills in planning and drafting, revision, editing and polishing.

People who write well for a range of different purposes have enhanced opportunities for participating effectively in society. The craft of writing involves exploring the relationship between purpose, audience and form, developing an awareness of what writing can achieve by studying the writing of others and experimenting with different forms. The skills of drafting and editing involve close attention to the way meanings are conveyed, the organisation of ideas and language structures, the precise use of words, stylistic effectiveness, and the accurate and appropriate use of grammatical structures. Students will need to practise writing for different audiences, including familiar audiences such as a teacher or peer group, and wider, unfamiliar audiences such as people in a particular workplace or community setting.

Students will experiment with various forms of:

- Personal and imaginative writing, in which the writer is concerned with reflecting on, creating and re-creating experience.
- Informative writing, in which the writer assumes a reporting role, and in which there may well be an evaluative as well as an informative function. Such writing draws on a range of skills, including data gathering, note taking, processing and analysis of information, summary and synthesis.
- Instrumental or instructional writing, in which the writer is concerned with specific practical purposes, including requests for information, social transactions, technical instructions about a process or task. Such writing demands precise attention to detail and careful organisation of material to maximise clarity.
- Argumentative or persuasive writing, in which the writer is concerned with presenting and justifying a point of view. Such writing calls for close attention to the sequencing of ideas, the coherence of the links between them, and the compelling presentation of supporting evidence.

Students should be encouraged to use a range of forms, including some of the following:

- short stories
- journal entries
- poetry
- scripts
- feature articles
- personal letters
- business letters
- letters of application
- letters to the editor
- submissions
- essays
- instructions
- memorandums
- short reports
- advertisements
- résumés
- overhead or datashow presentations
- websites and hypertext documents.

### **Oral communication outcomes**

For Units 1, 2 and 3, the student is required to demonstrate outcomes related to oral communication. This reflects the importance of listening and speaking in a society in which non-print forms of communication are increasingly used in the workplace, in learning and in recreation, as well as the continuing importance of interpersonal communication in work, family and study contexts. A range of oral text types may be studied, and students are expected to develop skills in analysis of effective oral communication, as well as undertake activities to develop greater effectiveness as listeners and speakers. Outcomes range from exploring ideas orally and expressing a point of view to the presentation of complex ideas and information to an audience.

Oral communication assists students to:

- interact responsively, critically and confidently with familiar and unfamiliar audiences, in formal and informal settings;
- present specialised ideas and information;
- consistently achieve a variety of purposes in speech;
- develop an understanding of the power of spoken language and the value of active listening;
- develop listening strategies to enhance critical thinking and assist in processing complex information;
- gain greater understanding of how language features affect interpretations of spoken texts, especially with regard to tone, style and non-verbal features.

Students should be offered opportunities to practise effective listening and speaking in non-threatening structured situations which allow for explicit attention to these skills. Such opportunities could include exercises in:

- structured group discussion with opportunities for leadership;
- informal speaking opportunities;
- receiving information, note taking and discussion;
- presentation supported by datashow or slides;
- instruction and demonstration of processes or tasks.

In the presentation of points of view students will need to focus on:


- developing a clear idea of what they want to say;
- the information and interpretation needs of the audience;
- the choice of appropriate forms of language and presentation;
- selection of the most effective supporting information;
- an effective opening and compelling conclusion;
- a logical and coherent sequence of information and ideas;
- flexible responses to questions of clarification and discussion.

### **USE OF INFORMATION TECHNOLOGY**

In designing courses and developing learning activities for English/ESL, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

In English/ESL the primary applications of information technology are in the use of word processing, desktop publishing and presentation software, programs which have become powerful tools of composition, revision, editing and presentation, and which provide the opportunity to examine and practise many aspects and conventions of language use. Experimentation with authoring software and the new modes of creating and interacting with text made possible by hypertext documents also provide rich learning opportunities for students.

### LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information technology are identified by this icon .

#### ESL students

Learning activities recommended as particularly appropriate for ESL students are identified by an asterisk (\*). Resources for teachers seeking to understand the specific learning needs of ESL students are indicated in the same way in the list of suitable resources.

ESL students have as much variety in learning styles as mainstream students do. It is recommended that ESL students be encouraged to value and share their first language and culture as a resource in learning English. Building a vocabulary in English is a challenge, so teachers need to include a focus on common prefixes and suffixes to assist in developing word recognition.

Most topics and themes can be used to practise a range of English language skills and appropriate language functions. Texts for ESL students need to be cognitively demanding and culturally and linguistically appropriate.

Speaking and interaction in class need to be taught. It cannot be assumed that ESL students will contribute to discussion if they are not taught these skills, including what is appropriate in body language, eye contact and other forms of non-verbal communication. Excessive attention to finer points of pronunciation may be counter-productive.

## Unit 1

Area of study 1: **Reading and the study of texts**

Area of study 2: **The craft of writing**

Area of study 3: **Effective oral communication**

\*Learning activities appropriate for ESL students


### Outcome 1

Identify and discuss ideas, themes and issues in set texts, and construct a personal response.


### Examples of learning activities


keep a journal, while reading, to record brief responses to a narrative text. Reflect on early and later responses to the text\*

divide into groups according to who sympathises and who does not sympathise with a particular character then construct reasons for your views and then try to persuade others to join your group\*

 create a graphic illustration of the falling and rising fortunes of a character\*

create timelines for a linear and a non-linear narrative\*

 use the Internet to find an article in a current Australian newspaper dealing with a current issue under discussion. Identify whether it presents a similar or contrasting point of view\*

 establish and maintain an ongoing media file either in hard copy or electronically, with brief notes attached as commentary and/or a personal response to each article or story


complete vocabulary-building exercises, to establish the key terms used in discussing an issue\*


read a text, complete structured discussions, then prepare a showbag of key items that represent the main focus of the text; present the showbag to the class


study a range of headlines; predict the content and approach of the articles from the headlines and class discussion\*


identify the linguistic structures and features of different text types and ways of presenting issues in texts\*

complete cloze exercises, supplying appropriate words and phrases that describe actions, characters or events depicted in set texts\*

 look up comments on a set text in a list server discussion group to see how individuals construct interpretations of texts

 research the author of a set text using author sites in order to present to a class some of the ideas that are important to that author

 use word-processing software to make ordered notes about the texts read and studied

 create a home page for a set text

view any film adaptation of a set text, analysing the ways in which ideas are presented and dealt with, and to what extent this accords with your reading of the text

**Detailed example****A TEXT SHOWBAG**

This activity could follow the reading of a story, a section of a set text, or a whole text.






1. In pairs, discuss the text and take notes under the following headings:
  - What happens? Draw a flowchart of events and settings
  - Characters: Jot a few notes about the characters and find quotes to support your main ideas about them
  - Significant moments or images: Identify those images or moments that stood out while you were reading the text; find appropriate references
  - Significant symbols: Identify any aspects that may be symbolic or may help to establish meanings in a symbolic way
  - Issues and themes: Identify ways in which this text is commenting on broader issues or ideas within a particular context
  - Questions and puzzles: Work out which aspects of the text are not clear, or confuse you
  - What does it mean? Discuss an interpretation of the text, saying what it means for you
2. Now join another pair and compare your notes. Try to respond to each other's comments, ideas and questions.
3. In your group of four, draw your ideas about the text together and present them as a showbag to the class, decorated if you wish, and reflecting the mood of the text. In the bag include four items that represent the

## Unit 1

### Outcome 2

Communicate effectively in writing, taking into account context, purpose and audience.


#### Examples of learning activities

-  design an advertisement for a film using text, graphics and downloaded images, then present it to the class and identify the market you have aimed for\*
-  design a web page to provide information about the VET in Schools program and include links to describe students' experience of different workplaces
- participate in writing workshops for the exchange of ideas on editing and revising written work\*
- experiment with changing the features of a narrative text, e.g. change the chronological sequence, change the point of view
- re-write a text for a specific audience\*
- workshop the language structures that need particular attention in a text\*
-  use authoring tools, such as *Publisher* or *Storyspace* to construct a hypertext presentation
-  use the templates in a word-processing program to show how different kinds of letters have to take into consideration context, purpose and audience
-  research and compare different uses of language in different kinds of websites
- continue a partially written narrative in a similar style

### Outcome 3

Explore ideas and issues orally, giving considered reasons for a point of view and listening actively to the views of others.

#### Examples of learning activities

- participate in workshop activities on active listening, e.g. triads with speaker, listener and an observer to evaluate listener's skills; drawing a picture based on solely spoken instructions\*
- create a set of agreed class rules for discussion and interaction\*
- speak impromptu, based on familiar topics drawn at random, to a small group or whole class\*
-  create a mind map of an issue as a PowerPoint slide or overhead and then explain it to the group\*
- in pairs, teach each other a skill and then report on the effectiveness of the communication process\*
- role-play an interview with a character from a novel or film, play or short story\*
- conduct a structured small-group discussion on a topic with an observer appointed to give feedback on turn-taking, listening skills, and roles in the group
- individually, complete a three level guide to a media text—comprehension, interpretation and analysis, then participate in small-group, then whole-class discussion, on differing interpretations of the text and responses to the issues that it raises

observe a role-play in which the teacher plays a major part, asking impromptu questions of the teacher in character\*



use email and discussion groups (e.g. ICQ) to facilitate the development of confidence in small-group discussion

practise classroom use of an active listening checklist

## Unit 2

Area of study 1: **Reading and the study of texts**

Area of study 2: **The craft of writing**

Area of study 3: **Effective oral communication**

### Outcome 1

#### Examples of learning activities

Construct responses to set texts and Australian media texts.



a small group takes a short passage from a text then each member inserts a comment and sends the text and comments round the group for online discussion

compare versions of the 'same' text in different forms, e.g. script, performance, novel, film, television series



select a letter to the editor on a current issue and using different highlighters or text boxes, identify different features of the language used to persuade the audience\*



start up a chat group face to face, net-based or directly with another school about a text or a current issue

construct a grid that illustrates the different points of view of characters on the same issue or theme\*

select and organise information to construct an emotional and intellectually logical response to the same issue; show how the structure and language features vary\*

sequence jumbled paragraphs to focus on the logical development of an argument\*

creatively adjust or add to the ending of a set text in keeping with the original

develop and present an oral tutorial to the class, or to a small group, focusing on a particular aspect or section of a set text

re-write part of a set text in a different time or cultural context

## Unit 2

### Outcome 2


Produce effective written texts for a range of purposes and audiences.

#### Examples of learning activities

in groups, analyse short written texts of different types of writing, e.g. imaginative, instructional, argumentative, then present to other groups the features of the type of writing you have considered and a short passage in that type\*

develop a file of correspondence written for real and specific purposes, e.g. a letter to a friend or an older relative, a job application, a formal confirmation of an arrangement, a workplace memo, a letter to the editor, an item of email correspondence\*

write a 'How to' list of instructions about an area of competence, then trial it with someone who does not know how to complete the task\*


 create two advertisements for the same product: one for adolescents and one for a market of older people, choosing and incorporating elements such as graphic images, typestyle and size and layout as appropriate\*

participate in a poetry workshop experimenting with different poetic forms, e.g. rhyme, different metres, free verse, concrete poetry

develop an agreed and common revision and correction scheme, and use it to evaluate your own writing and that of others in the class\*

take a set of jumbled paragraphs and sequence them for the best communicative effect\*

 use Internet resources to build informative presentations on issues or topics

 use authoring tools such as Publisher, and presentation software, such as PowerPoint, to construct different versions of the same advertisement for different venues and audiences

produce a series of short newspaper texts (of about 100–200 words), representing different views on a current media issue

develop two feature articles representing opposing views of a current social issue

### Outcome 3

Comment orally on the key ideas and information conveyed in non-print texts and identify and analyse verbal and non-verbal methods of presentation.

#### Examples of learning activities

devise the questions for an interview with a well-known speaker or writer about a particular issue, for example a local issue concerning development\*

role-play a panel discussion between representatives of organisations with differing views about an issue\*

listen to a formal presentation, e.g. a radio lecture, a broadcast speech, and then present the same information informally to a group of peers

selecting a school or a community event, create a current affairs report about it from different perspectives, e.g. political, social, satiric

view video segments without sound of well-known people appearing in the current media, to analyse body language, and then add the sound for analysis of spoken language

view video segments without sound of a soap opera/short drama, focusing on body language, and then discuss cultural differences in the use of body language and conversational strategies\*

compare the treatment of an issue on two television current affairs or news shows, and then in groups, storyboard an alternative presentation for a specified audience

view several interviews by a prominent television interviewer; then focus on one interview and discuss how the interviewer or interviewee might have dealt with the interview more effectively

view an informational video segment; take notes of key points and in small groups confirm, classify, categorise and link the information\*

read aloud a story highlighting a key issue dealt with in a text already studied, and lead a discussion of that theme



use an online newspaper resource to look up and compare differences in the treatment of issues by different newspapers

### Detailed example

### A CURRENT AFFAIRS REPORT

1. Compare contrasting types of current affairs reports delivered through the non-print media.
  - a straightforward formal news report
  - a report of a controversial aspect of the event
2. Draw up a table to assist in comparison, focusing on a range of different perspectives: satirical, political, etc. Include in your table comments on each of the following:
  - a focus on a participant in the event
  - a satiric treatment of the event
  - an analysis of issues underlying the event.
  - topic and audience
  - choice of language used by anchor person to introduce the report
  - selection and sequence of sound-bites or visual images used in the portrayal of events
  - selection of interviewees
  - focus of questions used in interviewing.
3. Report the findings to the class.
4. As a class, select a common event, such as a school sporting event, local fete, community festival, etc. In small groups select the particular type of report you are going to present. Possibilities include:
  - 5. Plan and storyboard a report. Include notes for:
    - the introduction
    - the range of interviewees
    - the order of interviews
    - the selection of images, interviews or sound segments.
  - 6. Present either the plan or the completed report to the class. Presentations could be videotaped for discussion.

## Unit 3

Area of study 1: **Reading and the study of texts**

Area of study 2: **The craft of writing**

Area of study 3: **Effective oral communication**

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### Outcome 1

### Examples of learning activities

Discuss in detail the ideas, experiences and issues dealt with in a selected text and in current Australian media texts.

research and present findings about the social, political, historical context of a selected text through a range of experiences including documentaries, films, poetry, novels, visual art, expert speakers

visit the National Gallery of Victoria or a regional art gallery; identify the issues and preoccupations represented in the visual art of the period in which a selected text was written and/or set\*

discuss differing readings or interpretations of a key scene or major character in a selected text, based on different theoretical perspectives

research the context in which an issue, either in a media text or a selected text has arisen\*


divide into groups to identify the ways different media present the same current issue, e.g. newspapers, television, radio


select a current issue in the media and discuss how different interest groups would respond to it and why\*

role-play the positions and arguments different interest groups would use in commenting on an issue in the media; in small groups identify the arguments and list the supporting evidence\*

in character; describe an event from a selected text to another character who did not witness it\*

 use film websites such as the International Movie DataBase to research the history and interpretation of films

 research critical writing about the selected text through the Internet

 use online newspaper resources to explore an issue and its presentation

make direct contact with organisations or individuals who have well-developed views on a current media issue; organise a forum at which such speakers may appear

**Outcome 2**

Present complex ideas and information to an audience through prepared oral presentation.

**Examples of learning activities**

in groups, view instructional videos relevant to communication in the workplace; evaluate their effectiveness through structured responses\*

attend a dramatic performance of a selected text; discuss the way the performance confirmed or changed interpretations of the text\*

in groups dramatise a reading of a passage from a selected text and explain the choices made in creating the dramatisation

lead a group discussion and receive feedback on the leadership role taken and the content of the discussion



in small groups, use PowerPoint to create multimedia presentations about a current issue



in groups, create a PowerPoint presentation for Year 9 or Year 10 students explaining what they need to know to undertake the VCE successfully\*

in groups prepare and present a panel discussion on a current issue, with individuals acting as spokespeople for the main stakeholders\*

participate in a group discussion; using guidelines provided, evaluate the effectiveness of your own participation and that of others\*

working in a group, prepare an audio or video presentation of an issue or theme for another group of students\*

use presentation software (such as PowerPoint) and hypertext or multimedia applications (e.g. StorySpace or DreamWeaver) to aid the presentation of arguments or viewpoints to a class

**Detailed example****A PANEL DISCUSSION**

1. Identify the main groups or organisations involved in an issue, and either identify or invent a spokesperson for each group.
2. For each group, identify and take notes on:
  - how they define the issue, the terms and language they use to construct the issue
  - the main arguments they use to support their position
  - the language they use to rebut opposing views
  - the way they appeal to the audience on the issue
  - the audience values they appeal to.
3. Divide the members of your group into different roles for presentation. You need:
  - a group leader whose role is to introduce the issue and the other speakers, to put one or two follow-up questions to each of the speakers and to chair any follow-up discussion
  - a spokesperson for each of the different 'organisations', whose role is to put a point of view on the issue, to respond to questions and criticisms of their position, and to take issue with the statements of the other speakers.

## Unit 4

Area of study 1: **Reading and the study of texts**

Area of study 2: **The craft of writing**

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### Outcome 1

#### Examples of learning activities

Develop and justify a detailed interpretation of selected texts.



using Storyspace or similar program, provide an expert mind map to introduce a text, and then add to, adapt or reject the links to create your own mind map



using Storyspace or a similar program, collect individual colour coded responses to a topic to develop a group response



develop hypertext links to comment on a selected passage – links may include dialogue boxes, recorded words, sound bites of music, photographs and art works

re-write a passage from a changed authorial perspective, e.g. from omniscient narrator to first person, from first person to third person\*

in small groups, provide an interpretation of a selected text based on a particular theoretical perspective, and then argue with other groups for the value of the interpretation

compare the interpretation of a work in a piece of critical writing with the interpretation in a performance

compare two selected texts in terms of their development of related themes, their use of similar symbols, or their representation of particular social groups

make and use a glossary of relevant technical and general vocabulary to support a text analysis\*



use Internet resources such as the Voice of the Shuttle and Mining Company's English Literature sites to research the Internet for critical writing on a selected text

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### Outcome 2

#### Examples of learning activities

Communicate complex ideas and information effectively through finished writing for different purposes and audiences.

research and compare family histories, recognising important rites of passage and family patterns, and then write an autobiography that compares or contrasts your life with that of other family members\*



research your family history and create your own website with family profiles

develop an induction manual for someone new to your workplace or school\*



create a website for visitors to your city or town



create a website or class book with profiles of class members\*

participate in creative writing workshops experimenting with different types of writing\*

write a passage imitating the style of a writer studied in class, or a selected journalist or commentator

create a sequence of paragraphs in response to the teacher's instructions, to emphasise different structures, audiences and purposes\*

use a moment of conflict in your childhood as the starting point for a piece of writing, then rewrite it with variations in tense or viewpoint; use the variations to construct an extended piece



use writing guides to support development of skills in conventions of grammar and usage, including Internet resources such as the handouts on common writing problems on the Ball State University's Writing Centre Site

given a specific workplace scenario, problem and role, prepare a short report, a memorandum and an email message dealing with the problem and its solution

### Detailed example

#### AUTOBIOGRAPHICAL WRITING

1. Choose a moment of conflict in your childhood to write about through the eyes of a child. Write for only about ten minutes.
2. Now re-write the piece, changing the verb tense. If you have written in the present tense, re-write in the past tense, as if looking back on the incident. If written in the past, re-write in the present.
3. Now write about the same incident through the eyes of another family member, such as a parent or a brother or a sister.
4. Having done this preparation, use the moments you like best in your writing to build an extended piece which uses more than one voice, or slips between the immediacy of present tense and the reflective mode of looking back. Find examples of writing that does this effectively, such as Margaret Atwood's *Cat's Eye*, or Tim Winton's *Scission*.

## APPROACHES TO ASSESSMENT

### Units 1 and 2

In Units 1 and 2 of the study teachers must select assessment tasks from those designated for each unit.

## Unit 1

### Outcome 1

#### Designated assessment tasks

Demonstration of achievement of Outcome 1 must be based on a selection of the following tasks

- journal entries
- analytical responses to text in written, oral or diagrammatic form
- oral or written creative responses to text
- reviews

### Examples of assessment tasks

#### Outcome 1

- two or more short written pieces identifying and discussing themes and issues in texts;
- a personal response to a text presented either orally or in writing, and supported by evidence from the text;
- a reader's journal showing a reflective response to the reading of two or more texts;
- enacted or written dramatisation of an aspect of a text, for example characterisation;
- a diagram and commentary used to explain links between various aspects of a text;
- a map of the significant events in a text, with commentary;
- production of a text in a manner consistent with the stylistic features of the original text.

The student should be able to identify and discuss ideas, themes and issues in set texts, and to construct a personal response.

Most tasks could be in either a written or oral form, or a combination of the two. For example, a student might prepare a diagram showing links between various ideas or other aspects of a text, summarise the main points in a PowerPoint presentation, and then explain the diagram to an audience. There is no need for lengthy or complex written pieces or oral presentations as the quality of the response is often evident in quite short pieces. Text selection should be done carefully, to ensure that texts are challenging, stimulating and complex enough in ideas to allow students full investigative and exploratory opportunities.

**Outcome 2****Designated assessment tasks**

Demonstration of achievement of Outcome 2 must be based on a selection of the following tasks

- personal writing
- imaginative writing
- argumentative/persuasive writing
- informative writing
- instructional writing

**Examples of assessment tasks****Outcome 2**

- a piece intended to convey information about a social issue of some importance;
- an argumentative or persuasive piece of writing about an issue under discussion in the Australian media;
- a personal or imaginative piece;
- a set of written instructions to enable the reader to carry out a complex task;
- a report, memorandum, business letter or other workplace-related document;
- a piece of writing intended to convey information about given events, people or places;
- a written personal response to the ideas and issues explored in a text.

The student should be able to communicate effectively in writing, taking into account context, purpose and audience.

Teachers are able to select from a range of possibilities, to achieve a balance between allowing students to explore areas of their own interest in writing and the need to challenge them through unfamiliar tasks. For students undertaking VET in Schools programs, students may explore in detail and practise writing the most relevant workplace-related text types. Such texts often require a quite specific sensitivity to audience and purpose, as well as familiarity with the relevant stylistic conventions.

## Unit 1

### Outcome 3

#### Designated assessment tasks

Demonstration of achievement of Outcome 3 must be based on a selection of the following tasks

- participation in discussion groups
- leadership of discussion groups.

### Examples of assessment tasks

#### Outcome 3

- participation in a small- or large-group discussion involving an exchange of views on an issue;
- leadership of a discussion identifying themes and issues in a text;
- discussion of a personal interpretation of a text or an aspect of a text and responding to questions about the interpretation;
- contribution to discussion of instructional or informative material.

The student should be able to explore ideas and issues orally, giving considered reasons for a point of view and listening actively to the views of others.

It is expected that opportunities to assess the achievement of this outcome will arise in classwork throughout the unit. Given explicit teaching of the skills and knowledge, it should be possible for all students to demonstrate achievement of the outcome through relatively modest activities in class, while work related to reading and writing outcomes is also being completed. Discussing a personal interpretation of an aspect of a text, for example, need not be highly formal and could focus on a quite specific, short commentary. Active listening can be observed when students participate in sessions where they are asked to respond to what others have said, summarising or note-taking, or providing feedback to others. For students undertaking VET in Schools programs, presentations or discussions related to a specific industry or workplace will be relevant, and the use of presentation software could be encouraged.

## Unit 2

### Outcome 1

#### Designated assessment tasks

Demonstration of achievement of Outcome 1 must be based on a selection of the following tasks.

- journal entries
- analytical responses
- analysis of key passages
- creative responses
- reviews

### Examples of assessment tasks

#### Outcome 1

- a reader's journal reflecting critically on the ideas dealt with in one or more texts;
- the construction of different arguments to support a variety of interpretations of one or more texts;
- an analysis of key passages or sections of one or more texts, either in writing or orally;
- a formal review of one or more texts;
- an argument, orally or in writing, in response to a particular statement or question on one or more texts;
- a presentation of an imaginary dialogue between characters or between authors of different texts;
- a collection of a range of views on an issue with a commentary on the way two or more views are presented.

The student should be able to construct responses to set texts and Australian media texts.

For this outcome students are required to build on the skills and knowledge they demonstrated in Unit 1. The assessment tasks provided are all capable of being completed in relation either to a set text under study or a media text. In selecting tasks teachers must ensure that students demonstrate their ability to respond to both kinds of text. This will typically be done through two separate responses, although teachers could set more complex versions of the tasks to allow both responses to be incorporated in one piece of work. Responses can be made in a range of forms: creative and analytic modes of responding are equally to be encouraged. To assist with authentication teachers should ensure that media material used is current, having been published since 1 September of the year previous to the year in which the unit is undertaken.

## Unit 2

### Outcome 2

#### Designated assessment tasks

Demonstration of achievement of Outcome 2 must be based on a selection of the following tasks.

- writing that shows variation in form, content and style
- writing that shows variation for different audiences and purposes
- a presentation of a point of view
- personal/imaginative writing
- finished writing that shows evidence of planning and revision.

#### Examples of assessment tasks

##### Outcome 2

- a collection of short, finished pieces showing variation in form, content and style for different purposes and audiences;
- a collection of short, finished pieces including the presentation of a point of view on an issue and a personal or imaginative piece;
- a collection of varied finished pieces with supporting planning and revision documentation;
- a collection of finished pieces in specific workplace-related or other specified forms.

The student should be able to produce effective written texts for a range of purposes and audiences.

For this outcome the ability to vary writing for different purposes and audiences is emphasised, so it is essential that students produce collections of work that demonstrate this. A key meaning of the term 'effective' is that the student has made appropriate content, structure, style and language choices for the specified audience and purpose for each piece, so the audience and purpose should be specified in each case. The term 'finished' refers to the teacher's judgment that the work has achieved its purpose. This should not involve excessive drafting and re-drafting. A 'collection' is not defined as a specific number of pieces, but the teacher will need to assess at least two pieces to ensure that variation for purpose and audience has been achieved. For students undertaking VET in Schools programs, important learning can be gained by a focus on writing for workplace-specific audiences and contexts.

## Unit 2

### Outcome 3

#### Designated assessment tasks

Demonstration of achievement of Outcome 3 must be based on a selection of the following tasks.

- participation in discussion groups
- leadership of discussion groups
- oral presentations.

#### Examples of assessment tasks

##### Outcome 3

- participation in small- and large-group discussions of the verbal and non-verbal techniques used by speakers in non-print texts;
- an oral presentation of an interpretation of a non-print text, focusing on use of oral language;
- leadership of a small-group discussion which produces a clear response to a set question about the use of oral language in a non-print text;
- a short oral presentation outlining key ideas and information dealt with in a non-print text, for a familiar audience;
- a short analysis of the use of language in a non-print Australian media text, presented orally.

The student should be able to comment orally on the key ideas and information conveyed in non-print texts and identify and analyse verbal and non-verbal methods of presentation.

This outcome combines a focus on non-print texts with oral communication, in order that students benefit from a study of texts other than print texts, while demonstrating their own use of spoken language. The settings for assessment do not need to be highly formal or unfamiliar, but may be suited to the individual needs of each classroom. Non-print texts used may be media or non-media texts, set texts or texts chosen by the student. To demonstrate the outcome students will need to show that they have observed and can comment on verbal and non-verbal means of presenting ideas and information. Students undertaking VET in Schools programs may be encouraged to demonstrate this outcome in relation to key non-print forms of information relevant to a workplace.

### Units 3 and 4

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4. In English/ESL the students' level of performance will be determined by school-assessed coursework and examinations.

### SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the scope of the tasks and criteria for assessment to assist teachers in their judgment of the student's level of performance will be published annually by the Board of Studies in an assessment guide. The following is an example of a teacher's assessment program using a selection of the tasks from the Units 3 and 4 assessment tables.

Outcomes	Assessment tasks	Marks allocated
<b>Unit 3</b>		
<b>Outcome 1</b>		
Discuss in detail the ideas, experiences and issues dealt with in a selected text and in current Australian media texts.	A written analysis of the use of language in the presentation of an issue in two print texts and one non-print text drawn from Australian media sources, with a point of view on the issue. (About 1200–1500 words in total).	40
	And a choice of creative responses either to <i>Frontline</i> or <i>The Outsider</i> (word length not prescribed by the teacher).  (The first task, without the analysis of the use of language, and about 700–800 words in length, is set for an ESL student. The ESL student is set an extended written response to one selected text in analytic/expository mode, about 700–800 words.)	30  (35) (35)
<b>Outcome 2</b>		
Present complex ideas and information to an audience through prepared oral presentation.	Students are offered a choice:  Dramatic enactment of a scene from <i>Diving for Pearls</i> , with commentary. (About 20 minutes, done as a small group.)	30
	OR  A presentation of complex information related to the hospitality industry (VET in Schools students, about 10–15 minutes, using datashow software).  (An ESL student is asked to present a point of view on the issue studied for Outcome 1, about 10 minutes, with little emphasis on dealing with feedback or leadership of discussion.)	(30)
<b>Total marks for Unit 3</b>		<b>100</b>

Outcomes	Assessment tasks	Marks allocated
<b>Unit 4</b>		
<b>Outcome 1</b>		
Develop and justify a detailed interpretation of selected texts.	An extended written response dealing with themes connecting two selected texts (about 750–900 words). (An ESL student is set a similar task, but emphasising character portrayals, with a different word length specified by the teacher.)	30 (30)
<b>Outcome 2</b>		
Communicate complex ideas and information effectively through finished writing for different purposes and audiences.	Two of the available options, written for different specified purposes and audiences; students are offered a choice and required to specify their intentions and audiences. The teacher sets an overall limit on length. (VET in Schools students may focus on workplace-relevant documents, but are instructed to specify and vary the purpose and audience in each case. Where documents are very short, more than two may be needed.) (An ESL student is set the same task, with assistance in identifying the formal and linguistic features of a variety of text types.)	35 35 (35) (35) (35) (35)
<b>Total marks for Unit 4</b>		<b>100</b>

## SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

In the following lists, items of particular interest to teachers of ESL students are marked with an asterisk (\*).

### BOOKS

- Anderson, A & Lynch, T 1991, *Listening*, Oxford University Press, Oxford.\*
- Auerbach, E 1993, 'Reexamining English only in the ESL classroom', *TESOL Quarterly*, vol. 27, no.1.\*
- Barnsley, G 1997, *Information Problems: Using Computers to Process Solutions, Teacher Manual*, Macmillan Education Australia, South Melbourne.
- Beavis, C et al. 1997, *Teaching about Language: Learning about Language* (in-service package, video, booklet, disk), Australian Association for the Teaching of English, Norwood, SA.
- Bechervaise, N 1996, *Language, Power and the Press*, Addison Wesley Longman, Melbourne.
- Benton, M & Fox, G 1994, *Teaching Literature 9–14*, Oxford University Press, Oxford.
- Brown, G & Yule, G 1983, *Teaching the Spoken Language*, Cambridge University Press, New York.\*
- Brown, G et al 1984, *Teaching Talk: Strategies for Production and Assessment*, Cambridge University Press, New York.\*
- Bygate, M 1989, *Speaking*, Oxford University Press, New York.\*
- Cassarotto, N 1991, 'Teaching literature in ESL classes', *TESOL in Context*, vol. 1, no. 2.\*
- Corcoran, B & Evans E (eds) 1987, *Readers, Texts, Teachers*, Open University Press, Milton Keynes.
- Corcoran, B et al. (eds) 1994, *Knowledge in the Making: Challenging the Text in the Classroom*, Open University Press, Milton Keynes.
- Cox, P & Goldsworthy F 1995, *Featuring Film*, vols 1 & 2, Oxford University Press, Melbourne.
- Culler J 1983, *On Deconstruction: Theory and Criticism after Structuralism*, Routledge & Kegan Paul, London.
- Curriculum Corporation 1996, *Teaching Language: Secondary*, Curriculum Corporation, Melbourne.
- Daniels, H 1994, *Literature Circles: Voice and Choice in the Student-Centred Classroom*, Stenhouse, New York.
- Davis, J 1992, *Reconstructing Literature Teaching*, Open University Press, Milton Keynes.
- Department of Education, *Course Advice for ESL, Stages S3 and S4*, (support materials for the Curriculum and Standards Framework), Victorian Department of Education, East Melbourne.\*
- Derewianka, B 1990, *Exploring How Texts Work*, Primary English Teaching Association, Rozelle, New York.\*
- Eagleton, T 1996, *Literary Theory: An Introduction*, 2<sup>nd</sup> edn, Basil Blackwell, Oxford.
- Eather, G 1998, *In Focus: Reading and Viewing Film and Video Texts*, Heinemann, Reed International Books, Port Melbourne.
- Evans, E (ed.) 1992, *Young Readers, New Readings*, Hull University Press, Hull.
- Greenwood, J 1988, *Class Readers*, Oxford University Press, Oxford.\*
- Griffith, P 1987, *Literary Theory and English Teaching*, Open University Press, Milton Keynes.
- Guy, R (compiler) 1997, *Technovate Files: Technology in the English Classroom*, Victorian Association for the Teaching of English, Melbourne.
- Hamer, J L 1989, *Literary Research Guide*, 2<sup>nd</sup> edn, Modern Language Association of America, New York.
- Hedge, T 1988, *Writing*, Oxford University Press, Oxford.\*
- Heylin, A 1991, *Putting it Across*, Michael Joseph, London.
- Hodgins, J 1993, *A Passion for Narrative: A Guide for Writing Fiction*, McClelland & Stewart, Toronto.
- Javed, S 1997, *Internet Guide for Literacy Teachers and Researchers*, 2<sup>nd</sup> edn, Language Australia Publications, Melbourne.
- Klippel, F 1984, *Keep Talking*, Cambridge University Press, New York.\*
- Kroll, B (ed.) 1990, *Second Language Writing*, Cambridge University Press, New York.\*
- Lankshear, C 1997, *Changing Literacies*, Oxford University Press, Oxford.
- Leech, G 1991, *An A–Z of English Grammar and Usage*, Nelson, London.\*
- Leki, I 1992, *Understanding ESL Writers*, Heinemann, London.\*
- Linn, R 1996, *A Teacher's Introduction to Postmodernism*, National Council of Teachers of English, Urbana ILL.
- Lucas, T & Katz, A 1994, 'Reframing the debate: the roles of native languages in English-only programs for language minority students', *TESOL Quarterly*, vol. 28, no. 3.\*
- MacLachlan, G & Reid, I 1994, *Framing and Interpretation*, Melbourne University Press, Parkville.

Martin, J 1992, *Factual Writing: Exploring and Challenging Social Reality*, Deakin University Press, Waurn Ponds.\*

Martino, W & Mellor, B 1995, *Gendered Fictions*, Chalkface Press, Scarborough.

McCarthy, M & Carter, R (eds) 1994, *Language as Discourse: Perspectives for Language Teaching*, Longman, London.\*

McCarthy, M. 1991, *Discourse Analysis for Language Teachers*, Cambridge University Press, New York.\*

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*English Education*, Journal of the National Council of Teachers of English, USA.

*English in Australia*, Journal of the Australian Association for the Teaching of English, Australia.

*English in Education*, Journal of the National Association for Teaching of English, UK.

*English Journal*, Journal of the National Council of Teachers of English, USA.

*English/Media Magazine*, UK.

*Idiom*, Journal of the Victorian Association for the Teaching of English, Australia.

*TechnoVATE*, Technology newsletter of the Victorian Association for the Teaching of English, Australia.

*TESOL in Context*, Journal of the Australian Council of TESOL Associations.\*

*TESOL Journal*, Journal of the Association for Teachers of English to Speakers of Other Languages, Inc. (international, US-based).\*

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*The Australian Council of TESOL Associations\**  
<http://www.acta.edu.au> (hyperlinked to VATME)

*A Journal for Teachers of Writing in Webbed Environments*  
<http://english.ttu.edu/kairos/>

*Australian Association for the Teaching of English*  
<http://www.education.monash.edu.au/AATE/assocs.htm>

## ADVICE FOR TEACHERS

*Australian Directories of English and Children's Literature Teaching Resources*

<http://www.1.octa4.net.au/jocol/default.html>  
<http://www.ozkidz.gil.com.au/>  
<http://www.unisa.edu.au/library/internet/pathfind/childlit.htm>  
<http://www.humanities.unisa.edu.au/ccl/>

*Australian Libraries Gateway, search and access libraries across Australia*

<http://www.enzo.nla.gov.au/products/alg/>

*Australian media online*

[http://www.yahoo.com.au/Regional/Countries/Australia/news\\_and\\_Media/](http://www.yahoo.com.au/Regional/Countries/Australia/news_and_Media/)

*Australian sites for young writing*

<http://www.evolver.loud.org.au/word/>  
<http://www.users.bigpond.com/emme/>

*Educational Resources Information Centre (ERIC) and other clearinghouses*

<http://www.ed.gov/EdRes/Ed/Fed/ERIC.html>

*Educational resources and other information available from the Department of Education*

<http://www.sofweb.vic.edu.au/teachers/index.htm>

*English Server – Carnegie Mellon University USA*

<http://www.english-server.hss.cmu.edu/>

*Index of curriculum resources*

<http://www.lib.mq.edu.au/ems/ems/index.htm>

*Internet Movie Database*

<http://www.us.imdb.com/>

*Language usage issues*

<http://www.titania.cobuild.collins.co.uk/cgi-bin/wwatchlook>

*Links to Australian Literature sites*

<http://www.nla.gov.au/oz/litsites.html>

*Literary archive of canonical texts*

<http://www.columbia.edu/acis/bartleby.html>

*Literature Directory*

<http://www.lion.chadwyck.com/>

*Macquarie University Dictionary and Language site*

<http://www.dict.mq.edu.au>

*Online newspapers, a list of all online newspapers in the world*

<http://www.dds.nl/~kidon/media-link/papers.shtml>

*Online publishing, including interactive texts*

<http://www.infocis.com>

*Ozlit – Australian Literature site*

<http://www.home.vicnet.net.au/~ozlit/index.html>

*RhetNet – a dialogic publishing (ad)venture*

<http://www.missouri.edu/~rhetnet/>

*Site for writing stories in hypertext*

<http://www.eastgate.com/Storyspace.html>

*Smith, A Criteria for Evaluating Internet Information Sites*

<http://www.vuw.ac.nz/~agsmith/evaln/>

*University of Reading Shakespeare site, an example of a specialist site with interactive 360° images of the building of the new Globe Theatre*

<http://www.rdg.ac.uk/globe/GlobeQTVR.html>

*University of Washington College of Education, an example of a guide to online writing resources*

<http://www.educ.washington.edu/COE/teacher-ed/resources.htm>

*The Victorian Web, an example of a developed literary site with many links*

<http://www.stg.brown.edu/projects/hyper>

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