Curriculum Planning Guide:
Literacy and Numeracy Skills Strand

Literacy Skills Units

VCAL  The hands-on option for Years 11 & 12 students
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Section 1: Introduction

VCAL QUALIFICATION INFORMATION

QUALIFICATION TITLE
The Victorian Certificate of Applied Learning (VCAL) is accredited at three award levels:
• Victorian Certificate of Applied Learning (Foundation)
• Victorian Certificate of Applied Learning (Intermediate)
• Victorian Certificate of Applied Learning (Senior).

The three award levels provide flexible entry and exit points for a range of student abilities and interests and offer a clear progression for skills, knowledge and attitudinal development.

Structure of the VCAL
VCAL units at each level reflect the progression in skills, knowledge and attitude development. For example:
• At Foundation level, students learn under close supervision with high levels of direction. Knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.
• At Intermediate level, learning is reasonably autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.
• At Senior level, learning is autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership.

It is important that a clear distinction is able to be made between learning and delivery of the VCAL program at these three levels.

Entry
There are no prerequisites for entry to VCAL units.

Nominal duration
Each of the three award levels has a nominal duration of 1000 hours.

Attendance and hours are not requirements to receive a VCAL qualification. However, within a school setting, a typical VCAL learning program would be based on a full-time load of independent learning and timetabled class time of 1000 hours. In other educational settings the nominal hours (including both scheduled and unscheduled contact hours) may vary, taking into consideration the specific needs of the student.
Aims of the qualification

The VCAL aims to provide skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. Personal development, the utilisation of a student’s particular interests and new pathways for senior secondary students, in the context of applied learning, are underpinning principles of the VCAL.

The VCAL acknowledges this within the development of knowledge and:

- employability skills that help prepare the individual for employment and for the participation in the broader context of family, community and lifelong learning
- skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning.

QUALIFICATION DESIGN

Course requirements

To be awarded the VCAL, students must successfully complete a learning program which contains a minimum of ten credits.

The VCAL program must include:

- curriculum components to the value of at least one credit, each of which can be justified against the purpose statement for each of the four VCAL curriculum strands
- a minimum of two VCAL units
- one credit for numeracy
- curriculum components to the value of six credits at the level of the VCAL award (or above), of which one must be for literacy and one credit must be for a VCAL Personal Development Skills unit.

At the VCAL Intermediate and Senior levels, the learning program must also include accredited Vocational Education and Training (VET) curriculum components to the value of a minimum of one credit in the Industry Specific Skills Strand.

The VCAL program may also contain curriculum components drawn from Victorian Certificate of Education (VCE) units and Further Education (FE) accredited curriculum. One credit is awarded on successful completion of 100 nominal hours of accredited FE curriculum.

VCAL curriculum strands

Each VCAL award level contains four curriculum strands:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

To ensure coherence in designing a VCAL learning program, selected curriculum components must closely align to the purpose statements of the appropriate curriculum strand. Information about VCAL curriculum strands is available in the VCAL section of the current VCE and VCAL Administrative Handbook and additional VCAL publications available at the VCAA website: www.vcaa.vic.edu.au

VCAL delivery principles

The delivery of the VCAL is based on adult learning and youth development principles. These principles have been found to be relevant in providing successful programs for students seeking a pathway to further VET and/or employment. Delivery and teaching strategies for VCAL learning programs should be based on adult learning and youth development principles including:

- curriculum content negotiated to build on the student’s interests, abilities and strengths
- curriculum content that focuses on practical ‘hands-on’ opportunities for learning
- curriculum content and delivery strategies that encourage personal development and growth and include opportunities to integrate learning across the learning program
- recognition of student achievement and student contributions that is both formal and informal
• curriculum and delivery strategies that enable students to learn at their own pace
• curriculum and delivery strategies that enable students to learn in different ways according to different learning styles
• delivery and assessment that assists the individual to achieve positive educational outcomes
• curriculum that values and engages the contribution of young people
• curriculum that builds competence and resilience in individuals including minimising risk factors and enhancing the promotion of protective behaviours of young people
• curriculum and delivery strategies that encourage civil and civic participation and promote active citizenship
• development of partnership approaches to program planning and delivery that link young people with the broader community.

Delivery modes
The VCAL allows for a range of delivery modes in a variety of settings. Delivery modes may include but are not limited to:
• applied learning linked to community, work or school activities
• classroom delivery based on whole class, small groups or individual activities
• flexible delivery such as distance learning and online learning.

Delivery settings may include schools, post-compulsory providers, community, family, workplace, sporting or simulated environments.

Delivery can be full-time or part-time. Some students may choose to complete units over longer periods of time than the nominal hours. Single VCAL or VCE units can be delivered over two semesters where appropriate. Students are also able to complete VCAL at an award level in a shorter timeframe, allowing them to continue working at another award level within a year’s full-time commitment of hours.

Delivery and assessment must be in accordance with the requirements of the individual curriculum components selected for the study. For example, if selecting VCE units the delivery and assessment must be consistent with the requirements of the Victorian Curriculum and Assessment Authority (VCAA) as set out in the official VCE study designs.

Educational and delivery practices
The VCAL program is underpinned by the following curriculum principles:
• student-centred approaches and decision making regarding program design, delivery and evaluation
• opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes
• program design that has high relevance to personal strengths and experiences and that is responsive to diverse needs
• program delivery that builds resilience, confidence and self-worth
• learning environments that strengthen connections with the community
• students can enter and exit VCAL at each level to pursue a range of pathway options.

The following practices should be considered when planning VCAL learning programs for students:

Negotiating learning programs
It is important that students are actively involved in negotiating and planning their individual learning program, in particular the VCAL units.

Using flexible delivery modes
When planning the VCAL learning program, teachers should determine the delivery modes most suited to students’ needs and circumstances. Delivery of the VCAL can take place in classrooms, online, in community or workplace settings and may use workplace or community contexts. VCAL providers will need to ensure that delivery modes for units of competency or modules are consistent with any mandatory requirements specified in the relevant accredited curriculum document/Training Package.

Adopting student-centred teaching practices
Delivery should be based on student-centred experiential learning activities such as role-plays, case studies, guest speakers and audio-visual presentations. Where possible, teachers should extend the learning experiences beyond the classroom through excursions and field trips and through other applied learning methods, for example integrating the classroom learning with another unit that has an applied or practical focus.
Integrating curriculum

The teaching and learning program for the various units, units of competency and modules that make up the learning program can be integrated. Providers of VCAL are encouraged to integrate the learning outcomes from a number of VCAL units where possible and practicable. The knowledge and skills development that lead to the learning outcomes in one unit, such as a VCAL unit, can be extended by including content drawn from a VET module/unit of competency. Record keeping for each curriculum component should reflect assessment of each learning outcome and/or unit of competency.

Programs can be designed to include a thematic or project based approach. Planning for this includes learning experiences and assessment tasks that are based on integration of learning outcomes. This might include combining the learning outcomes from different curriculum components in the same or different curriculum strands to reflect the integration of skills and competencies in authentic contexts, such as social or work activities.

Development of literacy skills should ideally occur in an integrated curriculum. Rather than be delivered as discrete units, Literacy and Numeracy Skills units can be integrated into learning experiences across the four curriculum strands of VCAL. Tasks and activities for learning outcomes in one strand can be linked with tasks and activities for learning outcomes in other strands.

Integrating learning outcomes across strands reflects the integration of skills and competencies in social and work activities. Both the Literacy and Numeracy Skills units recognise the connections between the curriculum areas and provide a structure for an integrated approach. Learning activities may integrate two or more strands across a number of learning outcomes.

The structure of the learning outcomes in both the Reading and Writing and Oral Communication units also encourages integration across levels so that it is possible that students in the same class could be at either the Foundation or Intermediate levels.

VCAL and structured workplace learning

There is no formal on-the-job training or structured workplace learning requirement within the accredited units of the VCAL. However, if a VET module/unit of competency is used to meet one of the requirements of the VCAL, this VET module/unit of competency may require a structured workplace learning placement.

Structured workplace learning can be used to meet some or all of the learning outcomes of the Work Related Skills units. Schools will need to refer to information on structured workplace learning requirements on the following website:


If a student undertakes structured workplace learning as part of their VCAL learning program, they must complete relevant accredited Occupational Health and Safety (OH&S) training prior to commencement of the structured workplace learning placement.

For example, if a VCAL student is enrolled in Certificate II in Automotive Technology Studies and has completed a relevant Occupational Health and Safety unit within this certificate, then this student is able to undertake a structured work placement in an automotive environment. If, however, this student wishes to undertake a structured work placement in a retail environment, then this student must complete Work Related Skills Unit 1, including the safe@work program before commencing this placement.

Providers using the safe@work OH&S program to fulfil part of the requirements of Work Related Skills Unit 1 will need to refer to guidelines/advice issued by the Department of Education and Early Childhood Development (DEECD). For further information please refer to the website above. Additional information on VCAL and structured workplace learning is provided in Appendix 1 of the Curriculum Planning Guide: Industry Specific Skills Strand and Work Related Skills Strand.

Where learning and assessment occur through structured workplace learning, the VCAL provider will need to ensure that the student will have opportunities to demonstrate successful completion of the learning outcomes for the VCAL unit that the student is enrolled in. This will require appropriate supervision and monitoring of student progress, and a cooperative arrangement with the employer.

Schools must comply with the relevant Ministerial Order. These orders are made by the Minister and relate to workplace learning arrangements entered into by a principal of a school with an employer. The arrangement must be in accordance with the Education (Workplace Learning) Act 2003 and the relevant Ministerial Order.

VCAL providers from the Technical and Further Education (TAFE) and Adult Community Education (ACE) sectors must comply with the provisions of the Education and Training Reform Act 2006 Part 5.4.14 Division 2 – Practical Placement.
ASSESSMENT AND REPORTING

The award of satisfactory achievement for a unit is based on a decision that the student has demonstrated achievement of the learning outcomes specified for the unit. The curriculum components in a VCAL learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units and/or units of competency/modules delivered in the learning program:

- All assessment of VCE units must be in accordance with VCAA guidelines.
- All VCAL units must be assessed in accordance with the assessment and quality requirements of the VCAA.
- All assessment of VET and FE units of competency/modules must be in accordance with the VET accredited curriculum or Training Package qualification or accredited FE curriculum document and according to the standards of the Australian Quality Training Framework (AQTF).

Students should be observed to demonstrate competence on more than one occasion and wherever possible in different contexts to make sure that the assessment is as consistent, fair and equitable as possible.

A range of assessment methods and task types may be used. These include:

- teacher observation and/or checklists
- self-assessment inventories
- physical demonstration of understanding of written or oral text
- a portfolio of accumulated evidence
- evidence accumulated through project or program participation
- awards from recognised programs
- oral or written reports and presentations
- oral explanation of text
- written text
- discussion
- debates
- role-plays
- folios of tasks or investigations
- performing practical tasks
- evidence of information and communications technology, including Internet usage
- reflective work journals
- student logbooks.

Teachers must develop learning programs that provide opportunities for students to demonstrate achievement of learning outcomes. A holistic approach to the development of skills through project-based activities that integrate the learning outcomes will ensure that students are able to identify and apply these skills within authentic social and working environments.

The VCAL provider coordinates the assessment and collection of results for all curriculum components within the VCAL learning program. The satisfactory completion of curriculum components must be in accordance with the assessment guidelines for the accredited curriculum.

For VCAL units, students will receive an S (Satisfactory) or N (Not yet complete) result for each unit. For VCE reporting, refer to the current VCE and VCAL Administrative Handbook.

Information about assessment processes and procedures for VCAL units can be found in the VCAL Unit Assessment Planning Guide which is available from the VCAA website at: www.vcaa.vic.edu.au

To be credited with the Reading and Writing unit at Foundation level, students must demonstrate competence in all learning outcomes.

To be credited with the Reading and Writing unit at Intermediate level, students must also demonstrate competence in all learning outcomes.

To be credited with the Reading and Writing unit at Senior level, students must demonstrate competence in seven of the eight learning outcomes.

To be credited with an Oral Communication unit at any level, students must demonstrate competence in all the learning outcomes.

Information is provided in each unit as to whether all elements need to be met in one task or activity.
Assessment principles for VCAL learning programs

Assessment within the VCAL should be based on the following principles:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.
- Students should have the opportunity to demonstrate achievement at their own pace.
- Students should be assessed across as wide a range of tasks/activities as possible, in order to increase reliability and validity of assessment. One-off assessment tasks/activities do not provide a reliable and valid measure of competence.
- Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established.
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students.
- Assessment should include access to ICT where appropriate to the context of the activity or task.
- Assessment must be valid in terms of context and methods. Assessment must be reliable in showing consistent results over a number of occasions. Assessment must not unduly disadvantage any student and must provide flexibility in the range of methodologies that cater to the needs of individual students.

When assessing students with particular needs the validity of assessment must be maintained. Flexibility in assessment methods should be used to ensure alternative methods are utilised to allow the demonstration of completion of learning outcomes without disadvantaging the student.

Integrated assessment

Where possible, assessment in the VCAL should focus on integrated curriculum projects/activities. In developing an integrated or holistic approach to assessment, a number of outcomes (VCAL learning outcomes and/or VET or FE learning outcomes) from curriculum components in one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities. However, assessment of VCE units must be in accordance with VCE study designs and cannot be integrated with other assessment.

It is preferable for assessment tasks/activities to integrate more than one learning outcome. This enables assessment to be more easily integrated into learning activities and reflects the integrated nature of literacy and numeracy. For example, a teacher observation of a class discussion about a text read by students could be used to assess both a Reading learning outcome and a learning outcome in the Oral Communication unit. Students could also write a response to the text and cover one of the Writing learning outcomes.

Where delivery and assessment of the Literacy Skills units is integrated with units from other strands and/or from courses and qualifications other than VCAL, the assessment tasks must meet the requirements of those units/courses/qualifications.

Examples of assessment tasks which relate to a specific learning outcome can be found in learning outcome details. Examples of integrated assessment tasks/activities can be found at the end of the Literacy Skills units. These examples are of tasks/activities that integrate and assess more than one learning outcome: sometimes within the Reading and Writing units, sometimes across the VCAL strands.

Assessing students with disabilities

While flexibility in relation to assessment methods, assessment tools and context is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be compromised in any way.

Flexibility in assessment methods is important, particularly for students with disabilities. For example, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate unit outcomes normally demonstrated through the spoken word. Similarly, students who are hearing impaired may sign their response, those with a physical disability may use a voice synthesiser or communication board. In some instances the time taken to respond in alternative modes may be considerably longer than through speech and it may be unrealistic to expect such students to achieve the outcomes in the stated nominal hours. Students may therefore need an extended time to complete the learning outcomes in these cases.

Quality assurance of assessment

The quality assurance (QA) of all curriculum components delivered in VCAL learning programs is ensured through existing assessment requirements.
The QA of VCAL units will ensure consistency in interpretation of learning outcomes and the relevant levels. A shared understanding of learning outcomes, elements and assessment processes and practices will be fostered through the QA process. Information about this process will be circulated to VCAL providers by the VCAA in Term 1 of the school year.

Satisfactory completion of the VCAL units must be based on evidence that demonstrates that the student has successfully completed the learning outcomes. The curriculum for the VCAL unit will include learning activities that develop the student’s knowledge and skills, as well as instance/s of assessment. The assessment instance/s for the unit are separate from the learning activities. When developing an assessment task it must enable students to complete the learning outcome/s. The elements further describe the learning outcome/s and are a guide to the requirements for the appropriate VCAL level.

‘S’ or ‘N’ results for VCE units must be consistent with the requirements of the study designs.

Validation of assessments for VET and FE modules/units of competency will be the responsibility of the relevant Registered Training Organisation (RTO) and will be in accordance with the requirements of the Australian Quality Training Framework. These requirements will be set out in the accredited course document.

RECOGNITION OF PRIOR LEARNING (RPL)

RPL is the acknowledgment of skills and knowledge obtained through any combination of formal or informal training, work experience or general life experience. RPL is a process to assess successful completion of learning outcomes through skills, knowledge and experience gained in other settings besides traditional school programs, for example, through part-time work or voluntary involvement in a community organisation. RPL can only be applied to the VCAL Work Related Skills and VCAL Personal Development Skills units. Decisions regarding RPL for VCAL Personal Development Skills and Work Related Skills units are the responsibility of the enrolling VCAL provider. Where students have been granted RPL, evidence that demonstrates successful completion of the entire unit learning outcomes must be completed and kept by the VCAL provider.

Information about RPL procedures and processes for VCAL Personal Development Skills and Work Related Skills units can be found in the VCAL Unit Assessment Planning Guide that is on the VCAA website: www.vcaa.vic.edu.au

SAFETY AND RISK MANAGEMENT

It is the responsibility of the VCAL provider to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the VCAL program. Guidelines for government schools are provided in Section 4 of the Victorian Government Schools Reference Guide.

Because students will be undertaking project work in workplaces where there may be a range of OH&S risks, the VCAL provider will have a shared responsibility with the workplace owner/occupier to ensure OH&S legislation is complied with. This responsibility applies both to any risks generated by the VCAL project/activity and OH&S risk exposure generated by the workplace.

Safe operating procedures shall be documented in a manner ensuring that those involved or exposed to a process are equipped to conduct work activities in accordance with OH&S requirements. Safe operating procedures shall include (but are not limited to):

- a description of the activity or process with appropriate training undertaken
- the person or position that has supervisory responsibility for the activity or process
- a clear explanation in sequential order of the steps or stages
- details of potential hazards
- safety controls to minimise potential risk from any identified hazards
- health and safety precautions to be exercised in the course of carrying out work activities.

Other VCAL providers must ensure duty of care is exercised in relation to the regulations covering their particular sector.

Consistent with the VCAL principle to ensure curriculum that builds competence and resilience in individuals including minimising risk factors and enhancing the promotion of protective behaviour of young people, it is incumbent on VCAL
providers to ensure that risks are identified, assessed and controlled effectively and to develop appropriate risk control strategies as part of project planning and implementation. VCAL providers should actively encourage student participation in the risk-management process.

Risks may include health and safety risks but can also cover:
- reputation risks (for example, actions by the student that impact negatively on the reputation of the student, the workplace or VCAL provider)
- relationship risks (for example, actions that impact on client or staff relationships)
- property damage and financial risks
- legal risks.

**Duty of care**
The delivery of accredited curriculum within a school setting is governed by legislative and regulatory responsibilities. Government schools that are VCAL providers must comply with all the rules and regulations of the DEECD for schools. These include circulars sent to principals and school council presidents as well as the guidelines for delivery and implementation of curriculum as outlined in:
- the relevant Ministerial Order
- structured workplace learning manuals produced by the DEECD
- Education (Workplace Learning) Act

Guidelines for schools for delivery and implementation of structured workplace learning are outlined in Ministerial Order 55. Further information on workplace learning arrangements is available at:

Other VCAL providers (for example, TAFE institutes or ACE organisations) must comply with the provisions of the Education and Training Reform Act Part 5.4.14 Division 2 – Practical Placement.

**OH&S and environmental requirements**
Participants in VCAL programs must demonstrate safe working practices by complying with all relevant OH&S requirements applicable to their learning environment.

VCAL providers and assessors must also ensure all learning and assessment environments and activities conform to current OH&S and environmental legislation, regulatory requirements and structured workplace learning guidelines produced by the DEECD.

**Risk assessment**
OH&S risk should be assessed wherever there is a project activity or work environment associated with a risk of injury or ill-health.

If the project is to be conducted within a workplace, then the employer should have in place a number of OH&S risk controls to minimise OH&S risk. The student should consult the supervisor regarding risk controls, workplace induction and protective apparel which apply to the student’s work activity and work environment.
Section 2: VCAL Literacy and Numeracy Skills Strand

INTRODUCTION
Curriculum selected for inclusion in the Literacy and Numeracy Skills strand must be consistent with the purpose statements of this strand. Through aligning curriculum with the purpose statements of the curriculum strand, the learning program will provide literacy and numeracy skills development and experiences that are important for the vocational, employability and personal development outcomes of VCAL students.

Aims
Study in this strand is designed to:
• develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning and community
• develop knowledge, skills and understanding relevant to the practical application of numeracy in the contexts of home, work and the community
• provide pathways to further study and work.

Gaining credit/s toward the award of VCAL
One credit will be awarded for the successful completion of one VCE or VCAL unit, or for a combination of accredited VET or FE units or modules that total approximately 100 nominal hours.

To satisfy the requirements of the VCAL, in the VCAL Literacy and Numeracy Skills strand, students must successfully attain one credit for Literacy and one credit for Numeracy. The Literacy unit must be at the award level or above. The Numeracy unit does not have to be selected at the award level.

Note: If using VCAL units, to meet the eligibility requirements of the literacy component of the VCAL Literacy and Numeracy Skills strand, the Reading and Writing unit must be completed at the award level or above. The Oral Communication unit, taken at the appropriate level, can be included as one of the six credits (required at the award level) in a student’s VCAL learning program. It is appropriate, but not mandatory, that an Oral Communication unit is integrated with a Reading and Writing unit.

For further information refer to the current edition of the VCE and VCAL Administrative Handbook.

Providers can select VCAL Literacy and Numeracy Skills units to meet these requirements or alternatively, select other curriculum such as VCE units or units and modules from appropriate FE certificates such as the Certificate in General Education for Adults.

Literacy Skills purpose statement
The purpose of literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship.

Literacy skills corresponding with these social contexts include literacy for self expression, practical purposes, knowledge and public debate.

Literacy includes reading, writing and oral communication skills.
Where literacy units are identified in VET certificates as suitable for literacy skills development, they will need to be consistent with the Literacy Skills purpose statement. Literacy units from one or more accredited certificates may be combined to provide the literacy component of the learning program.

**Numeracy Skills purpose statement**

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields.

Curriculum selected for numeracy in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community.

**Selecting literacy and numeracy curriculum**

Curriculum in the Literacy and Numeracy Skills strand can include VCAL Literacy and Numeracy Skills units or any VCE English units and any VCE Mathematics units and/or accredited modules or certificates with a literacy/numeracy focus such as:

- Certificates I, II and III in General Education for Adults
- Certificates II, III and IV in ESL (Access)
- Certificates II, III and IV in ESL (Vocational Purposes)
- Certificates I, II and III in Mungu-dahl Tyama-tyet

**Note:** Additional VCE units may be used to meet the eligibility requirements of the VCAL strand. Please refer to the current VCE and VCAL Administrative Handbook for more information.

**VCAL Literacy and Numeracy Skills units**

The VCAL Literacy and Numeracy Skills units are:

- LIT011 Literacy Skills Foundation Reading and Writing
- LIT012 Literacy Skills Foundation Oral Communication
- LIT021 Literacy Skills Intermediate Reading and Writing
- LIT022 Literacy Skills Intermediate Oral Communication
- LIT031 Literacy Skills Senior Reading and Writing
- LIT032 Literacy Skills Senior Oral Communication
- NUM011 Numeracy Skills Foundation
- NUM021 Numeracy Skills Intermediate
- NUM031 Numeracy Skills Senior
- NUM032 Advanced Numeracy Skills Senior.

**PATHWAYS**

VCAL is designed to develop and extend pathways for young people. On completion of the Literacy and Numeracy Skills units, pathways at each level may, depending on the required skills and prerequisites, include the following:

**Literacy and Numeracy Skills Foundation units**

- Intermediate level VCAL
- Certificate II in General Education for Adults
- VCE studies
- Certificate II VET courses
- Certificate II FE courses
- School Based Apprenticeships
- Employment.

**Literacy and Numeracy Skills Intermediate units**

- Senior level VCAL
- Certificate III in General Education for Adults
- VCE studies
- Certificate III VET courses
• Certificate III FE courses
• School Based Apprenticeships
• Employment.

**Literacy and Numeracy Skills Senior units**
• VCE studies
• Certificate III and IV VET courses
• Certificate III and IV FE courses
• School Based Apprenticeships
• Employment.

**LITERACY SKILLS UNITS**
The Literacy Skills units are designed for use within the Literacy and Numeracy Skills strand of VCAL.

The broad purpose of the Literacy Skills units is to enable the development of skills, knowledge and attitudes in literacy that allows progression in the main social contexts of:
• family and social life
• workplace and institutional settings
• education and training contexts
• community and civic life.

These social contexts are not seen to be autonomous and often overlap.

Four domains of literacy have been identified as corresponding with these social contexts:
• literacy for self expression: focuses on aspects of personal and family life, and the cultures which shape these
• literacy for practical purposes: focuses on forms of communication mainly used in workplace and institutional settings and in communication with such organisations
• literacy for knowledge: focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training
• literacy for public debate: focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

The Literacy Skills units are premised on the understanding that effective literacy skills development occurs within social contexts. The application of literacy skills cannot be separated from social context. The overall purpose is to provide an applied ‘real life’ approach to literacy development.

Literacy includes reading, writing and oral communication skills.

**STRUCTURE**
The Literacy Skills units are designed at three levels – Foundation, Intermediate and Senior. Two units exist at each level, as follows:

**Foundation**
• Literacy Skills Foundation Reading and Writing unit
• Literacy Skills Foundation Oral Communication unit

**Intermediate**
• Literacy Skills Intermediate Reading and Writing unit
• Literacy Skills Intermediate Oral Communication unit

**Senior**
• Literacy Skills Senior Reading and Writing unit
• Literacy Skills Senior Oral Communication unit

The three levels reflect the progression in skills, knowledge and attitude development of literacy skills.

The Literacy Skills Foundation Reading and Writing unit satisfies the award level requirements for Foundation.
The Literacy Skills Intermediate Reading and Writing unit satisfies the award level requirements for Foundation and Intermediate. The Literacy Skills Senior Reading and Writing unit satisfies the award requirements for all levels of the VCAL.

Oral Communication units at Foundation, Intermediate and Senior cannot be counted as meeting the compulsory award level literacy credit, but can be included as one of the six credits required at the award level in students’ VCAL learning programs. It is appropriate, but not mandatory, that an Oral Communication unit is integrated with a Reading and Writing unit.

Oral language cannot be separated from reading and writing, and occurs in discussions about written texts and the content of written texts. Decisions about the desirability of completing one or two units should take into account the needs of the individual students and outcomes in relation to pathways.

**READING AND WRITING UNITS**

In the Reading and Writing units, the four literacy domains (literacy for self expression; literacy for practical purposes, literacy for knowledge, and literacy for public debate) provide a framework by which students can become aware of the social context or areas of social practices in which they operate, the genres relevant to these social contexts and practices, and in which they can develop skills to use the genres effectively. In teaching, it must be ensured that language activities are placed in a social context and that students are given the opportunity to gain a greater understanding of that context.

**ORAL COMMUNICATION UNITS**

The Oral Communication units are designed to provide participants with knowledge, understanding and skills in spoken communication for different social purposes. The Oral Communication units reflect the theory that language use varies depending on the social context and purpose of the interaction and this is its main organising principle. The units identify four primary purposes for oral communication which reflect the literacy domains and encompass a range of contexts for spoken interaction. These are:

- **self expression**
- **knowledge**
- **practical purposes**
- **exploring issues and problem solving**.

The learning outcomes for the Oral Communication unit are based on typical spoken interactions used to fulfill these broad social purposes.

**Oracy for Self Expression** focuses on spoken interaction involving exploring story and life experience and the cultures in which these are staged. The types of speech events most likely to occur in this domain are short talks, small group discussions, role-play of situations, sharing anecdotes in pairs and giving an account of an experience.

**Oracy for Knowledge** focuses on spoken interactions involving presentations of information, principles, explanations and theories. The types of speech events most likely to occur in this domain include reports, talks, informative interviews, speeches, lectures, presentations and news broadcasts.

**Oracy for Practical Purposes** focuses on spoken interactions involving giving support, advice or expertise. The types of speech events most likely to occur in this domain include giving or responding to instructions or directions, exchanging goods and services, making appointments and job interviews.

**Oracy for Exploring Issues and Problem Solving** focuses on spoken interactions involving giving opinions, evidence and information and resolving issues. The types of speech events most likely to occur in this domain include participation in public meetings, discussions, debates and meetings.

**Levels**

At different levels, students are described as developing or increasing understanding and use of different aspects of oral communication. These include aspects of language use such as the ability to vary language to suit different audiences and purposes, aspects of nonverbal communication including using visual supports to communication and a range of listening skills. Oral texts and interactions at each level also vary in the level of support provided and subject matter, with students progressing from the personal and familiar to broad ranging and abstract themes.
LITERACY SKILLS FOUNDATION

READING AND WRITING

Unit name
Literacy Skills Foundation Reading and Writing

Nominal duration
100 hours – 1 credit

Unit purpose
The purpose of this unit is to enable students to develop skills and knowledge to read and write simple or short texts. Texts will deal with mainly personal and familiar topics but may include some unfamiliar aspects.

At this level students, often with support, use the writing process with an awareness of the purpose and audience of the text.

In reading students are able to identify the main point of the text, some key details and express an opinion about the text as a whole as well as some of the details.

At the end of the Foundation Reading and Writing unit students will be able to read and comprehend a range of simple short texts and write a range of short texts in a number of contexts which may be interrelated.

Content Summary
Content and underpinning knowledge relevant to each learning outcome can be found in the learning outcome details.

The learning outcomes should be covered in a context through subject matter that is relevant to students.

A range of different text types or genres should be covered in each learning outcome. Although it is only necessary to cover one text type to show competence of a learning outcome, the learning situation should allow students to develop competence in reading and writing a range of text types.

Reading
Students should be given the opportunity to take part in shared and independent reading. Students can usually understand and respond to written material that is more complex than what they are able to read themselves. Reading complex texts to students and using audio tapes of texts can assist students to gain an appreciation of written texts and can be used to help students develop an understanding of text structure and tone and the writer’s purpose and stance, which may be difficult with simple texts. While this can be used as a stimulus for writing activities, students can read related texts or excerpts from the original text. This allows the students to read at the level they are operating. In other words they can develop reading skills at macro and micro levels. In an assessment context some independent, albeit supported, reading is required.
Learning outcomes and elements
Students must show competence in all eight learning outcomes.

Summary of learning outcomes
1. Writing for Self Expression
Write a short recount, narrative or expressive text on a familiar subject.

2. Writing for Practical Purposes
Write a short instructional or transactional text on a familiar subject.

3. Writing for Knowledge
Write a short report or explanatory text on a familiar subject.

4. Writing for Public Debate
Write a short persuasive and/or argumentative text expressing a point of view on a familiar subject.

5. Reading for Self Expression
Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text.

6. Reading for Practical Purposes
Demonstrate that meaning has been gained from reading a simple instructional or transactional text.

7. Reading for Knowledge
Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject.

8. Reading for Public Debate
Demonstrate that meaning has been gained from reading a simple persuasive or discursive text on a familiar subject.

Elements – Reading and Writing
The elements give detailed information of the requirements for satisfying the learning outcomes. The learning outcome is achieved when students demonstrate competence in all the elements. In the Reading and Writing units, all the elements must be covered in the one assessment task or activity, although activities/tasks may take place over a period of time.

In the Reading and Writing units, the elements are grouped under headings to make the organising principles explicit.

Writing elements
Writing process
Planning, drafting and editing are a part of the process of writing. It is important that students become aware that writing is a process and that the first product is unlikely to be the final product. Any number of drafts can be done by students in producing the final product. However, in practice students may be restricted by the nominal duration of a unit in the number of times they can draft a text.

Where possible, students should use a computer to plan, draft and edit their text. At the very least, the final text should be computer generated.

Purpose
Written texts, in general, are more successful when a writer is aware of why they are writing and who they are writing for. Students need to recognise the difference between private and public writing. The language used and the tone of the text will depend on the purpose of the text and the proposed audience for the text. Students undertaking the Reading and Writing units need to be aware that they too must make their writing appropriate for its intended purpose and audience. At Foundation level it is likely that texts will be produced for a limited audience and purpose.

Structure
Texts must be organised to ensure that ideas and information are presented coherently and logically to suit the purpose of the text. This also needs to take into account that different types of texts are often structured in specific ways, for example reports, narratives, letters of complaint and instructions all have their own conventional structures.

Length/complexity
As students become more proficient at writing and expressing ideas and information on paper, it becomes increasingly important for them to present a range of ideas and information. Students move to developing more coherent paragraphs, with topic sentences, and begin to use linking devices. At the Intermediate and Senior levels these elements move from length to complexity in writing.
Mechanics
This element deals with spelling, punctuation and grammar. At the Foundation level students are expected to spell, punctuate and use grammar sufficiently for the meaning of the text to be understood. They should be encouraged to use dictionaries, spell checks, personal dictionaries or word lists. At the Senior level, students are expected to have much more control over these mechanical tools and use them with considerable accuracy. However, this does not preclude them from using dictionaries, spell checks, etc.

Reading elements
Purpose
As in the process of writing, being aware of the intended audience and purpose of a text is important in the reading process. This includes being aware of any unstated meaning, inferred purpose and the means used to achieve the purpose. Awareness of the purpose of a text also helps to set the text in its social context and allows students to consider if the purpose is achieved, and, if so, how it has been achieved, thus developing critical awareness. Not all texts have unstated meaning or inferred purpose and where the elements ask students to look at these, it is adequate for students to identify their absence. Suitable texts for the reading process could be sourced from the Internet.

Comprehension
This element progresses through the levels to extracting information for a specific task, and identifying underlying views in a text.

Application
Being able to identify information about texts and contained in texts and apply it to other texts and contexts is the focus of elements under this heading. This results in students being able to compare and contrast information and ideas and to appreciate the social context of what they have read.

Critique
Developing an opinion about texts and the content of texts is integral to making meaning out of texts. Elements grouped under this heading aim to enable students to move from giving a personal opinion on a text to analysing and evaluating the content and effectiveness of the text.

In the Reading learning outcomes, additional information is given about the generic features and structure of texts. The types of texts in each domain are detailed, as well as strategies for students to select reading material.

Learning-to-learn
Learning-to-learn strategies are integral to the development of reading and writing. Teaching and learning at this level should explicitly model and validate a wide range of learning-to-learn strategies. These strategies may include:

- risk taking (having a go)
- learning from mistakes
- reviewing and reflecting
- asking for and accepting help/advice/feedback
- linking new information to existing knowledge
- being aware of personal writing strengths and skills needing development
- giving voice to experiences and responding to the diverse experiences of others
- developing skills for independent learning, such as collecting and classifying
- getting information from multiple sources
- developing metalanguage to talk about texts.

Assessment
The assessment methods used should be appropriate for students, their learning styles and needs, the topic or field of study and the learning outcome.

Where possible, learning outcomes should be grouped together for assessment – more than one learning outcome should be assessed in an assessment task/activity. For example, a teacher observation of a class discussion about a text read by students could be used to assess both a Reading learning outcome and a learning outcome in the Oral Communication unit. Students could also write a response to the text and cover one of the writing learning outcomes.
Examples of assessment tasks/activities which relate to a specific learning outcome can be found in the learning outcome details. Examples of integrated assessment tasks/activities can be found at the end of this unit. These examples are of tasks/activities that integrate and assess more than one learning outcome, sometimes within the Reading and Writing unit, sometimes across strands.

To be credited with this unit the student must demonstrate competence in all learning outcomes. All elements in a learning outcome must be met in the one task for students to show competence in that outcome.

**Conditions of assessment**

The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

Students should have access to:
- a range of assessment tasks/activities
- a learning environment appropriate to the task
- a computer with relevant software (for example, Microsoft PowerPoint, Microsoft Word)
- support and advice
- communication supports as required (for example, dictionary, personal word lists).

Subject matter may be ‘everyday’ and may include some unfamiliar material.

**Assessment methods**

Assessment should be conducted through meaningful activities and, wherever possible integrated and spread throughout the course. Assessment may be through:

For writing learning outcomes:
- written text (which may be computer generated)
- teacher observation.

For reading learning outcomes:
- oral or written explanation of task
- teacher observation
- oral or written response to text.
LEARNING OUTCOME DETAILS
Students must show competence in all learning outcomes in this unit.

LEARNING OUTCOME 1
Writing for Self Expression
Write a short recount, narrative or expressive text on a familiar subject.

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

Writing process
a) Use simple planning, drafting and editing processes to produce written texts.

Purpose
b) Use language and tone appropriate to text purpose and audience.

Structure
c) Sequence and structure ideas, information and/or events coherently.

Length/complexity
d) Write at least one paragraph or equivalent.

Mechanics
e) Spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies
Text awareness activities such as class exploration of a range of personal texts – stories, journals, autobiographies, personal profiles and poems – to become familiar with key features of the genre. The Internet could be a source of any of these texts.

Pre-writing activities such as group discussion of topics of personal interest, sharing personal anecdotes or favourite stories.

Supported writing activities such as teacher transcription of a range of students’ experiences, teacher modelling of key discourse features, joint construction of texts, cloze exercises, jumbled sentences, sentence starters, speed writing and speed copying.

Computer based activities such as using the cut and paste facility to try out alternative sequencing of a narrative, using word processing program to edit a text, visiting websites on familiar topics.

Spelling/vocabulary activities such as brainstorming the spelling of key terms from the topic, looking for common letter patterns, memorising sight words, recognising ‘sound-alike’ words, understanding sound/spelling relationships, using prefixes and suffixes, breaking words into syllables, constructing personalised word lists, using a dictionary. Computer software could be the source of any of these activities.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject matter/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Writing process
- stages or processes of writing – planning, drafting, editing
- the use of a computer for drafting, editing and production of the text
**Purpose**
- identification of the audience of the text – who needs to read and understand it
- identification of the purpose of the text – what will connect on a personal or imaginative level with the reader
- recognition of the difference between private and public writing, for example presentation, attention to spelling
- use of appropriate language for audience and purpose, for example descriptive language
- formatting should be appropriate for the audience and purpose of the text

**Structure**
- developing use of structural conventions of recount, narrative and expressive texts, for example:
  - narrative – orientation, complication, resolution
  - recount – orientation, events, comment
- chronological sequencing of events
- identification followed by description

**Length/complexity**
- conventions of paragraph writing – development of a major topic in each paragraph; use of topic sentences
- consistent use of grammatically correct simple sentence forms
- occasional use of complex sentence structures

**Mechanics**
- consistent use of upper and lower case letters
- more regular use of generic grammatical forms including personal pronouns and temporal links, for example ‘since’
- spelling and vocabulary development and some accurate use of vocabulary to convey meaning

**Information and communications technology**
- a range of ICT equipment can be used as a tool in the writing process.

**Examples of assessment tasks/activities for learning outcome 1**
Where possible, more than one learning outcome should be assessed in one task/activity and the task/activity should be grounded in a context relevant to the student. Students should produce a folio of a recount, narrative or expressive texts showing drafts and final texts.

Examples of integrated assessment tasks can be found at the end of this unit.

Where the learning outcomes are assessed separately, assessment tasks/activities similar in complexity to one of the following may be appropriate:
- Write a recount about a personal experience, for example starting secondary college.
- Write a personal letter, for example write to a friend about a disappointing experience you have had. Use conventions of informal letter writing.
- Write a simple, creative expression text, for example a poem or a song.
- Write a description of people, places, activities or ideas which may be real or imaginary.
- Write a personal email, for example to a friend about a new job or something you have done recently.
- Use a digital camera or video as visual stimulus for writing a description or personal story.
- Write a journal documenting work experience.

Word limits should be determined according to complexity of ideas and writing appropriate to this level.
LEARNING OUTCOME 2

Writing for Practical Purposes
Write a short instructional or transactional text on a familiar subject.

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

Writing process
a) Use simple planning, drafting and editing processes to produce written texts.

Purpose
b) Use language and tone appropriate to text purpose and audience.

Structure
c) Sequence and structure information and/or ideas coherently.

Length/complexity
d) Write at least one paragraph or three to four pieces of information in point form.

Mechanics
e) Spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies
Text awareness activities such as class exploration of a range of simple transactional or instructional texts to become familiar with key features of the genre. The Internet could be a source of any of these texts.

Pre-writing activities such as sharing of knowledge on how something is done, brainstorming, identifying key points.

Supported writing activities such as teacher transcription of students’ instructions, group construction and/or editing of text, sentence completion activities, sequencing ideas to match known procedures and/or model texts. Computer software could be the source of any these activities.

Computer based activities such as using the cut and paste facility to try out alternative sequencing of instructions, using a word processing program to edit a text, visiting websites on familiar subjects.

Spelling/vocabulary activities such as brainstorming the spelling of key terms, looking for common letter patterns, memorising sight words, recognising ‘sound-alike’ words, understanding sound/spelling relationships, using prefixes and suffixes, breaking words into syllables, constructing personalised word lists, using a dictionary. Computer software could be the source of any of these activities.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Writing process
• stages or processes of writing – planning, drafting, and editing
• the use of a computer for drafting, editing and production of the text

Purpose
• identification of the audience of the text – who needs to read and understand it
• identification of the purpose of the text – what will the reader know after reading it
• recognition of difference between private and public writing, for example presentation, attention to spelling
• use of appropriate language for audience and purpose, for example technical language, formal tone
• formatting should be appropriate for the audience and purpose of the text
Structure
- developing use of structural conventions of instructional or transactional texts, for example:
  - use of headings and subheadings
  - inclusion of maps and diagrams
  - use of dot points or lists
- formal letter format
- note format
- logical sequencing of instructions

Length/complexity
- conventions of paragraph writing – development of a major topic in each paragraph; use of topic sentences
- consistent use of grammatically correct simple sentence forms
- occasional use of complex sentences

Mechanics
- consistent use of upper and lower case letters
- more regular use of generic grammatical forms including personal pronouns and temporal links, for example ‘since’
- spelling and vocabulary development and some accurate use of vocabulary to convey meaning

Information and communications technology
- a range of ICT equipment can be used as a tool in the writing process.

Examples of assessment tasks/activities for learning outcome 2
Where possible, more than one learning outcome should be assessed in one task/activity and the task/activity should be grounded in a context relevant to students. Students should produce a folio of instructional or transactional texts showing drafts and final texts.

Examples of integrated assessment tasks can be found at the end of this unit.

Where the learning outcomes are assessed separately, assessment tasks/activities similar in complexity to the following may be appropriate:
- Write instructions on – how to use a machine (context could be in the home, community or at work), make/build something, directions for how to get to McDonalds from school.
- Write a letter with a transactional purpose, for example an application for a mobile phone, a complaint that an appliance does not work, a request for information on a topic of study or to invite a guest speaker to your school/organisation.
- Write a note, for example to a colleague or family member giving a phone message or similar.
- Write to complete a simple form which requires some open-ended information or a description, for example an accident form.
- Write a letter to an employer thanking them.
LEARNING OUTCOME 3

Writing for Knowledge
Write a short report or explanatory text on a familiar subject.

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

Writing process
a) Use simple planning, drafting and editing processes to produce written texts.

Purpose
b) Use language and tone appropriate to text purpose and audience.

Structure
c) Sequence and structure information and ideas coherently.

Length/complexity
d) Write at least one paragraph or equivalent.

Mechanics
e) Spell, punctuate and use grammar sufficiently for the meaning to be understood.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies
Text awareness activities such as class exploration of a range of simple explanatory texts to become familiar with key features of the genre. The Internet could be a source for any of these activities.

Pre-writing activities such as sharing of knowledge on a topic, brainstorming, identifying key points.

Supported writing activities such as teacher transcription of students’ ideas, group construction and/or editing of texts, sentence/paragraph completion activities, sequencing ideas in paragraphs, composing topic sentences, providing model texts. Computer software could be a source for any of these activities.

Computer based activities such as using the cut and paste facility to try out alternative ordering of information, using a word processing program to edit a text, visiting websites on familiar subjects.

Spelling/vocabulary activities such as brainstorming the spelling of key terms, looking for common letter patterns, memorising sight words, recognising ‘sound-alike’ words, understanding sound/spelling relationships, using prefixes and suffixes, breaking words into syllables, constructing personalised word lists, using a dictionary. Computer software could be the source of any of these activities.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Writing process
• stages or processes of writing – planning, drafting, editing
• the use of a computer for drafting, editing and production of the text

Purpose
• identification of the audience of the text – who needs to read and understand it
• identification of the purpose of the text – what will the reader know after reading it
• recognition of difference between private and public writing, for example presentation, attention to spelling
• use of appropriate language for audience and purpose, for example neutral tone, technical terms
• formatting should be appropriate for the audience and purpose of the text
Structure
• developing the use of structural conventions of report and explanatory texts, for example general statement, factual description or logically sequenced explanation or conclusion

Length/complexity
• conventions of paragraph writing – development of a major topic in each paragraph, use of topic sentences
• consistent use of grammatically correct simple sentence forms
• occasional use of complex sentences

Mechanics
• consistent use of upper and lower case letters
• more regular use of generic grammatical forms including personal pronouns and temporal links, for example ‘since’
• spelling and vocabulary development and some accurate use of vocabulary to convey meaning

Information and communications technology
• a range of ICT equipment can be used as a tool in the writing process.

Examples of assessment tasks/activities for learning outcome 3
Where possible, more than one learning outcome should be assessed in one task/activity and the task/activity should be grounded in a context relevant to students. Students should produce a folio of a report or explanatory texts showing drafts and final texts.

Examples of integrated assessment tasks can be found at the end of this unit.

Where the learning outcomes are assessed separately, assessment task/activities similar in complexity to one of the following may be appropriate:
• Write a report about a past or future event, for example a film/play, an excursion or a meeting.
• Write a paragraph explaining the results of a survey on a health, community, work or legal issue.
• Write a report on changes in banking or an historic place in your locality.
LEARNING OUTCOME 4

Writing for Public Debate
Write a short persuasive and/or argumentative text expressing a point of view on a familiar subject.

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

Writing process
a) Use the processes of planning, drafting and editing to produce written texts.

Purpose
b) Use language and tone appropriate to text purpose and audience.

Structure
c) Sequence and structure ideas and arguments coherently.

Length/complexity
d) Write at least one paragraph or equivalent.
e) Provide supporting evidence, which may be broad or general, for a point of view.

Mechanics
f) Spell, punctuate and use grammar sufficiently for the meaning to be understood.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies
Text awareness activities such as class exploration of a range of persuasive and opinionative texts to become familiar with key features of the genre. The Internet could be a source of any of these activities.

Pre-writing activities such as group discussion of topics of public interest, note taking of key points from reading texts.

Supported writing activities such as teacher transcriptions of a range of students’ opinions, teacher modelling of key discourse features, joint construction of texts, cloze activities, sequencing ideas in paragraphs, class compilations of opinions on a topic. Computer software could be a source of any of these activities.

Computer based activities such as using the cut and paste facility to try out alternative ordering of arguments and/or opinions, using a word processing program to edit a text, visiting websites on familiar subjects.

Spelling/vocabulary activities such as brainstorming the spelling of key terms, looking for common letter patterns, memorising sight words, recognising ‘sound-alike’ words, understanding sound/spelling relationships, using prefixes and suffixes, breaking words into syllables, constructing personalised word lists, using a dictionary. Computer software could be a source of any of these activities.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Writing process
• stages or processes of writing – planning, drafting, editing
• the use of a computer for drafting, editing and production of the text

Purpose
• identification of the audience of the text – who needs to read and understand it
• identification of the purpose of the text – what will persuade the reader
• recognition of difference between private and public writing, for example presentation, attention to spelling
• use of appropriate language for audience and purpose, for example emotive language
• formatting should be appropriate for the audience and purpose of the text
**Structure**
- developing use of structural conventions of argumentative text, for example statement of opinion, arguments and summing up

**Length/complexity**
- conventions of paragraph writing – development of a major topic in each paragraph, use of topic sentences
- consistent use of grammatically correct simple sentence forms
- occasional use of complex sentence

**Mechanics**
- consistent use of upper and lower case letters
- more regular use of generic grammatical forms including modal structures and causal links, for example should, would, because
- spelling and vocabulary development and some accurate use of vocabulary to convey meaning

**Information and communications technology**
- a range of ICT equipment can be used as a tool in the writing process.

**Examples of assessment tasks/activities for learning outcome 4**
Where possible, more than one learning outcome should be assessed in one task/activity and the tasks/activities should be grounded in a context relevant to students. Students should produce a folio of argumentative or discursive texts showing drafts and final texts.

Examples of integrated assessment tasks can be found at the end of this unit.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:
- Write a paragraph expressing an opinion on a topic currently in the media.
- Write a letter ‘to the editor’ or your place of learning about something of personal concern, for example lack of adequate facilities in the toilet block.
- Write on an issue of public concern providing evidence to support your position, for example an occupational health and safety issue, banning dangerous breeds of dogs, tougher penalties for P-Plate drivers.
LEARNING OUTCOME 5

Reading for Self Expression
Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text.

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

Purpose
a) Identify the purpose of the text.

Comprehension
b) Identify main ideas and key descriptive details in the text.
c) Explain the meaning of key words and phrases.

Application
d) Identify similarities/differences between texts on similar subjects or with similar text types.

Critique
e) Express an opinion on the text or on its subject matter.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies
Text awareness activities such as group exploration of a range of narrative, expressive, non print or multi modal texts on a topic of interest to become familiar with key features of the genre.

Pre-reading activities such as prediction based on visuals – looking at headings, titles, subheadings and content or watching a video/TV program discussion.

Comprehension activities such as open and closed questions, cloze activities, sequencing cut up text, true and false or matching activities, multiple-choice questions.

Vocabulary building activities such as underlining key words, brainstorming words related to the topic.

Computer based activities such as using the Internet to explore individual homepages, and the links, graphics and texts used.

Extension activities such as discussions based on texts, finding more information on the topic, and writing own ideas on the topic.

Critical analysis activities such as exploring the mood of the text, how language is used to convey impressions of events, discussing possible alternative perspectives on an event.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Purpose
• developing awareness of text audience and purpose
• developing awareness of how texts reflect an author’s bias, feelings and experiences
• developing awareness of how language choices relate to text purpose such as use of emotive language and descriptive words, use of slang, use of inclusive pronouns

Comprehension/reading strategies
• use of context to predict meaning
• word attack skills (phonic and visual letter patterns, syllabification, word origins)
• use of non-textual cues to provide clues to meaning
• increasing confidence and speed
• identifying key words and phrases critical to gaining meaning from the text
• recognition that punctuation affects meaning and assists comprehension
• beginning understanding of how language choices convey meaning
Application

• developing ability to link text to other types of texts (oral, written, film, cartoons, Internet, video clips, etc.)
• developing ability to identify similarities/differences between texts in terms of language used and overall text structure (similar/different topic, content, layout, structure, format, purpose and audience)
• developing ability to distinguish differences between texts on similar topics, but with different purposes (different genres), for example how to use SMS on your mobile phone and a mobile phone advertisement

Critique

• developing ability to express an opinion on the text such as how it affected them, and whether they agree with the text
• developing understanding of how texts reflect an author’s culture, experiences and value system

Developing strategies useful in selecting reading material

• source of text – newspaper, magazine, Internet etc.
• author/publisher
• year and country of publication
• interest in topic
• front and back cover of books
• reading titles, headings, contents
• skimming/scanning text

Types of texts

Texts at this level:

• should deal with everyday subject matter which may include some unfamiliar aspects
• should use some complex and compound sentences although simple sentence structures will be the most common
• should use familiar or everyday vocabulary which may include some unknown words
• may include unambiguous illustrations related to the written text
• should be clearly laid out
• should have a clear structure characteristic of the text type:
  - a chronological sequence of events
  - use of descriptive language
  - author’s experiences are expressed in the text
  - narrative format, for example orientation (setting the context), complication and resolution
  - recount format, for example orientation, events and comment.

Typical texts for this learning outcome include:

• fiction (science fiction, romance, adventure, comedy, comics, poetry)
• non-fiction (biographies, autobiographies)
• personal letters
• emails
• personal weblogs/diaries/journals.

Texts could be sourced from the Internet or computer software.

Examples of assessment tasks/activities for learning outcome 5

Where possible more than one learning outcome should be assessed in the one task/activity and the context and subject matter should be relevant to students.

Examples of integrated assessment tasks can be found at the end of this unit.

Where the learning outcomes are assessed separately, assessment tasks/activities similar in complexity to one of the following may be appropriate. Students could write, present orally, or use a computer, CD, audio/video tape, Microsoft PowerPoint to record, relate and compare the texts they have read.

Examples of assessment tasks:

• Read and compare two personal accounts of an event or experience.
• Read a famous children’s fable and a modern children’s story and compare the structure and meaning of the texts.
• Read a journal extract from an historical character. Compare with other information written about this time. (This could be linked to Reading and Writing: Reading for Knowledge, learning outcome 7, in this unit.)
LEARNING OUTCOME 6

Reading for Practical Purposes
Demonstrate that meaning has been gained from reading a simple instructional or transactional text.

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

Purpose
a) Identify the purpose of the text.

Comprehension
b) Identify the main ideas and/or key procedures.
c) Explain the meaning of key words and phrases.

Application
d) Identify similarities/differences between texts on similar subjects or with similar text types.

Critique
e) Express an opinion on the text or its subject matter.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies
Text awareness activities such as group exploration of a range of simple practical or transactional texts on a topic of interest to become familiar with key features of the genre.

Pre-reading activities such as prediction based on visuals, headings, title, subheadings, content, hypothesising about where the text comes from and where it was written.

Comprehension activities such as open and closed questions, cloze activities, sequencing of cut up sentences, joint deconstruction of text to identify main idea and key points.

Vocabulary building activities such as underlining key words, brainstorming words related to the topic.

Computer based activities such as looking at the use of icons and navigating devices in online texts, exploring similarities and differences in computer based instructions such as pull down menus, help menus and tool bars.

Critical analysis activities such as group identification of the differences between instruction and interpretation, what is inferred/stated, what is implicit/explicit and how readers make meaning of these.

Extension activities such as moving beyond the text to find other texts on the same topic, for example guided library or Internet based research, sharing of relevant texts found.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Purpose
• developing awareness of text audience and purpose
• developing awareness of how texts may reflect an author’s experiences, intentions and/or bias
• developing awareness of how language choices relate to text purpose such as how or what information is requested or given
Comprehension/reading strategies
• use of context to predict meaning
• word attack skills (phonic and visual letter patterns, syllabification, word origins)
• use of non-textual cues to provide clues to meaning
• increasing confidence and speed
• identifying key words and phrases critical to gaining meaning from the text
• recognising that punctuation affects meaning and assists comprehension
• beginning understanding of how language choices convey meaning

Application
• developing ability to link text to other types of texts (oral, written, film, cartoons, Internet, video clips, etc.)
• developing ability to identify similarities/differences between texts in terms of language used and overall text structure (similar/different topic, content, layout, structure, format, purpose and audience)
• increasing ability to distinguish between texts on similar topics, but with different purposes (different genres)

Critique
• developing ability to express an opinion on the text such as how effective the text was in explaining a process or procedure
• developing understanding of how texts reflect an author’s culture, experiences and value system

Developing strategies useful in selecting reading material
• source of text – newspaper, magazine, Internet, etc.
• author /publisher
• year and country of publication
• interest in topic
• front and back cover of books
• reading titles, headings, contents
• skimming/scanning text

Types of texts
Texts at this level:
• should deal with everyday subject matter which may include some unfamiliar aspects
• should use some complex and compound sentences although simple sentence structures will be the most common. Where appropriate, information may be presented in point form
• should use familiar or everyday vocabulary which may include some unknown words
• may include unambiguous illustrations, graphs or diagrams related to the written text
• should be clearly laid out
• should have a clear structure characteristic of the text type:
  - use of headings and sub-headings or other ways of organising the text
  - instructional format, for example statement of the goal, the materials needed or other requirements, sequential steps to achieve the goal
  - transactional letters, for example formal opening, statement of purpose, details, request, confirm, inform or clarify action, formal close.

Typical texts for this learning outcome include:
• instructions or directions such as procedural manuals
• formal letters from an organisation
• memos
• minutes of meetings
• forms
• notes from family or colleagues about practical matters
• requests for leave
• work notices.

Texts could be sourced from the Internet or computer software.
Examples of assessment tasks/activities for learning outcome 6

Where possible more than one learning outcome should be assessed in the one task/activity and the context and subject matter should be relevant to students.

Examples of integrated assessment tasks can be found at the end of this unit.

Where the learning outcomes are assessed separately, assessment tasks/activities similar in complexity to one of the following may be appropriate. Students could write, present orally, or use a computer, CD, audio/video tape, Microsoft PowerPoint to record, relate and compare the texts they have read.

Examples of assessment tasks:

- Read a letter from the Department of Families, Housing, Community Services and Indigenous Affairs (or other government department) and explain what action is required and why.
- Read a do-it-yourself instruction sheet, for example replacing a car tyre or repairing a skateboard. Evaluate the clarity and effectiveness of the instructions given in the text.
- Read manual instructions on changing the ring tone on your mobile phone. Discuss whether the instructions were easy to follow and why or why not.
- Read a bus/train timetable and an advertisement, then plan a trip to the movies using public transport.
LEARNING OUTCOME 7

Reading for Knowledge
Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject.

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

Purpose
a) Identify the purpose of the text.

Comprehension
b) Identify the main ideas and key factual data in the text.
c) Explain the meaning of key words and phrases.

Application
d) Identify similarities/differences between texts on similar subjects or with similar text types.

critique
e) Express an opinion on the text or on its subject matter.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies
Text awareness activities such as group exploration of a range of simple texts on a topic of interest to become familiar with key features of the genre.

Pre-reading activities such as prediction of content based on headings and visual cues, hypothesising about where the text comes from and why it was written.

Comprehension activities such as open and closed questions, cloze activities, sequencing of cut up sentences, joint deconstruction of text to identify main idea and key points.

Vocabulary building activities such as underlining key words, brainstorming words related to the topic and matching activities.

Computer based activities such as using the Internet to explore different texts on the same topic by different authors and from different sources, looking at how information is classified on the Internet, exploring hypertext links on a topic of interest.

Extension activities such as discussions based on texts, finding more information on the topic from library or Internet based research; writing own ideas on the topic.

Critical analysis activities such as group identification of the differences between fact/opinion, what is inferred/stated, implicit/explicit and how readers make meaning of these.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Purpose
• developing awareness of text audience and purpose
• developing awareness of how texts reflect an author’s experiences, intentions and/or bias
• developing awareness of how language choices relate to text purpose such as use of inclusive pronouns, technical language, nominal groups

Comprehension/reading strategies
• use of context to predict meaning
• word attack skills (phonic and visual letter patterns, syllabification, word origins)
• use of non-textual cues to provide clues to meaning
• knowing that it is not necessary to read every word to gain meaning
• increasing confidence and speed
• identifying key words and phrase critical to gaining meaning from the text
• recognising that punctuation affects meaning and assists comprehension
• beginning understanding of how language choices convey meaning

Application
• developing ability to link text to other types of texts (oral, written, film, cartoons, Internet, video clips etc.)
• developing ability to identify similarities/differences between texts in terms of language used and overall text structure (similar/different topic, content, layout, structure, format, purpose and audience)
• developing ability to distinguish differences between texts on similar topics, but with different purposes (different genres), for example personal account of an event and a formal report of an event

Critique
• developing ability to express an opinion on the text such as what is understood from the text and how the information is linked to what is already known about the topic
• developing understanding of how texts reflect an author’s culture, experiences and value system

Developing strategies useful in selecting reading material
• source of text – newspaper, magazine, Internet, etc.
• author/publisher
• year and country of publication
• interest in topic
• front and back cover of books
• reading titles, headings, contents
• skimming/scanning text

Text features and structure
Texts at this level:
• should deal with everyday subject matter which may include some unfamiliar aspects
• should use some complex and compound sentences although simple sentence structures will be the most common
• should use familiar or everyday vocabulary which may include some unknown words
• may include unambiguous illustrations, graphs or diagrams related to the written text
• should be clearly laid out
• should have a clear structure characteristic of the text type, for example:
  - use of formal and impersonal tone
  - use of headings and subheadings
  - author’s opinions/understandings are expressed as fact
  - report format, for example general statement, factual description, conclusion. May include list of contents and/or index
  - newspaper report format, for example headline, summary, elaboration (comment).

Typical texts for this learning outcome include:
• reports
• reference material, including print and screen based texts.
• informative magazine articles
• newspaper articles
• public information brochures.

Texts could be sourced from the Internet or computer software.
Examples of assessment tasks/activities for learning outcome 7

Where possible more than one learning outcome should be assessed in the one task/activity and the context and subject matter should be relevant to students.

Examples of integrated assessment tasks can be found at the end of this unit.

Where the learning outcomes are assessed separately, assessment tasks/activities similar in complexity to one of the following may be appropriate. Students could write, present orally, or use a computer, CD, audio/video tape, Microsoft PowerPoint to record, relate and compare the texts they have read.

Examples of assessment tasks:

• Read a report on an item of news, or a brochure. Discuss the information in relation to other information on the topic.
• Read an information sheet/bulletin. Examine it in terms of layout and content, identifying the purpose of the text then link with other information known, for example background information.
• Read an informative article from a magazine. Select the main ideas and discuss whether the author is giving his/her opinion and evidence of this.
• Read two websites on a similar topic/subject and discuss the information presented.
• Read a job vacancy from the newspaper and compare with a job vacancy on the web.
LEARNING OUTCOME 8

Reading for Public Debate
Demonstrate that meaning has been gained from reading a simple persuasive or discursive text on a familiar subject.

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

Purpose
a) Identify the explicit and/or underlying purpose of a text.

Comprehension
b) Identify the main ideas and key information and arguments in the text.
c) Explain the meaning of key words and phrases.

Application
d) Identify similarities/differences between texts on similar subjects or with similar text types.

Critique
e) Identify any persuasive devices used in the text.
f) Express own view on the subject/text giving reasons.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies

Text awareness activities such as group exploration of a range of argumentative and/or persuasive texts on a topic of interest to become familiar with key features of the genre.

Pre-reading activities such as prediction based on visuals, headings, title of text, content and layout, watching a video/TV program, discussion.

Comprehension activities such as underlining key words, brainstorming words related to the topic.

Vocabulary building activities such as visiting the websites of political parties or pressure groups, exploring Internet based advertising.

Extension activities such as discussions based on texts, finding more information on the topic, and writing own ideas on the topic.

Critical analysis activities such as identifying missing or misleading information, exploring implicit and explicit language, discussing alternative conclusions, constructing diagrammatic representations of the text to clarify arguments used (for example, mind maps).

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Purpose
• developing awareness of text audience and purpose
• developing awareness of how texts reflect an author’s experiences, intentions and/or bias
• developing awareness of how language choices relate to text purpose such as use of inclusive pronouns, technical language, nominal groups
Comprehension/reading strategies
- use of context to predict meaning
- word attack skills (phonic and visual letter patterns, syllabification, word origins)
- use of non-textual cues to provide clues to meaning
- knowing that it is not necessary to read every word to gain meaning
- increasing confidence and speed
- identifying key words and phrases critical to gaining meaning from the text
- recognition that punctuation affects meaning and assists comprehension
- beginning understanding of how language choices convey meaning

Application
- developing ability to link text to other types of texts (oral, written, film, cartoons, Internet, video clips, etc.)
- developing ability to identify similarities/differences between texts in terms of language used and overall text structure (similar/different topic, content, layout, structure, format, purpose and audience)
- developing ability to distinguish between texts on similar topics, but with different purposes (different genres), for example personal account of an event and a formal report of an event

Critique
- developing ability to express an opinion on the text such as what they understood from the text and how the information linked to what they already knew about the topic
- developing understanding of how texts reflect an author’s culture, experiences and value system

Developing strategies useful in selecting reading material
- source of text – newspaper, magazine, Internet etc.
- author/publisher
- year and country of publication
- interest in topic
- front and back cover of books
- reading titles, headings, contents
- skimming/scanning text

Text features and structure
Texts at this level:
- should deal with everyday subject matter which may include some unfamiliar aspects
- should use some complex and compound sentences although simple sentence structures will be the most common
- should use familiar or everyday vocabulary which may include some unknown words
- may include unambiguous illustrations, graphs or diagrams related to the written text
- should be clearly laid out
- should have a clear structure characteristic of the text type, for example:
  - use of emotive and persuasive language
  - facts and opinions included in the text
  - author’s interests and bias are expressed in the text
  - argument/persuasive text format: statement of opinion, argument, summing up or recommendation.

Typical texts for this learning outcome include:
- letters to the editor
- advertising material
- newspaper articles
- print or web based texts expressing an opinion.

Texts could be sourced from the Internet or computer software.
Examples of assessment tasks/activities for learning outcome 8

Where possible more than one learning outcome should be assessed in the one task/activity and the context and subject matter should be relevant to students.

Examples of integrated assessment tasks can be found at the end of this unit.

Where the learning outcomes are assessed separately, assessment tasks/activities similar in complexity to one of the following may be appropriate. Students could write, present orally, or use a computer, CD, audio/video tape, Microsoft PowerPoint to record, relate and compare the texts they have read.

Examples of assessment tasks:

• Read one or more letters to the editor on the same issue but offering different views. Work out how they are different by examining structure, vocabulary, persuasive devices and plausibility of the writer.
• Examine a text from the Internet which has clearly expressed opinions. Compare this with another text form dealing with the same issue.
• Read a newspaper/magazine article on an issue of public interest. Identify the position of the author and point to the vocabulary in the text that helps the reader identify that position.
INTEGRATED ASSESSMENT TASKS/ACTIVITIES FOR FOUNDATION LEVEL

Many of the tasks/activities described here could be used with students working at different levels. The texts used and produced will vary according to the level.

The following tasks/activities are examples of how more than one learning outcome can be integrated and assessed within the Literacy and Numeracy Skills strand.

Organising an event, competition or expo

This would be best organised as a group activity.
- In a group, students organise the event/project they are undertaking. This will involve requesting information, either by phone, email or written means from various venues, for information on similar events/competitions/expos, costing, estimating times.
- After the initial research, students produce flier/bulletin/letter advertising/informing participants of the event, detailing the requirements, directions, instructions, how to get there and the cost.
- Write/give a report on the activity for the student newsletter.

The learning outcomes which could be covered in such an activity include the following Foundation Literacy and Numeracy Skills units:
- Reading and Writing: Reading for Self Expression, learning outcomes 5, Writing for Self Expression, learning outcome 1; Reading and Writing: Reading for Practical Purposes, learning outcome 6 and Writing for Practical Purposes, learning outcomes 2; Reading and Writing: Reading for Knowledge, learning outcomes 7 and Writing for Knowledge, learning outcomes 3
- Oral Communication: Oracy for Practical Purposes, learning outcome 3 and possibly Oracy for Exploring Issues and Problem Solving, learning outcome 4

(After these activities could also cover Personal Development Skills Foundation Unit 1, learning outcomes 1, 3 and 5.)

A pamphlet on saving power in the home/factory/school

- Contact the power companies, for example Origin, or AGL for information about the power companies saving efficiency plans (Oral Communication: Oracy for Practical Purposes, learning outcome 3).
- Read the information, highlighting the most important information (Reading and Writing: Reading for Knowledge, learning outcome 7).
- If you were an energy supplier design a pamphlet for prospective clients using given information or ideas of your own to tell them about the benefits of being energy efficient. Think about the diagrams and photographs that could be used to make it appealing.
- Present the information on the pamphlet as a salesperson (Oral Communication: Oracy for Exploring Issues and Problem Solving, learning outcome 4).
- Write the content for the pamphlet. Enter it onto a computer.
- Using a computer lay out the pamphlet. Edit what you have written. Use diagrams to make the pamphlet look interesting (Reading and Writing: Writing for Practical Purposes, learning outcome 2).

These activities could also cover Personal Development Skills Foundation Unit 2, learning outcomes 2, 4 and 5.

An event in history

- Read text/articles about an event in history, for example Gallipoli, Eureka Stockade (Read and Writing: Reading for Knowledge, learning outcome 7).
- Make a timeline of the event (Read and Writing: Writing for Practical Purposes, learning outcome 2).
- Write a paragraph or cartoon strip detailing the event (Read and Writing: Writing for Knowledge, learning outcome 3).
- Express an opinion on the event (Read and Writing: Writing for Public Debate, learning outcome 4).
- Imagine you are participating in this historical event. Write a personal account of your experience, a journal entry or a letter to a friend (Read and Writing: Writing for Self Expression, learning outcome 1).
- Present your experience in the form of a dialogue or play (Oral Communication: Oracy for Practical Purposes, learning outcomes 3 or Oracy for Knowledge, learning outcomes 2).

These activities could also cover Personal Development Skills Unit 2, learning outcomes 2, 4 and 5.
A money challenge

- Work through the ‘challenge’ you have chosen and make sure you have ‘taken the quiz’ and checked out ‘just the facts’ (Reading and Writing: Reading for Knowledge, learning outcome 7).
- Write a paragraph detailing some of the key issues faced when taking the challenge of either buying a mobile phone or car, or when renting a house (Reading and Writing: Writing for Knowledge, learning outcome 3).
- Express an opinion on whether you should or should not buy a mobile phone or car or rent a house (Reading and Writing: Writing for Public Debate, learning outcome 4).
- Prepare a short Microsoft PowerPoint presentation (at least four screens) or write a series of key points to prompt a verbal presentation (Reading and Writing: Writing for Practical Purposes, learning outcome 2).
- Use the Microsoft PowerPoint presentation or key point prompts to tell the class about the key issues when deciding to buy a mobile phone, a car or rent a house (Oral Communication: Oracy for Knowledge, learning outcome 2).
LITERACY SKILLS FOUNDATION

ORAL COMMUNICATION

Unit name
Literacy Skills Foundation Oral Communication

Nominal duration
100 hours – 1 credit

Unit purpose
At the end of this unit students will be able to use and respond to spoken language, around everyday subject matter which may include some unfamiliar aspects, for a range of purposes in a number of contexts which may be interrelated.

Content summary
The learning outcomes should be covered in a context and through subject matter that is relevant to students. A range of different interactions or genres should be covered in each learning outcome. Content and underpinning knowledge relevant to each learning outcome can be found in the learning outcome details. It is not a prescriptive or comprehensive guide to course content but is designed to assist teachers in delivering the unit/s and interpreting the learning outcomes and elements. It describes aspects of both the communication process and the oral texts produced, and includes a list of typical speech events found in each field.

The communication process focuses firstly on the purpose of the communication and the intended audience, and developing an understanding of how language use will vary with audience and purpose. For example, this might mean using different language when talking to friends or strangers, or when telling an anecdote or giving instructions.

Variation in language use is developed further in the next section which focuses on how students use the language and in particular intelligibility and appropriateness. It also focuses on the need to continually monitor any interaction and to maintain the listener’s attention through varying pace and tone. Taking a critical approach, the effects of using different accents, dialects or non-standard forms of the language are also included in the language use section.

Students need to develop an awareness of how language variation marks people as belonging to different groups and is used to make judgments about people’s abilities and characteristics. A critical awareness of how language and culture interact and an understanding that rules of accuracy and appropriateness are not fixed but are socially influenced is required so that students can choose whether to conform or challenge the status quo.

Non-verbal communication is also highlighted as an important component of effective communication. Suggested content includes focusing on how gesture, posture and facial expressions affect face-to-face communication and how the use of visual supports can help focus the listener’s attention.

Finally, listening skills have been included as an integral part of all types of communication, with a focus on different types of listening, such as listening for gist and listening for detail.

In the Discourse features section, a short description of the features expected of any interaction at the prescribed level is included, as well as a list of typical speech events. These speech events are selected as those which students may commonly encounter in everyday situations in work, study and social contexts, which have relatively predictable structures. However, the list is not exclusive and teachers are encouraged to use as broad a range of interactions as they wish in this unit.

Learning outcomes and elements
Students must show competence in all four learning outcomes.

Summary of learning outcomes
1. Oracy for Self Expression
   Use and respond to spoken language to explore with others story and life experience.

2. Oracy for Knowledge
   Use and respond to spoken language in talks or discussions that present information about familiar topics.
3. Oracy for Practical Purposes
Use and respond to spoken language in short transactions in familiar contexts.

4. Oracy for Exploring Issues and Problem Solving
Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic.

Elements
The elements provide detailed information of the requirements for satisfying the learning outcomes. In the Oral Communication units, the elements do not need to be met in one activity or task.

Learning-to-learn
This section supports the interpretation of all four of the learning outcomes and elements.

Learning-to-learn strategies are integral to the development of effective oral communication skills. Teaching and learning at this level should seek explicitly to model and validate a wide range of learning-to-learn strategies. These strategies may include:

- risk taking (having a go)
- learning from mistakes
- reviewing and reflecting
- asking for and accepting help/advice/feedback
- linking new information to existing knowledge
- being aware of personal communication strengths and skills needing development
- building awareness of methods of appraising and monitoring progress of personal communication
- giving voice to experiences and responding to the diverse experiences of others
- developing meta-language to talk about texts
- developing skills for independent learning such as classifying, ordering and
- summarising information clearly.

Assessment
Assessment of oral communication presents particular challenges for teachers associated with the validity, reliability and transferability of a particular performance. Characteristics of the task, situation and individuals involved may all have an impact on the outcome. It is important to remember that oral communication is messy compared to the final product of writing and is developed in real time with a reliance on the immediate context to be meaningful. Despite these difficulties, teachers are encouraged to be innovative in their approach to assessment and to use a range of different types of interaction for assessment purposes. Assessment methods might include teacher observation and documentation of students interacting with each other or with the teacher, inside or outside the classroom. Students should be observed to demonstrate competence on more than one occasion and wherever possible in different contexts, to make sure that the assessment is as consistent, fair and equitable as possible. Documentation of how students have demonstrated competence may include teacher observation checklists, informal notes, student self-assessments, peer group assessments, cassette and/or video recordings of performances.

The elements for the learning outcomes in the Oral Communication unit do not all have to be met in the one assessment task or activity. The emphasis is placed on developing oral communication skills in authentic situations, rather than a situation derived to fulfil the requirements of the learning outcome. Oral communication tends to be fluid in structure and purpose, where the interaction may move through several stages which serve different purposes. For example, students who are set the task of planning a trip for the class may engage in negotiating, discussing, clarifying, organising, telling anecdotes, giving directions, problem solving, persuading and explaining. They may talk to people outside the group and report back on the information gained. With such tasks it should be possible to both teach and assess across the artificial boundaries suggested by the structure of the document, despite the need to record student achievement in a more delineated manner.

Integration of assessment tasks from the Oral Communication unit with other learning outcomes, such as those in Reading and Writing is also encouraged. In each unit some examples of tasks which integrate assessment of reading, writing and oral communication are provided as examples. Integrating reading, writing and oral communication within the classroom is discussed further in the context of curriculum development.
Not all elements need to be met in the one assessment task/activity. Elements for one learning outcome can be met:

- in an assessment task/activity
- individually
- by being integrated with learning outcomes in other strands.

The student must demonstrate competence in all learning outcomes.

Examples of assessment tasks can be found in the learning outcome details.

Evidence of successful completion of each learning outcome may be ascertained through any or a combination of the following methods: teacher observation; discussion group activities; student self-assessments; peer evaluations and practical applications outside the classroom supported by evidence.

Use of non-standard English

Many students may speak non-standard English with variations in grammar, usage, stress, intonation and pronunciation. Where these variations do not interfere significantly with the overall intelligibility of the interaction, they should not present barriers to the successful completion of the learning outcomes.

Students who communicate using other than spoken language

If a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate unit outcomes normally demonstrated through the spoken word. For example, students who are deaf or hard of hearing may sign their response; those with a physical disability may use a voice synthesiser or communication board. Flexibility in assessment is important as in some instances the time taken to respond in these modes may be considerably longer than speech and it may be unrealistic to expect such students to achieve unit outcomes in the stated nominal hours.

Conditions of assessment

The student will have access to:

- a flexible range of assessment tasks/activities/ICT options
- a learning environment appropriate to the task
- support and assistance from aides, teachers, mentors and/or experts.

The subject matter will be ‘everyday’ and may include some unfamiliar aspects.

Contexts may be familiar and/or predictable.

Vocabulary may include some that is unknown or unfamiliar.

The student must have a reasonable opportunity to participate in any discussion/activity.

Assessment methods

Teachers are encouraged to use a range of assessment methods including:

- observation and written documentation of oral communication episodes; this may be simplified by using checklists of key features observed
- recording of student interactions on video or cassette tape; transcriptions can be made for quality assurance
- assessment of individual interacting with teacher
- assessment of individual interacting with peers
- self-evaluation of their performance
- feedback from peers/audience
- assessment of individual interacting with a wider community audience.

Use of computer packages

There are many computer software programs and Internet sites that offer audio files suitable for listening purposes. The TAFE VC <www.tafevc.com.au> has a number of courses that contain audio files. There are also voice boards where students can speak rather than just type which are becoming more accessible in terms of user-friendliness and cost. Within the TAFE VC, Wimba voice board technology is used. Other voice board software include HorizonLive and Elluminate. As well as this, recordable CDs, other digital recording, video and audio tapes are available and make a valuable long-term record of oral discourse.
LEARNING OUTCOME DETAILS

Students must demonstrate competence in all learning outcomes to be credited with this unit.

LEARNING OUTCOME 1
Oracy for Self Expression

Use and respond to spoken language to explore with others story and life experience.

Elements

Not all elements need to be met in the one assessment task/activity.

a) Participate in or share a short discussion, account or anecdote.
b) Make some use of verbal and non-verbal features of spoken communication, which may include: intonation, eye contact, gesture and pace.
c) Begin to recognise the role verbal and non-verbal features play in conveying meaning in other oral presentations.

Note: It is important that cultural awareness and sensitivity is considered in developing assessment tasks.

Educational practices

This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies

Learning Environment

A supportive and encouraging learning environment needs to be developed so that students feel comfortable to take risks and participate safely. Students should not be forced to participate until they feel safe to do so.

By rotating turns and scaffolding skills, students can develop this confidence. Establishing a consensus on guidelines for talks and discussions by listening to and respecting others is important.

Content/underpinning knowledge

This section details the suggested oral communication content. The subject matter/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Communication process

Purpose

• identifying audience – their prior knowledge and interests, their relationship to speaker
• identifying purpose – what the listener will know following the interaction
• identifying appropriate language for audience and purpose, for example level of technical language which can be used; amount/type of information to offer, how to address the listener

Language use

• using expressions of routine social interaction correctly, recounts and discusses personal experiences, and conveys key information or ideas on a familiar topic
• responding to questions, instructions, statements and narratives characterised by simple linguistic structures, brevity, familiarity and predictability
• developing understanding of register such as the difference between formal and informal registers of spoken English
• developing understanding of the significance of language, accent, non-standard varieties of English and languages other than English in familiar contexts
• developing ability to sequence information appropriately
• developing ability to adjust pace, tone and/or emphasis to maintain listener attention
• developing ability to monitor interaction and rephrase questions and statements for clarity
• developing ability to open and close a talk according to purpose and audience
Non-verbal communication

• developing understanding of the role of non-verbal communication such as body movement, posture, gesture, facial expression, maintaining eye contact to show interest or attitude and how it can be used to influence listeners
• developing understanding of the role of visual supports in aiding the communication process, for example photos, maps, diagrams

Listening

• using a range of listening strategies such as:
  - understanding the meaning of short familiar spoken texts
  - developing ability to ask questions to clarify understanding
  - developing ability to extract specific items of information.

Discourse features

Types of oral texts

Interactions/oral texts at this level will:
• be short in duration and conducted with a familiar listener
• concern personal and familiar subject matters in predictable contexts
• use familiar vocabulary which may include some that is unknown, familiar or technical
• clearly convey meaning despite variations in grammar, pronunciation, stress patterns and intonation
• use pace and change in tone or emphasis to enhance meaning.

Oracy for Self Expression focuses on exploring story and life experience, and the cultures in which these are shaped.

The outcomes focus on raising students’ awareness, confidence, accuracy and fluency as speakers.

Some typical speech events include:
• short talks
• small group discussions
• role-play of situations
• sharing anecdotes in pairs
• giving an account of an experience.

These speech events typically involve the use of different expository routines such as:
• presenting information
• describing details
• recounting events
• asking questions.

Skills at this level would be expected to be developing.

Examples of assessment tasks/activities for learning outcome 1

Assessment tasks/activities should be developed to reflect the learning style, culture and context of students’ experiences.

Audience feedback

Students should make use of audience feedback to reflect on, evaluate and modify their spoken texts to clarify meaning and their presentation skills. Students note their reflections and use them to plan what aspects of oral presentations they will target next in their speaking.

Where possible, tasks to assess specific elements from this learning outcome should be integrated with other learning outcomes from other strands. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing unit. Tasks similar in complexity may be developed across strands.

Foundation

• Briefly retell a story describing favorite part.
• Listen to a talk from a guest speaker on an issue of personal interest to students. Discuss and identify any use of effective communication skills.
• Make a brief presentation to a small group on a topic of interest and answer audience questions, for example Speaking Circles: in groups of about five, each person speaks (usually 1–3 minutes) following any thread or theme. The responsibility of the rest of the group is to give the person speaking their full attention.
• Recount a story, anecdote or experience.
• Listen to a guest speaker from another country to learn about their life experience. Write a response to their story.
• Listen to an audio file of someone telling their story and recount the general information to a partner.
• Develop a three minute oral presentation on a life experience or story to share with the group.
• Students work in pairs/small groups and give a short talk about a memory, experience or hobby. Others in the group discuss questions to ask, using sentence starter prompts that guide them in responding to specific points made, ‘How did you feel when …?’
• Read a story to a small group of children in the local primary school.
LEARNING OUTCOME 2

Oracy for Knowledge
Use and respond to spoken language talks or discussions that present information about familiar topics.

Elements
Not all elements need to be met in the one assessment task/activity.
a) Take part in a talk or discussion to provide or elicit information on a familiar topic.
b) Identify key points from a brief informative talk.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies
Learning environment such as developing a group learning culture where discussion, collaboration and negotiation can evolve. Establishing a consensus on guidelines for group discussions, listening to and respecting others and participating in conflict resolution. Creating a supportive, stimulating environment where individuals feel valued.

Preparatory activities such as reading a range of informative texts on familiar topics to identify key elements of genre, viewing videos and listening to recordings to explore and reconstruct texts using words or pictures.

Confidence building activities such as working in pairs to interview and share knowledge on familiar topics, then reporting back to a larger group; group construction of mind maps to represent factual information and links between them; composing sentences using the key words on a given topic; researching topics of interest from oral or written texts and gathering relevant information; in small groups, students practice presenting oral reports on subjects they know well; students adapting their performances according to feedback from audience.

Awareness raising activities such as teacher modelling of strategies and language structures used to provide information, discussing the role of body language and visual supports in presenting information and answering questions, role-playing a range of strategies to maintain listener’s interest/understanding and evaluate their effectiveness, exploring turn-taking and consensus in groups.

Extension activities such as attending or viewing information sessions in the community and on excursions (train announcers, tour guides, shopping centre advertisers, video clips, Microsoft PowerPoint presentations) and evaluating the effectiveness of the speakers; comparing the language and style of written and oral texts.

Critical awareness activities such as examining a recording of an oral report and evaluating how well it meets its audience and purpose through the language used, listening to a public speaker’s oral/video/web presentation and identifying the world view underlying the selection or omission of facts.

Content/underpinning knowledge
This section details the suggested oral communication content. The subject matter/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Communication process

Purpose
• identifying audience – their prior knowledge and interests, their relationship to speaker
• identifying purpose – what the listener will know following the interaction
• identifying appropriate language for audience and purpose, for example level of technical language which can be used; amount/type of information to offer, how to address the listener

Language use
• developing understanding of register such as the difference between formal and informal registers of spoken English
• developing understanding of the significance of language, accent, non-standard varieties of English and languages other than English in familiar contexts
• developing ability to sequence information appropriately
• developing ability to adjust pace, tone and/or emphasis to maintain listener attention
• developing ability to monitor interaction and rephrase questions and statements for clarity
• developing ability to open and close a talk according to purpose and audience

**Non-verbal communication**
• developing understanding of the role of non-verbal communication such as body movement, posture, gesture, facial expression, maintaining eye contact to show interest or attitude and how it can be used to influence listeners
• developing understanding of the role of visual supports in aiding the communication process, for example photos, maps, diagrams

**Listening**
• using a range of listening strategies such as:
  - understanding the meaning of short familiar spoken texts
  - developing ability to ask questions to clarify understanding
  - developing ability to extract specific items of information.

**Discourse features**

**Types of oral texts**
Interactions/oral texts at this level will:
• be short in duration and conducted with an unfamiliar listener
• concern personal and familiar subject matters in predictable contexts
• use familiar vocabulary which may include some that is unknown, familiar or technical
• clearly convey meaning despite variations in grammar, pronunciation, stress patterns and intonation
• use pace and change in tone or emphasis to enhance meaning.

**Oracy for Knowledge** focuses on speech events involving presentations of information, principles, explanations and theories. Some typical speech events include:
• reports
• mass meetings
• talks and speeches
• informative interviews
• lectures
• news broadcasts
• video, web clips
• Microsoft PowerPoint presentations.

These speech events typically involve the use of different expository routines such as:
• presenting information
• describing details
• recounting events
• asking questions.

**Examples of assessment tasks/activities for learning outcome 2**
Assessment tasks/activities should be developed to reflect the learning style and context of students’ experiences.

Where possible, tasks to assess specific elements from this learning outcome should be integrated with other learning outcomes from other strands. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing unit. Tasks similar in complexity may be developed across strands.
• Listen to a talk from a guest speaker on an issue of interest, for example the local environment. Recount the general information to a partner.
• Make a brief presentation to a small group on a topic of interest and answer audience questions.
• Take part in a short exchange of information on a familiar topic.
• Take part in a group activity of interest. Give an account of what you all did.
• Listen to a guided tour or recorded report and recount the information to a partner.
• Listen to an audio file from the Internet on a topic of interest and recount the general information to a partner.
• Take part in a Microsoft PowerPoint presentation of a topic of interest which will inform the listener.
LEARNING OUTCOME 3

Oracy for Practical Purposes

Use and respond to spoken language in short transactions in familiar contexts.

Elements

Not all elements need to be met in the one assessment task/activity.

a) Give instructions taking into account the needs of the listener.

b) Exchange or obtain goods or services in real or simulated settings.

c) Identify key instructions in a short oral transaction.

Educational practices

This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies

Learning environment such as developing a group learning culture where discussion, collaboration and negotiation can evolve. Establishing consensus on guidelines for group discussions, listening to and respecting others and participating in conflict resolution. Creating a supportive, stimulating environment where individuals feel valued.

Preparatory activities such as exploring a range of transactional texts on a topic to identify key elements of genre, viewing a procedural video to identify common ways to structure and sequence instructions, brainstorming possible reasons for confusion/obscurity in a given context.

Confidence building activities such as working in pairs or small groups, giving instructions on a procedure, or transaction, sharing familiar experiences with a partner.

Awareness raising activities such as teacher modelling of strategies and language structures used to give simple instructions, discussing the role of body language and visual supports in giving instructions/directions, role-playing a range of strategies to maintain a listener’s interest/understanding and evaluating their effectiveness.

Extension activities such as practising transactional conversations on the phone rather than face-to-face, attending demonstrations or support sessions in the community and evaluating the effectiveness of the speakers, giving instructions to an unfamiliar audience (unknown students, another teacher).

Critical awareness activities such as examining a recording of a service transaction and exploring power relationships expressed in the language used, listening to an expert’s demonstration and exploring the impact of language choices made.

Content/underpinning knowledge

This section details the suggested oral communication content. The subject matter/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Communication process

Purpose

- identification of audience – their prior knowledge and interests, their relationship to speaker
- identification of purpose – what the listener will know following the interaction
- identification of appropriate language for audience and purpose, for example level of technical language which can be used, amount/type of information to offer, how to address the listener

Language use

- developing understanding of register such as the difference between formal and informal registers of spoken English
- developing understanding of the significance of language, accent, non-standard varieties of English and languages other than English in familiar contexts
- developing ability to sequence information appropriately
- developing ability to adjust pace, tone and/or emphasis to maintain listener attention
• developing ability to monitor interaction and rephrase questions and statements for clarity
• developing ability to open and close a talk according to purpose and audience

Non-verbal communication
• developing understanding of the role of non-verbal communication such as body movement, posture, gesture, facial expression, maintaining eye contact to show interest or attitude and how it can be used to influence listeners
• developing understanding of the role of visual supports in aiding the communication process, for example photos, maps, diagrams

Listening
• using a range of listening strategies such as:
  - understanding the meaning of short familiar spoken texts
  - developing ability to ask questions to clarify understanding
  - developing ability to extract specific items of information.

Discourse features
Types of oral texts
Interactions/oral texts at this level will:
• be short in duration and conducted with an unfamiliar listener
• concern personal and familiar subject matters in predictable contexts
• use familiar vocabulary which may include some that is unknown, familiar or technical
• clearly convey meaning despite variations in grammar, pronunciation, stress patterns and intonation
• use pace and change in tone or emphasis to enhance meaning.

Oracy for Practical Purposes focuses on speech events involving giving support, advice or expertise. Some typical speech events include:
• giving and responding to instructions
• giving and responding to directions
• exchanging goods and services
• getting service in shops/bureaucracies
• job interviews.

These speech events typically involve the use of a range of different discourse routines such as:
• explaining a process or procedure
• asking and answering questions
• exchanging goods and services
• bargaining
• making appointments
• interviewing for jobs.

Examples of assessment tasks/activities for learning outcome 3
Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences.

Where possible, tasks to assess specific elements from this learning outcome should be integrated with other learning outcomes from other strands. Some of the sample tasks listed below can be integrated with learning outcomes from other strands. Tasks similar in complexity may be developed across strands.
• Give spoken instructions on a simple process/procedure in the workplace, answering questions from the listener. Provide written instructions as a follow up activity.
• Give simple instructions on how to operate a piece of technology to a person unfamiliar with the process, for example sending a text message on the mobile phone or pre-setting a video recorder.
• Ring and answer an advertisement in the local paper and comment on how effectively the task was completed.
• Participate in a role-play to return a faulty product, clarifying key points.
• Use a computer to produce a small Microsoft PowerPoint presentation on how to perform a simple and familiar task/process. Give the spoken instructions to a partner or the class.
LEARNING OUTCOME 4

Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic.

Elements

Not all elements need to be met in the one assessment task/activity.

a) Express a point of view about an issue and elicit the point of view of an other or others.

b) Participate in an oral exchange requiring some negotiation.

c) Demonstrate active listening.

Educational practices

This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies

Learning environment such as developing a group learning culture where discussion, collaboration and negotiation can evolve. Establishing consensus on guidelines for group discussions, listening to and respecting others and participating in conflict resolution. Creating a supportive, stimulating environment where individuals feel valued.

Preparatory activities such as reading simple opinions – letters to the editor offering different opinions on an issue, creating mind-maps of possible viewpoints on an issue, brainstorming steps involved in reaching an objective, identifying possible problems to be overcome in reaching an objective (what might go wrong?).

Confidence building activities such as role-playing given positions (rather than own opinion) on an issue, preparing for group discussions with those who have similar opinions working together to prepare points to make, ensuring (through teacher-led discussion) that all have the opportunity to speak.

Awareness raising activities such as teacher modelling of strategies and language used to give an opinion; watching videos of group discussions to identify points of view raised and ways of ensuring all people are involved; pointing out key language for expressing an opinion, emphasising a point, acknowledging others’ points of view; comparing, arguing and discussing; exploring the role of body language in open discussions; comparing aggressive vs. assertive language use.

Extension activities such as identifying key roles in an effective group such as information gatherer, record keeper; identifying different approaches to problem solving such as whether they are people-focused or task-focused and how this is reflected in language; identifying own strengths in group discussions/problem-solving activities.

Critical awareness activities such as listening to talkback radio/television discussions and identifying power relationships expressed in the language used (for example, focus on the use of we versus I, us versus them), watching reports on issues and listing facts versus opinions, taking a local issue and writing down facts, discussing how facts interact with values when giving an opinion.

Content/underpinning knowledge

This section details the suggested oral communication content. The subject matter/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Communication process

Purpose

• identification of audience – their prior knowledge and interests, their relationship to speaker

• identification of purpose – what the listener will know following the interaction

• identification of appropriate language for audience and purpose, for example level of technical language which can be used, amount/type of information to offer, how to address the listener

Language use

• developing understanding of register such as the difference between formal and informal registers of spoken English

• developing understanding of the significance of language, accent, non-standard varieties of English and languages other than English in familiar contexts
• developing ability to sequence information appropriately
• developing ability to adjust pace, tone and/or emphasis to maintain listener attention
• developing ability to monitor interaction and rephrase questions and statements for clarity
• developing ability to open and close a talk according to purpose and audience

Non-verbal communication
• developing understanding of the role of non-verbal communication such as body movement, posture, gesture, facial expression, maintaining eye contact to show interest or attitude and how it can be used to influence listeners
• developing understanding of the role of visual supports in aiding the communication process, for example photos, maps, diagrams, audio visual/computer images

Listening
• using a range of listening strategies such as:
  – understanding the meaning of short familiar spoken texts
  – developing ability to ask questions to clarify understanding
  – developing ability to extract specific items of information.

Discourse features
Types of oral texts
Interactions/oral texts at this level will:
• be short in duration and conducted with an unfamiliar listener
• concern personal and familiar subject matters in predictable contexts
• use familiar vocabulary which may include some that is unknown, familiar or technical
• clearly convey meaning despite variations in grammar, pronunciation, stress patterns and intonation
• use pace and change in tone or emphasis to enhance meaning.

Oracy For Exploring Issues and Problem Solving focuses on speech events involving explorations of problems or issues. Some typical speech events include:
• public meetings
• class discussions
• debates
• work meetings
• project meetings.
These speech events typically involve the use of a range of different exploratory or negotiation discourse routines such as:
• expressing opinions
• discussing ideas
• asking for viewpoints from others
• responding to opinions
• clarifying understanding
• explaining ideas
• justifying stance
• drawing conclusions
• negotiating
• bargaining.

Examples of assessment tasks/activities for learning outcome 4
Assessment tasks/activities should be developed to reflect the learning style and context of students’ experiences.
Where possible, tasks to assess specific elements from this learning outcome should be integrated with other learning outcomes from other strands. Some of the sample tasks listed below can be integrated with learning outcomes from other strands. Tasks similar in complexity may be developed across strands.
• Interview another person in your group about how they would deal with an imagined scenario (workplace bullying or harassment) and report back.
• Participate in group discussions about current issues in the news. Negotiate roles within the small group and then report back to other groups.
• Set up a group to organise a function/event. Decide on priority tasks and present your findings to the group.
• Use the Internet to listen to an interview or a report on a topic of interest. Interview another person in your group about the topic and report back to the class.
• Participate in a meeting to resolve a problem in work relations or group participation in a project (this task could be used to cover Personal Development Skills Foundation Unit 1, learning outcome 5.)
LITERACY SKILLS INTERMEDIATE

READING AND WRITING

Unit name
Literacy Skills Intermediate Reading and Writing

Nominal duration
100 hours – 1 credit

Unit purpose
The purpose of this unit is to enable students to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level students, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, students identify how, and if, the writer has achieved his or her purpose and express an opinion on the text taking into account its effectiveness.

At the end of the unit students will be able to read, comprehend and write a range of texts within a variety of contexts.

Content summary
Content and underpinning knowledge relevant to each learning outcome can be found in the learning outcome details.

The learning outcomes should be covered in a context and through subject matter that is relevant to the student.

A range of different text types or genres should be covered in each learning outcome. Although it is only necessary to cover one text type to show competence of a learning outcome, the learning situation should allow students to develop competence in reading and writing a range of text types.

Reading
While students working at this level may be able to understand and respond to written material that is more complex than they are able to read themselves, their comprehension and reading abilities are becoming more closely aligned. Reading texts to students or using audio tapes of texts may be appropriate, but students’ reading ability should enable them to read texts which are sufficiently complex that they can examine text structure, tone, writer’s purpose and stance.

Learning outcomes and elements
Students must show competence in all eight learning outcomes

Summary of learning outcomes
1. Writing for Self Expression
Write a recount, narrative or expressive text.

2. Writing for Practical Purposes
Write an instructional or transactional text.

3. Writing for Knowledge
Write a report, explanatory or expository text.

4. Writing for Public Debate
Write a persuasive, argumentative or discursive text.

5. Reading for Self Expression
Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.

6. Reading for Practical Purposes
Demonstrate that meaning has been gained from reading an instructional or transactional text.
7. Reading for Knowledge
Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.

8. Reading for Public Debate
Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative text.

Elements – Reading and Writing
The elements give detailed information of the requirements for satisfying the learning outcomes. The learning outcome is achieved when the student demonstrates competence in all the elements. In the Reading and Writing units, all the elements must be covered in the one assessment task or activity, although activities/tasks may take place over a period of time.

In the Reading and Writing units, the elements are grouped under headings to make the organising principles explicit.

Writing elements

Writing process
Planning, drafting and editing are a part of the process of writing. It is important that students become aware that writing is a process and that the first product is unlikely to be the final product. Any number of drafts can be done by students in producing the final product. However, in practice, students may be restricted by the nominal duration of a unit in the number of times they can draft a text.

Purpose
Written texts, in general, are more successful when a writer is aware of why they are writing and who they are writing for. Students need to recognise the difference between private and public writing. The language used and the tone of the text will depend on the purpose of the text and the proposed audience for the text. Students undertaking the Reading and Writing units need to be aware that they too must make their writing appropriate for its intended purpose and audience.

Structure
Texts must be organised to ensure that ideas and information are presented coherently and logically to suit the purpose of the text. This also needs to take into account that different types of texts are often structured in specific ways, for example reports, narratives, letters of complaint and instructions all have their own conventional structures.

Length/complexity
As students become more proficient at writing and expressing ideas and information on paper, it becomes increasingly important for them to present a range of ideas and information and convey abstract concepts. Students move to developing more coherent paragraphs, with topic sentences, linking devices and complex sentence structures. The elements grouped under this heading show this move from length to complexity in writing.

Mechanics
This element deals with spelling, punctuation and grammar. By Intermediate level, students are expected to have much more control over these mechanical tools and use them with considerable accuracy. However, this does not preclude them from using dictionaries, spell checks, etc.

Reading elements

Purpose
As in the process of writing, being aware of the intended audience and purpose of a text is important in the reading process. This includes being aware of any unstated meaning, inferred purpose and the means used to achieve the purpose. Awareness of the purpose of a text also helps to set the text in its social context and allows students to consider if the purpose is achieved, and, if so, how it has been achieved, thus developing critical awareness. Not all texts have unstated meaning or inferred purpose and where the elements ask students to look at these, it is adequate for students to identify their absence.

Comprehension
This element progresses to extracting information for a specific task and identifying views underlying a text at Intermediate level.
Application
Being able to identify information about texts and contained in texts and apply it to other texts and contexts is the focus of elements under this heading. This results in students being able to compare and contrast information and ideas and to appreciate the social context of what they have read.

Critique
Developing an opinion about texts and the content of texts is integral to making meaning out of texts. Elements grouped under this heading aim to enable students to move from giving a personal opinion on a text to analysing and evaluating the content and effectiveness of the text.

In the Reading learning outcomes, additional information is given about the generic features and structure of texts. The types of texts in each domain are detailed, as well as strategies for students to select reading material.

Learning-to-learn
Learning-to-learn strategies are integral to the development of reading and writing. Teaching and learning at this level should explicitly model and validate a wide range of learning-to-learn strategies. These strategies may include:

- risk taking (having a go)
- learning from mistakes
- reviewing and reflecting
- asking for and accepting help/advice/feedback
- linking new information to existing knowledge
- awareness of personal writing strengths and skills needing development
- giving voice to experiences and responding to the diverse experiences of others
- developing skills for independent learning such as collecting and classifying information from multiple sources
- developing meta-language to talk about texts.

Assessment
The assessment method used should be appropriate to the student, his or her learning style and needs, the topic or field of study and the learning outcome.

Where possible, learning outcomes should be grouped together for assessment – more than one learning outcome should be assessed in an assessment task/activity. For example, a teacher observation of a class discussion about a text read by students could be used to assess both a reading learning outcome and a learning outcome in the Oral Communication unit. Students could also write a response to the text and cover one of the writing learning outcomes.

Examples of assessment tasks/activities which relate mainly to a specific learning outcome can be found in learning outcome detail information. Examples of integrated assessment tasks/activities can be found at the end of this unit. These examples are of tasks/activities that integrate and assess more than one learning outcome, sometimes within the Reading and Writing unit, sometimes across strands.

To be credited with this unit the student must demonstrate competence in all learning outcomes. All elements in a learning outcome must be met in the one task for a student to show competence of that outcome.

Conditions of assessment
The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

The student will have access to:

- a range of assessment tasks/activities
- a learning environment appropriate to the task
- support and advice
- communication supports as required (for example, dictionary, personal word lists).

Subject matter will be everyday and will include some unfamiliar material.
Assessment methods

Assessment should be conducted through meaningful activities and, wherever possible, integrated into and spread throughout the course. Assessment may be through:

For writing learning outcomes:
- written text
- teacher observation.

For reading learning outcomes:
- oral or written explanation of task
- teacher observation
- oral or written response to text.
LEARNING OUTCOME DETAILS

Students must show competence in all learning outcomes in this unit.

LEARNING OUTCOME 1

Writing for Self Expression

Write a recount, narrative or expressive text.

Elements

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

Writing process

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

Purpose

b) Use language and tone appropriate to text purpose and audience.

Structure

c) Sequence and structure information, ideas and events to suit purpose.

Length/complexity

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

Mechanics

e) Spell, punctuate and use grammar with reasonable accuracy.

Educational practices

This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies

Text awareness activities such as class exploration of a range of personal texts including stories, journals, autobiographies, personal profiles and poems, to become familiar with key features of the genre.

Pre-writing activities such as group discussion of topics of personal interest; sharing personal anecdotes or favourite stories; brainstorming key events to be included in a recount.

Supported writing activities such as joint construction of texts; speed writing and speed copying, teacher modelling of key discourse features, for example describing people and emotions; creating atmosphere or suspense; incorporating other perspectives.

Computer based activities such as using cut and paste facility to try out alternative sequencing of a narrative; using email or other networking facility to co-construct a text or share texts; using a word processing program to plan, draft and edit a text.

Spelling/vocabulary activities such as brainstorming the spelling of key terms from the topic; looking for common letter patterns; memorising sight words; recognising ‘sound-alike’ words; understanding sound/spelling relationships; using prefixes and suffixes; breaking words into syllables; constructing personalised word lists; using a dictionary.

Content/underpinning knowledge

This section details the suggested reading and writing content. The subject matter/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Writing process

• stages or processes of writing – planning, drafting, editing and publication to a wider readership
**Purpose**
- identification of the audience of the text – who needs to read and understand it
- identification of the purpose of the text – what will connect on a personal or imaginative level with the reader
- recognition of the difference between private and public writing, for example presentation, attention to spelling
- use of appropriate language for audience and purpose, for example descriptive language, techniques to convey feelings and ideas, figures of speech

**Structure**
- structural conventions of recount, narrative and expressive texts, for example:
  - narrative; orientation, complication, resolution
  - recount; orientation, events, comment
- chronological sequencing of events
- identification followed by description
- conventions of paragraph writing: development of one major topic in each paragraph; use of topic sentences
- appropriate sequencing and linking of paragraphs within text
- use of linking devices appropriate to text type
- generally consistent use of complex sentence structures

**Length/complexity**
- as a guide, prose texts such as stories, personal reflections and recounts should be approximately 300–500 words. However, word limits need to be determined according to complexity of ideas and writing appropriate to this level

**Mechanics**
- use of vocabulary specific to the topic
- precise selection of vocabulary to convey shades of meaning
- most frequently used words spelt with accuracy
- regular use of standard punctuation
- control over the use of generic grammatical forms such as temporal links, for example ‘meanwhile’ and abstract nouns, for example ‘migration’

**Information and communications technology**
- a range of ICT equipment can be used as a tool in the writing process.

**Examples of assessment tasks/activities for learning outcome 1**
Where possible, more than one learning outcome should be assessed in one task/activity and the task/activity should be grounded in a context relevant to the student. Students should produce a folio of a recount, narrative or expressive text showing drafts and final text.

Examples of integrated assessment tasks can be found on pages 75 and 76.

Where the learning outcomes are assessed separately, assessment tasks/activities similar in complexity to one of the following may be appropriate:
- Write a recount about a personal experience, reflecting on the experience or linking to general ideas.
- Write a personal letter including the conventions of letter writing.
- Write a biographical or autobiographical text.
- Conduct an interview with a local person and then write an article about her/him – write the article so it would be suitable for publication in a local paper.
- Write a poem or song exploring in some depth people/relationships/ideas/places.

Prose texts such as stories, personal reflections and recounts, should be a minimum of 300–500 words. Word limits for poetry should be determined according to complexity of ideas and writing appropriate to this level.
LEARNING OUTCOME 2

Writing for Practical Purposes
Write an instructional or transactional text.

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

Writing process
a) Use the processes of planning, drafting and editing to produce written texts.

Purpose
b) Use language and tone appropriate to text purpose and audience.

Structure
c) Sequence and structure information and/or ideas logically to suit purpose.

Length/complexity
d) Present several separate pieces of information within a text including detailed factual descriptions or data.

Mechanics
e) Spell, punctuate and use grammar with reasonable accuracy.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies
Text awareness activities such as class exploration of a range of simple transactional or instructional texts to become familiar with key features of the genre.

Pre-writing activities such as sharing of knowledge on how something is done; brainstorming; identifying key points.

Supported writing activities such as teacher transcription of students’ instructions; group construction and/or editing of text; sentence completion activities; sequencing ideas to match known procedure; providing model texts and outlines incorporating key discourse features of the text type.

Computer based activities such as using cut and paste facility to try out alternative sequencing of instructions; using email or other networking facility to co-construct a text or share texts; using a word processing program to plan, draft and edit a text.

Spelling/vocabulary activities such as brainstorming the spelling of key terms; looking for common letter patterns; memorising sight words; recognising ‘sound-alike’ words; understanding sound/spelling relationships; using prefixes and suffixes; breaking words into syllables; constructing personalised word lists; using a dictionary.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Writing process
• stages or processes of writing – planning, drafting, editing and publication to a wider readership

Purpose
• identification of the audience of the text – who needs to read and understand it
• identification of the purpose of the text – what the reader will know after reading it
• recognition of difference between private and public writing, for example presentation, attention to spelling
• use of appropriate language for audience and purpose, for example technical language, formal tone
Structure
• structural conventions of instructional and transactional texts, for example:
  - instructions: statement of the goal, the materials needed or other requirements, the steps to achieve the goal
  - transactional letters: formal opening, statement of purpose, details, request, confirm, inform or clarify action, formal close
• use of headings and subheadings
• inclusion of maps and diagrams
• use of dot points or lists
• formal letter format
• note format
• logical sequencing of instructions

Length /complexity
• conventions of paragraph writing: development of one major topic in each paragraph; use of topic sentences
• appropriate sequencing and linking of paragraphs within text
• use of linking devices appropriate to text type
• generally consistent use of complex sentence structures

Mechanics
• use of vocabulary specific to the topic
• precise selection of vocabulary to convey shades of meaning
• most frequently used words spelt with accuracy
• consistent use of standard punctuation
• control over the use of generic grammatical forms such as referential devices and nominalisations

Information and communications technology
• a range of ICT equipment can be used as a tool in the writing process.

Examples of assessment tasks/activities for learning outcome 2
Where possible, more than one learning outcome should be assessed in one task/activity and the task/activity should be grounded in a context relevant to the student. Students should produce a folio of an instructional or transactional text showing drafts and final text.

Examples of integrated assessment tasks can be found on pages 75 and 76.

Where the learning outcomes are assessed separately, assessment tasks/activities similar in complexity to one of the following may be appropriate:
• Write instructions on how to use a machine (context could be in the home, community or at work).
• Write a letter with a transactional purpose, for example application for a job, or to an organisation requesting permission to arrange a visit/excursion. The letter of application should detail the reasons you want the job, your skills and experience relevant to the job and why you would be suitable for the job. The letter asking to arrange a visit/excursion should include the date and time of intended visit, an explanation of the reason for the visit, an estimate of the number of people to attend, a request for more information about the organisation and a clear statement of the action required by the organisation.
• Complete a form in everyday use which requires at least a paragraph of open ended information/description, for example application form.
• Write a resume.
LEARNING OUTCOME 3

Writing for Knowledge
Write a report, explanatory or expository text.

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

Writing process
a) Use the processes of planning, drafting and editing to produce written texts.

Purpose
b) Use language and tone appropriate to text purpose and audience.

Structure
c) Sequence and structure information and ideas logically to suit purpose.

Length/complexity
d) Relate several separate pieces of factual information within a text rather than treating them as separate units and reach a conclusion.

Mechanics
e) Spell, punctuate and use grammar with reasonable accuracy.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/Learning strategies
Text awareness activities such as class exploration of a range of simple explanatory texts to become familiar with key features of the genre.

Pre-writing activities such as sharing of knowledge on a topic; brainstorming; identifying key points.

Supported writing activities such as teacher transcription of students’ ideas; group construction and/or editing of text; sentence/paragraph completion activities; sequencing ideas in paragraphs; composing topic sentences; providing model texts and outlines incorporating key discourse features of the text type.

Computer based activities such as using cut and paste facility to try out alternative ordering of information; using email or other networking facility to co-construct a text or share texts; using a word processing program to plan, draft and edit a text.

Spelling/vocabulary activities such as brainstorming the spelling of key terms; looking for common letter patterns; memorising sight words; recognising ‘sound-alike’ words; understanding sound/spelling relationships; using prefixes and suffixes; breaking words into syllables; constructing personalised word lists; using a dictionary.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Writing process
• stages or processes of writing – planning, drafting, editing and publication to a wider readership.

Purpose
• identification of the audience of the text – who needs to read and understand it
• identification of the purpose of the text – what the reader will know after reading it
• recognition of difference between private and public writing, for example presentation, attention to spelling
• use of appropriate language for audience and purpose, for example neutral tone, technical terms
Structure
- structural conventions of report and explanatory texts, for example general statement; factual description or logically sequenced explanation; conclusion
- use of headings and subheadings
- report format
- use of referencing
- inclusion of bibliography where appropriate

Length / complexity
- conventions of paragraph writing: development of one major topic in each paragraph; use of topic sentences
- appropriate sequencing and linking of paragraphs within text
- use of linking devices appropriate to text type
- generally consistent use of complex sentence structures

Mechanics
- use of vocabulary specific to the topic
- precise selection of vocabulary to convey shades of meaning
- most frequently used words spelt with accuracy
- regular use of standard punctuation
- control over the use of generic grammatical forms such as referential devices and nominalisations

Information and communications technology
- a range of ICT equipment can be used as a tool in the writing process.

Examples of assessment tasks/activities for learning outcome 3
Where possible, more than one learning outcome should be assessed in one task/activity and the task/activity should be grounded in a context relevant to the student. Students should produce a folio of a report or explanatory text showing drafts and final text.

Examples of integrated assessment tasks can be found on pages 75 and 76.

Where the learning outcomes are assessed separately, assessment task/activities similar in complexity to one of the following may be appropriate:
- Write a report for a local newsletter informing readers of a coming or past event.
- Write an explanation of a system, event or phenomenon relevant to a classroom topic, for example history of computers, structure of government, a legal case.
- Write a report on the state of bike paths in the city.

Prose texts should be a minimum of 300–500 words.
LEARNING OUTCOME 4

Writing for Public Debate
Write a persuasive, argumentative or discursive text.

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

Writing process
a) Use the processes of planning, drafting and editing to produce written texts.

Purpose
b) Use language and tone appropriate to text purpose and audience.

Structure
c) Sequence and structure ideas and arguments to suit purpose.

Length/complexity
d) Relate several ideas or pieces of information within a text rather than treating them as separate units.
e) Provide evidence and argue persuasively for a point of view.

Mechanics
f) Spell, punctuate and use grammar with reasonable accuracy.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies
Text awareness activities such as class exploration of a range of persuasive and opinionative texts to become familiar with key features of the genre.

Pre-writing activities such as group discussion of topics of public interest; note taking of key points from reading texts.

Supported writing activities such as teacher modelling of key discourse features; joint construction of texts; sequencing ideas in paragraphs, composing topic sentences; incorporating facts and statistics; class compilations of opinions on one topic; group writing practice taking on multiple perspectives on one issue to reflect the range of possible viewpoints.

Computer based activities such as using cut and paste facility to try out alternative ordering of arguments on overall effect of the text; using email or other networking facility to co-construct a text or share texts; using a word processing program to plan, draft and edit a text.

Spelling/vocabulary activities such as brainstorming the spelling of key terms looking for common letter patterns; memorising sight words; recognising ‘sound-alike’ words; understanding sound/spelling relationships; using prefixes and suffixes; breaking words into syllables; constructing personalised word lists; using a dictionary.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Writing process
• stages or processes of writing – planning, drafting, editing and publication to a wider readership.

Purpose
• identification of the audience of the text – who needs to read and understand it
• identification of the purpose of the text – what will persuade the reader
• recognition of difference between private and public writing, for example presentation, attention to spelling
• use of appropriate language for audience and purpose, for example emotive language, inclusion of different kinds of evidence, such as anecdotal, statistical, expert opinions
Structure

- structural conventions of argument and discursive texts:
  - argument: statement of opinion, arguments both for and against and summing up
  - discursive: opening statement, arguments for and against, conclusion or recommendations
  - persuasive: statement of opinion and evidence to support that opinion

Length/complexity

- conventions of paragraph writing: development of one major topic in each paragraph; use of topic sentences
- appropriate sequencing and linking of paragraphs within text
- use of linking devices appropriate to text type
- generally consistent use of complex sentence structures

Mechanics

- use of vocabulary specific to the topic
- precise selection of vocabulary to convey shades of meaning
- most frequently used words spelt with accuracy
- regular use of standard punctuation
- control over the use of generic grammatical forms including modal structures such as ‘could’; cause and effect conjunctions such as ‘therefore’; clause markers such as ‘if’ and ‘although’

Information and communications technology

- a range of ICT equipment can be used as a tool in the writing process.

Examples of assessment tasks/activities for learning outcome 4

Where possible, more than one learning outcome should be assessed in one task/activity and the tasks/activities should be grounded in a context relevant to the student. Students should produce a folio of an argumentative or discursive text showing drafts and final text.

Examples of integrated assessment tasks can be found on pages 75 and 76.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write an essay presenting two sides of an argument and giving evidence for one point of view. The essay should be at least four paragraphs in length.
- Write a letter to a local paper arguing for the extension of bike paths in the area.
- Write to the local council arguing for the need for extended bike paths in the municipality.
- Write a discussion on an issue of public concern presenting the issues, analysing the information and recommending a course of action. The text should be at least three paragraphs in length.
- Write an ‘opinion forum’ presenting the viewpoints of a range of people from the community on a matter of public interest.

Prose texts such as argumentative, persuasive and discursive essays should be a minimum of 300–500 words.
LEARNING OUTCOME 5

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

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

Purpose
a) Identify the purpose of the text including any inferred purpose.

Comprehension
b) Identify main ideas and key words used to express them.
c) Identify the means used by the author to achieve the purpose of the text.

Application
d) Compare or contrast with other texts.

Critique
e) Express an opinion on the effectiveness of text.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/Learning strategies
Text awareness activities such as group exploration of a range of narrative, expressive, non print or multi modal texts on a topic of interest to become familiar with key features of the genre.

Pre-reading activities such as prediction based on visuals, text structure and layout; watching a video/TV program.

Comprehension activities such as open and closed questions; cloze activities; sequencing cut up text; identifying main characters.

Vocabulary building activities such as underlining key words; brainstorming words related to the topic; identifying synonyms for words used.

Computer based activities such as using the Internet to explore individual homepages; use of Internet to search for biographical information on author, or background information on the context of a narrative; exploration of online narratives which offer reader choices.

Extension activities such as discussions based on texts; finding more information on the topic; writing own ideas on the topic.

Critical analysis activities such as exploring the mood of the text; exploring how language is used to convey impressions of events; discussing possible alternative perspectives on an event.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Purpose
• increasing awareness of text audience and purpose
• increasing awareness of how texts reflect an author’s opinion or bias, feelings and experiences
• increasing awareness of how language choices relate to text purpose such as use of emotive language and descriptive words, use of slang, use of inclusive pronouns

Comprehension/reading strategies
• use of context to predict meaning
• word attack skills (phonic and visual letter patterns, syllabification, word origins)
• use of non-textual cues to provide clues to meaning
• increasing confidence and speed
• knowledge that it is not necessary to read every word to gain meaning
• recognition that punctuation affects meaning and assists comprehension
• different ways of reading for different purposes such as skimming and scanning, reading for detail
• developing understanding of how language choices convey meaning
• increasing ability to infer meaning and interpret messages

Application
• increasing ability to link text to other oral and written texts
• increasing ability to identify similarities between texts in terms of language used, overall text structure
• increasing ability to distinguish differences between texts on similar topics, but with different purposes (different genres)

Critique
• ability to express an opinion on the text such as how it affected them, how it relates to their own experiences
• developing understanding of how texts reflect an author’s culture, experiences and value system

Developing strategies useful in selecting reading material
• source of text – newspaper, magazine, Internet, etc.
• author/publisher
• year and country of publication
• interest in topic
• front and back cover of books
• reading titles, headings, contents
• skimming/scanning text.

Text features and structure
Texts at this level:
• should deal with everyday subject matter which include some unfamiliar aspects
• should use a variety of sentence structures
• may use some unknown or unfamiliar vocabulary
• should have a structure characteristic of the text type but information or story will not necessarily be presented in chronological order
• may include abstract or symbolic illustrations
• may include changes in voice or tone that are not clearly signalled
• may be ambiguous or inexplicit.

Main features of a narrative or recount are:
• a chronological sequence of events
• use of descriptive language
• author’s experiences and opinions are expressed in the text
• narrative format, for example orientation (setting the context), complication and resolution
• recount format, for example orientation, events and comment.
Texts may include:
• fiction (science fiction, romance, adventure, comedy, comics, poetry)
• non-fiction (bibliographies, autobiographies)
• personal letters.
Examples of assessment tasks/activities for learning outcome 5

Where possible more than one learning outcome should be assessed in the one task/activity and the context and subject matter should be relevant to the student.

Examples of integrated assessment tasks can be found on pages 75 and 76.

Where the learning outcomes are assessed separately, assessment tasks/activities similar in complexity to one of the following may be appropriate:

• Read, discuss and compare two or three biographical texts.
• Read a Greek myth and a Koorie dreamtime story and compare the structure and meaning of the texts.
• Read a number of texts about a famous person. The texts should represent different genres but should include a biographical or autobiographical text. Reflect on how the person is portrayed in each of the different texts and how this affects the perception of him/her. (This could be linked to Reading and Writing: Reading for Knowledge, learning outcome 7, in this unit – refer page 69.)
LEARNING OUTCOME 6

Reading for Practical Purposes
Demonstrate that meaning has been gained from reading an instructional or transactional text.

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

Purpose
a) Identify the purpose of the text including any inferred purpose.

Comprehension
b) Identify the main ideas and key procedures.
c) Identify the means used by the author to achieve the purpose of the text.

Application
d) Compare or contrast with other texts.

Critique
e) Express an opinion on the effectiveness of the text.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies
Comprehension activities such as open and closed questions; cloze activities; sequencing of cut up sentences; joint deconstruction of text to identify main idea and key points.

Computer based activities such as exploring similarities and differences in computer based instructions including positioning and accessing of help bubbles, pull down menus etc.; using word processing packages to assist in the formatting of instructional texts such as use of headings, dot points and discussion of how format can impact on effectiveness of text.

Critical analysis activities such as group identification of the differences between instruction/interpretation; what is inferred/stated; implicit/explicit and how readers make meaning of these.

Extension activities such as moving beyond the text to find other texts on the same topic, for example guided library or Internet based research; sharing of relevant texts found.

Pre-reading activities such as prediction of content based on headings and visual cues; hypothesising about where the text comes from and why it was written; guessing meaning of key words from the text; associating ideas about this text to other experiences.

Text awareness activities such as group exploration of a range of instructional or transactional texts to become familiar with key features of the genre.

Vocabulary building activities such as underlining key words; meaning matches; defining technical terms.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Purpose
• increasing awareness of text audience and purpose
• increasing awareness of how texts reflect an author’s experience, intentions and/or bias
• increasing awareness of how language choices relate to text purpose such as how or what information is requested or given
Comprehension/reading strategies
• use of context to predict meaning
• word attack skills (phonic and visual letter patterns, syllabification, word origins)
• use of non-textual cues to provide clues to meaning
• increasing confidence and speed
• knowledge that it is not necessary to read every word to gain meaning
• recognition that punctuation affects meaning and assists comprehension
• different ways of reading for different purposes such as skimming and scanning, reading for detail
• increasing understanding of how language choices convey meaning
• increasing ability to infer meaning and interpret messages

Application
• increasing ability to link text to other oral and written texts
• increasing ability to identify similarities between texts in terms of language used, overall text structure
• increasing ability to distinguish differences between texts on similar topics, but with different purposes (different genres)

Critique
• ability to express an opinion on the text such as how effective the text was in explaining a process or procedure
• developing understanding of how texts reflect an author’s culture, experiences and value system

Developing strategies useful in selecting reading material
• source of text – newspaper, magazine, Internet, etc.
• author/publisher
• year and country of publication
• interest in topic
• front and back cover of books
• reading titles, headings, contents
• skimming/scanning text.

Text features and structure
Texts at this level:
• should deal with everyday subject matter which include some unfamiliar aspects
• should use a variety of sentence structures
• should have a structure characteristic of the text type
• may use some unknown or unfamiliar vocabulary including technical terms
• may include complex diagrams or graphs
• may include commentary on or interpretation of the task/activity or process.

Main features of an instructional or transactional text are:
• use of headings and sub-headings or other ways of organising the text
• instructional format: statement of the goal, the materials needed or other requirements, sequential steps to achieve the goal; emphasis on detail, position and/or sequence; interpretative comments on the task/activity or process
• transactional letters: formal opening, statement of purpose, details, request, confirm, inform or clarify action, formal close.

Texts may include:
• instructions or directions such as procedural manuals
• formal letters from an organisation
• memos
• minutes of meetings
• extended forms
• notes from family or colleagues
• work notices.
Examples of assessment tasks/activities for learning outcome 6

Where possible more than one learning outcome should be assessed in the one task/activity and the context and subject matter should be relevant to the student.

Examples of integrated assessment tasks can be found on pages 75 and 76.

Where the learning outcomes are assessed separately, assessment tasks/activities similar in complexity to one of the following may be appropriate:

- Read three or four letters of complaint. Compare the structure of the letters and their effectiveness given their purpose and likely audience.
- Collect and read a range of do-it-yourself instruction sheets on, for example, making a table. Evaluate the clarity and effectiveness of these given the text purpose and audience.
- The photocopier used by the class breaks down. Use the manual to identify the fault and how to fix it. Discuss whether the instructions were easy to follow and why or why not.
- Read a public notice in the newspaper, for example on a community meeting, and suggest how it might be improved to meet the needs of diverse readers.
LEARNING OUTCOME 7

Reading for Knowledge
Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.

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

Purpose
a) Identify the purpose of the text including any inferred purpose.

Comprehension
b) Identify the main ideas, supporting ideas and any examples.
c) Identify the means used by the author to achieve the purpose of the text.

Application
d) Compare or contrast with other texts.

Critique
e) Express an opinion on the effectiveness of the text.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/Learning strategies
Text awareness activities such as group exploration of a range of texts to become familiar with key features of the genre.

Pre-reading activities such as prediction of content based on headings and visual cues; hypothesising about where the text comes from and why it was written; guessing meaning of key words from the text; associating ideas about this text to other experiences.

Comprehension activities such as open and closed questions; cloze activities; sequencing of cut up sentences; joint deconstruction of text to identify main idea and key points.

Vocabulary building activities such as underlining key words; meaning matches.

Computer based activities such as using the Internet to explore different texts on the same topic by different authors and from different sources; looking at how information is classified on the Internet; exploring hypertext links on a topic of interest.

Extension activities such as moving beyond the text to find other texts on the same topic, for example guided library or Internet based research; sharing of relevant texts found.

Critical analysis activities such as group identification of the differences between fact/opinion; what is inferred/stated; implicit/explicit and how readers make meaning of these.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Purpose
• increasing awareness of text audience and purpose
• increasing awareness of how texts reflect an author’s experiences, intentions and/or bias
• increasing awareness of how language choices relate to text purpose such as use of inclusive pronouns, technical language, nominal groups
Comprehension/reading strategies
• use of context to predict meaning
• word attack skills (phonic and visual letter patterns, syllabification, word origins)
• use of non-textual cues to provide clues to meaning
• knowledge that it is not necessary to read every word to gain meaning
• increasing confidence and speed
• recognition that punctuation affects meaning and assists comprehension
• different ways of reading for different purposes such as skimming and scanning, reading for detail
• developing understanding of how language choices convey meaning
• increasing ability to infer meaning and interpret messages

Application
• increasing ability to link text to other oral and written texts
• increasing ability to identify similarities between texts in terms of language used, overall text structure
• increasing ability to distinguish differences between texts on similar topics, but with different purposes (different genres)

Critique
• ability to express an opinion on the text such as what they understood from the text and how the information linked to what they already knew about the topic
• developing understanding of how texts reflect an author’s culture, experiences and value system

Developing strategies useful in selecting reading material
• source of text – newspaper, magazine, Internet, etc.
• author/publisher
• year and country of publication
• interest in topic
• front and back cover of books
• reading titles, headings, contents
• skimming/scanning text.

Text features and structure
Texts at this level:
• should deal with everyday subject matter which includes some unfamiliar aspects
• should use a variety of sentence structures and may include use of some dense, complex sentence and paragraph structures
• may use some unknown or unfamiliar vocabulary and may feature abstract nouns that condense ideas, processes and descriptions
• may include complex diagrams, visuals or other types of illustration.
Main features of a report or explanatory text are:
• use of formal and impersonal tone
• use of headings and subheadings
• author’s opinions/understandings which may be expressed as fact
• report and explanatory text format, for example general statement, factual description or logically sequenced explanation, conclusion
• news report format, for example headline, summary, elaboration, comment.
Texts may include:
• reports
• reference material, including print and screen based texts
• informative magazine articles
• newspaper articles
• public information brochures.
Examples of assessment tasks/activities for learning outcome 7

Where possible more than one learning outcome should be assessed in the one task/activity and the context and subject matter should be relevant to the student.

Examples of integrated assessment tasks can be found on pages 75 and 76.

Where the learning outcomes are assessed separately, assessment tasks/activities similar in complexity to one of the following may be appropriate:

- Read two reports on an item of news from two different newspapers. Sum up the main ideas and compare the way each text deals with the topic.
- Read one current newspaper article and then find more information on that topic on the computer, for example in ‘Encarta’ or on the Internet. Compare the way each text deals with the topic.
- Compare information (perhaps from a survey you have conducted) presented in a table, or other graphical format, with that presented as prose text. Discuss the clarity of the information and the effectiveness of presenting material in different formats. Decide whether the reader is more likely to be misled if information is presented in certain formats.
LEARNING OUTCOME 8

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

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

Purpose
a) Identify the purpose of the text including any inferred purpose.

Comprehension
b) Identify the means used by the author to achieve the purpose of the text.
c) Identify the main arguments, ideas or suggestions used in the text.

Application
d) Compare or contrast with other texts.

Critique
e) Express an opinion on the effectiveness of the text.
f) Express own opinion on the subject and give supporting reasons.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/Learning strategies
Text awareness activities such as exploration of a range of argumentative and/or persuasive texts on a topic of interest to identify key features of the genre.

Pre-reading activities such as prediction based on visuals, text structure and layout; watching a video/TV program; discussion.

Comprehension activities such as open and closed questions, cloze activities; sequencing cut up texts; joint deconstruction of text to identify main arguments.

Vocabulary building activities such as underlining key words; brainstorming words related to the topic.

Computer based activities such as visiting the websites of political parties or pressure groups and exploring the construction of the site; exploring Internet based advertising.

Extension activities such as discussions based on texts; finding more information on the topic; writing own ideas on the topic.

Critical analysis activities such as identifying missing or misleading information; exploring implicit and explicit language; discussing alternative conclusions; constructing diagrammatic representations of the text to clarify arguments used (for example, mind maps).

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Purpose
• increasing awareness of text audience and purpose
• increasing awareness of how texts reflect an author’s experiences, intentions and/or bias
• increasing awareness of how language choices relate to text purpose such as use of inclusive pronouns and emotive language
**Comprehension/reading strategies**
- use of context to predict meaning
- word attack skills (phonic and visual letter patterns, syllabification, word origins)
- use of non-textual cues to provide clues to meaning
- knowledge that it is not necessary to read every word to gain meaning
- increasing confidence and speed
- recognition that punctuation affects meaning and assists comprehension
- different ways of reading for different purposes such as skimming and scanning, reading for detail
- developing understanding of how language choices convey meaning
- increasing ability to infer meaning and interpret messages

**Application**
- increasing ability to link text to other oral and written texts
- increasing ability to identify similarities between texts in terms of language used, overall text structure
- increasing ability to distinguish differences between texts on similar topics, but with different purposes (different genres)

**Critique**
- ability to express an opinion on the text such as what they understood from the text and how the information linked to what they already knew about the topic
- developing understanding of how texts reflect an author’s culture, experiences and value system

**Developing strategies useful in selecting reading material**
- source of text – newspaper, magazine, Internet, etc.
- author/publisher
- year and country of publication
- interest in topic
- front and back cover of books
- reading titles, headings, contents
- skimming/scanning text.

**Text features and structure**

Texts at this level:
- will deal with everyday subject matter which includes some unfamiliar aspects
- will use a variety of sentence structures
- may use some unknown or unfamiliar vocabulary
- will include emotive devices (for example, emotive headline or picture, choice of language, a personal account to introduce the reader to an issue in an article, rhetoric)
- may include complex diagrams or graphs or abstract or symbolic illustrations
- may include a discussion of opposing points of view on a subject
- will include evidence that supports the arguments presented
- will highlight logical connections and inferences
- will present arguments conveying a tone of reasonableness.

Main features of an argument or persuasive text are:
- use of emotive and persuasive language facts and opinions included in the text
- author’s opinions and bias which are expressed in the text
- argument/persuasive text format: statement of opinion; argument; summing up or recommendation.

Texts may include:
- letters to the editor
- material advertising product, organisation or person
- editorials
- newspaper articles.
Examples of assessment tasks/activities for learning outcome 8

Where possible more than one learning outcome should be assessed in the one task/activity and the context and subject matter should be relevant to the student.

Examples of integrated assessment tasks can be found on pages 75 and 76.

Where the learning outcomes are assessed separately, assessment tasks/activities similar in complexity to one of the following may be appropriate:

- Read one or more letters to the editor on the same issue but offering different views. Work out how they are different by examining structure, vocabulary and persuasive devices. Comment on the effectiveness of the letter/s.
- Examine a text which has clearly expressed opinions. Contrast this with another text where the opinion is covertly stated. Evaluate the effectiveness of each text.
INTEGRATED ASSESSMENT TASKS/ACTIVITIES FOR INTERMEDIATE LEVEL

Many of the tasks/activities described here could be used with students working at different levels. The texts used and produced will vary according to the level.

The following tasks/activities are examples of how more than one learning outcome can be integrated and assessed within the Literacy and Numeracy Skills Strand.

An Excursion
- In a group, students organise an excursion relevant to a project they are undertaking. This will involve requesting information from the venue, locating and reading information about the intended excursion, costing, estimating times, and writing a letter or notice to participants giving directions/instructions about what they need to do.
- After the excursion, students produce a flyer on the place they went for the excursion detailing the highlights, how to get there, and the cost.
- Write a report on the excursion for the student newsletter.

The learning outcomes which could be covered in such an activity include the following Intermediate Literacy and Numeracy Skills units:
- Reading and Writing: Reading for Self Expression, learning outcomes 5; Writing for Self Expression, learning outcome 1; Reading and Writing: Writing for Practical Purposes, learning outcome 2; Reading and Writing: Writing for Knowledge, learning outcome 3; Reading and Writing: Reading for Practical Purposes, learning outcome 6 and Reading and Writing: Reading for Knowledge, learning outcome 7.

(AThese activities could also cover Personal Development Skills Intermediate Unit 1, learning outcomes 1, 3 and 5.)

A Pamphlet on VCAL for Prospective Students
- Contact the VCAA for information about the VCAL program (Oral Communication: Oracy for Practical Purposes, learning outcome 3).
- Read the information highlighting the most important information (Reading and Writing: Reading for Knowledge, learning outcome 7).
- Design a pamphlet for prospective students to tell them about the VCAL program in your setting and the benefits to particular students and their pathways. Think about the diagrams and photographs that could be used to make it appealing.
- Decide where the information should go on the pamphlet (Oral Communication: Exploring Issues and Problem Solving, learning outcome 4).
- Write the content for the pamphlet. Enter it onto a computer (Reading and Writing: Writing for Practical Purposes, learning outcome 2).
- Using a computer, lay out the pamphlet. You may need to edit what you have written. Remember to use diagrams and make the pamphlet look interesting.

(These activities could also cover Personal Development Skills Intermediate Unit 2, learning outcomes 2, 4 and 5.)

The following tasks/activities are examples of how more than one learning outcome can be integrated and assessed across the Literacy and Numeracy Skills, Personal Development Skills and Work Related Skills Strands.
- Complete a survey on personal health and fitness (Reading and Writing: Writing for Practical Purposes, learning outcome 2; Reading and Writing: Reading for Practical Purposes, learning outcome 6).
- Identify adolescent health concerns and possible ways to address them (Reading and Writing: Writing for Knowledge, learning outcome 3; Reading and Writing: Writing for Public Debate, learning outcome 4; Reading and Writing: Reading for Knowledge, learning outcome 7; Reading and Writing: Reading for Public Debate, learning outcome 8).
- Develop an awareness of safety and responsible use of equipment (Reading and Writing: Reading for Practical Purposes, learning outcome 6).
• Evaluate program and complete a report. (Reading and Writing: Writing for Knowledge, learning outcome 3).
• It is also possible to cover Numeracy Skills learning outcomes (for example, Numeracy for Interpreting Society – Data, learning outcome 5) in relation to this program, for example, when investigation of health issues includes reading statistical information, personal health statistics and other numerical information.
• Linking a unit like the one above to the Industry Specific Skills unit is also possible. Where a student or group of students has a part time job at the local aquatic centre, it would be possible to complete units of competency from an appropriate VET certificate.
LITERACY SKILLS INTERMEDIATE

ORAL COMMUNICATION

Unit name
Literacy Skills Intermediate Oral Communication

Nominal duration
100 hours – 1 credit

Unit purpose
At the end of this unit students will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts.

Content summary
The learning outcomes should be covered in a context and through subject matter that is relevant to the student.

A range of different interactions or genres should be covered in each learning outcome.

Content and underpinning knowledge relevant to each learning outcome can be found in the learning outcome details. It is not a prescriptive or comprehensive guide to course content but is designed to further assist teachers in delivering the unit and interpreting the learning outcomes and elements. It describes aspects of both the communication process and the oral texts produced, and includes a list of typical speech events found in each field.

The communication process focuses firstly on the purpose of the communication and the intended audience, and developing an understanding of how language use will vary with audience and purpose. For example, this might mean using different language when talking to friends or strangers, or when telling an anecdote or giving instructions.

Variation in language use is developed further in the next section which focuses on how students use the language and in particular on intelligibility and appropriateness. It also focuses on the need to continually monitor any interaction and to maintain the listener’s attention through varying pace and tone.

Taking a critical approach, the effects of using different accents, dialects or non-standard forms of the language are also included in the language use section. Students need to develop an awareness of how language variation marks people as belonging to different groups and is used to make judgments about people’s abilities and characteristics. A critical awareness of how language and culture interact and an understanding that rules of accuracy and appropriateness are not fixed but are socially influenced is required so that students can choose whether to conform or challenge the status quo.

Non-verbal communication is also highlighted as an important component of effective communication. Suggested content includes focusing on how gesture, posture and facial expressions affect face-to-face communication and how the use of visual supports can help focus the listener’s attention.

Finally, listening skills have been included as an integral part of all types of communication, with a focus on different types of listening, such as listening for the overall gist and listening for detail.

Under the heading Discourse features, a short description of the features expected of any interaction at the prescribed level is included, as well as a list of typical speech events and speech. These speech events were selected as being those which students may commonly encounter in everyday situations in work, study and social contexts, and which have relatively predictable structures. However, the list is not exclusive and teachers are encouraged to use as broad a range of interactions as they wish in this unit.

Learning outcomes and elements
Students must show competence in all four learning outcomes.

Summary of learning outcomes
1. Oracy for Self Expression
Use and respond to spoken language to communicate to others story and life experience.

2. Oracy for Knowledge
Use and respond to spoken language in informative talks.
3. Oracy for Practical Purposes
Use and respond to spoken language in instructions and transactions.

4. Oracy for Exploring Issues and Problem Solving
Use and respond to spoken language in discussions to explore issues or solve problems.

Elements
The elements provide detailed information of the requirements for satisfying the learning outcomes. In the Oral Communication units, the elements do not need to be met in one activity or task.

Learning-to-learn
This section supports the interpretation of all four of the learning outcomes and elements.
Learning-to-learn strategies are integral to the development of effective oral communication skills. Teaching and learning at this level should seek explicitly to model and validate a wide range of learning-to-learn strategies. These strategies may include:

- risk taking (having a go)
- learning from mistakes
- reviewing and reflecting
- asking for and accepting help/advice/feedback
- linking new information to existing knowledge
- awareness of personal writing strengths and skills needing development
- giving voice to experiences and responding to the diverse experiences of others
- developing meta-language to talk about texts
- building awareness of personal communication strengths and methods of appraising progress
- developing skills for independent learning such as classifying, ordering and summarising information clearly.

Assessment
Assessment of oral communication presents particular challenges for teachers associated with the validity, reliability and transferability of a particular performance. Characteristics of the task, situation and individuals involved may all have an impact on the outcome. It is important to remember that oral communication is messy compared to the final product of writing and is developed in real time with a reliance on the immediate context to be meaningful. Despite these difficulties, teachers are encouraged to be innovative in their approach to assessment and to use a range of different types of interaction for assessment purposes. Assessment methods might include teacher observation and documentation of students interacting with each other or with the teacher, inside or outside the classroom. Students should be observed to demonstrate competence on more than one occasion and wherever possible in different contexts, to make sure that the assessment is as consistent, fair and equitable as possible. Documentation of how students have demonstrated competence may include teacher observation checklists, informal notes, student self assessment, peer group assessment, cassette and/or video recordings of performances.

The elements for the learning outcomes in the oral communication unit do not all have to be met in the one assessment task or activity. The emphasis is placed on developing oral communication skills in authentic situations, rather than a situation derived to fulfill the requirements of the learning outcome. Oral communication tends to be fluid in structure and purpose, where the interaction may move through several stages which serve different purposes. For example students who are set the task of planning a trip for the class may engage in negotiating, discussing, clarifying, organising, telling anecdotes, giving directions, problem solving, persuading and explaining. They may talk to people outside the group and report back on the information gained. With such tasks it should be possible to both teach and assess across the artificial boundaries suggested by the structure of the document, despite the need to record student achievement in a more delineated manner.

Integration of assessment tasks from the oral communication unit with other learning outcomes, such as those in reading and writing is also encouraged. In each unit some examples of tasks which integrate assessment of reading, writing and oral communication are provided as examples. Integrating reading, writing and oral communication within the classroom is discussed further in the context of curriculum development.
Not all elements have to be all met in the one task. Elements for one learning outcome can be met:

- in one assessment task/activity
- individually
- by being integrated with learning outcomes in other strands.

Examples of assessment tasks can be found in the learning outcomes detail information.

Evidence of successful completion of each learning outcome may be ascertained through any or a combination of the following methods: teacher observation, discussion group activities, student self assessment, peer evaluation, practical application outside the classroom supported by evidence.

**Use of non-standard English**

Many students may speak non-standard English with variations in grammar, usage, stress, intonation and pronunciation. Where these variations do not interfere significantly with the overall intelligibility of the interaction, they should not present barriers to the successful completion of the learning outcomes.

**Students who communicate using other than spoken language**

If a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate unit outcomes normally demonstrated through the spoken word. For example, students who are deaf or hard of hearing may sign their response, those with a physical disability may use a voice synthesiser or communication board. Flexibility in assessment is important as in some instances the time taken to respond in these modes may be considerably longer than speech and it may be unrealistic to expect such students to achieve unit outcomes in the stated nominal hours.

**Conditions of assessment**

The student will have access to:

- a range of assessment tasks/activities
- a learning environment appropriate to the task
- support if required.

The subject matter will be everyday and will include some unfamiliar material. Contexts may be unfamiliar.

Vocabulary may include some that is unknown or unfamiliar.

The structure of the oral text will, in general, be characteristic of the text type.

The student must have a reasonable opportunity to participate in any discussion/activity.

**Assessment methods**

Teachers are encouraged to use a range of assessment methods including:

- observation and written documentation of oral communication episodes; this may be simplified by using checklists of key features observed
- recording of student interactions on video or cassette tape; transcriptions can be made for quality assurance
- assessment of individual interacting with teacher
- assessment of individual interacting with peers
- self-evaluation of their performance
- feedback from peers/audience
- assessment of individual interacting with a wider community audience.
LEARNING OUTCOME DETAILS

Students must demonstrate competence in all learning outcomes to be credited with this unit.

LEARNING OUTCOME 1

Oracy for Self Expression

Use and respond to spoken language to communicate to others story and life experience.

Elements

Not all elements need to be met in the one assessment task/activity.

a) Share a narrative, recount or anecdote.

b) Make use of verbal and non verbal features of spoken communication including: intonation, eye contact, gesture, pace and pronunciation.

c) Demonstrate an understanding of the role of verbal and non-verbal features by commenting on the effectiveness of others’ oral presentations.

Note: It is important that cultural awareness and sensitivity is considered in developing assessment tasks.

Educational practices

This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies

Learning Environment:

A supportive and encouraging learning environment needs to be developed so that students feel comfortable to take risks and participate safely. Students should not be forced to participate until they feel safe to do so.

By rotating turns and scaffolding skills, students can develop this confidence. Establishing a consensus on guidelines for talks and discussions by listening to and respecting others is important.

Content/underpinning knowledge

This section details the suggested oral communication content. The subject matter/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Communication process

Purpose

• identification of audience – their prior knowledge and interests, their relationship to speaker

• identification of purpose – what the listener will know following the interaction

• identification of appropriate language for audience and purpose, for example appropriate language which can be used; amount/type of information to offer, how to address the listener

Language use

• increasing understanding of register such as the difference between formal and informal registers of spoken English

• increasing understanding of the significance of language, accent, non-standard varieties of English and languages other than English in familiar contexts

• increasing ability to identify features and structure of a talk and apply them

• ability to adjust pace, tone and/or emphasis to enhance meaning and/or in response to listener’s reaction and convey range of emotions and intentions

• increasing ability to use different strategies to respond to listener, for example rephrasing for clarification

• increasing ability to open and close a talk according to purpose and audience
**Non-verbal communication**
- increasing understanding of the role of non-verbal communication such as body movement, posture, gesture, facial expression, maintaining eye contact to show interest or attitude, and how it can be used to influence listeners
- increasing understanding of the role of visual supports in aiding the communication process, for example photos, maps, diagrams, data shows

**Listening**
- using a range of listening strategies such as:
  - deducing meaning of unfamiliar items
  - inferring information not explicitly stated
  - recognising discourse indicators for introducing an idea or changing a topic
  - increasing ability to clarify understanding
  - distinguishing main points from supporting details
  - predicting subsequent parts of the discourse
  - recognising use of emotive language.

**Discourse features**
Interactions/oral texts at this level:
- will be longer in duration and conducted with an unfamiliar listener
- may include unfamiliar subject matter
- will be less predictable as speaker must respond to the ideas and opinions expressed by others
- will use vocabulary which may include some that is unknown or unfamiliar
- will clearly convey meaning
- will use pace and change in tone or emphasis to enhance meaning and convey range of emotions and intentions
- will use persuasive devices.

**Oracy for Self Expression** focuses on exploring story and life experience, and the cultures in which these are shaped.
The outcomes focus on raising students’ awareness, confidence, accuracy and fluency as speakers.
Some typical speech events include:
- a speech to a group of family and friends on a special occasion
- a speech of thanks following an event
- participating in a panel discussion based on life experiences
- being a guest on a radio talk back show
- telling a short story
- participate in a play production
- chatting with family and friends about their life experiences
- giving a brief talk on a topic of personal interest.

These speech events typically involve the use of a range of different discourse routines such as:
- expressing opinions
- discussing ideas
- asking for viewpoints from others
- responding to opinions
- clarifying understanding
- explaining ideas
- using detail and description to embellish story.
Reasonable control of most of these routines would be expected.
Examples of assessment tasks/activities for learning outcome 1
Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences.

Audience feedback
Students should make use of audience feedback to reflect on, evaluate and modify their spoken texts to clarify meaning and their presentation skills. Students note their reflections and use them to plan what aspects of oral presentations they will target next in their speaking.

Where possible, tasks to assess specific elements from this learning outcome should be integrated with other learning outcomes from other strands. Some of the sample tasks listed below can be integrated with learning outcomes from other strands. Tasks similar in complexity may be developed across strands.

• Interview a range of different people about their life stories.
• Participate in a discussion about a personal experience of schooling over the year.
• Listen to a guest speaker from another country to learn about their life experience. Write a response to their story.
• Make a brief presentation to a small group on a topic of interest and answer audience questions.
• Participate in a school play.
• Retell a favorite children’s story to local primary school children, using puppets to enhance the story.
• Develop a three minute oral presentation on a life experience or story to share with the group.
• Listen to a talk from a guest speaker on an issue of personal interest to students. Discuss and note any use of effective communication skills.
• Listen to an audio file of someone telling their story and recount the general information to a partner.
• Prepare a Microsoft PowerPoint presentation of a topic of interest where the presentation uses only pictures and key words to communicate and the speech carries the meaning.
LEARNING OUTCOME 2

Oracy for Knowledge
Use and respond to spoken language in informative talks.

Elements
Not all elements need to be met in the one assessment task/activity.
a) Give an oral presentation answering questions if appropriate.
b) Identify key points and supporting information in an informative talk.
c) Comment on the content and effectiveness of an informative talk.
d) Make systematic notes from a spoken text in a chosen field of knowledge.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/Learning strategies

Learning environment: development of a group learning culture where discussion, collaboration and negotiation can evolve. Establishment of consensus on guidelines for group discussions, listening to and respecting others and conflict resolution. Creation of a supportive, stimulating environment where individuals feel valued.

Preparatory activities: read a range of informative texts to identify key elements of genre; view videos and listen to recordings to identify common ways to structure, sequence and express information; brainstorm possible reasons for confusion/obscurity in a given context.

Confidence building activities: draw up a concept map of key points to be included in a factual report and discuss groupings and links of ideas; research topics of interest from oral or written texts and gather relevant information; brainstorm issues to cover any questions that might be asked; in small groups, students practise presenting oral reports on subjects they know well; students adapt their performances according to feedback from audience.

Awareness raising activities: teacher modelling of strategies and language structures used to provide information; discuss the role of body language and visual supports in presenting information and answering questions; role-play a range of strategies to maintain a listener’s interest/understanding and evaluate their effectiveness.

Extension activities: attend information sessions in the community and evaluate the effectiveness of the speakers; compare the language and style of written and oral texts.

Critical awareness activities: examine a recording of an oral report and evaluate how well it meets its audience and purpose through the language used; listen to a public speaker’s presentation and identify the world view underlying the selection or omission of facts.

Content/underpinning knowledge
This section details the suggested oral communication content. The subject matter/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Communication process

Purpose
• identification of audience – their prior knowledge and interests, their relationship to speaker
• identification of purpose – what the listener will know following the interaction
• identification of appropriate language for audience and purpose, for example level of technical language which can be used; amount/type of information to offer, how to address the listener

Language use
• increasing understanding of register such as the difference between formal and informal registers of spoken English
• increasing understanding of the significance of language, accent, non-standard varieties of English and languages other than English in familiar contexts
• increasing ability to identify features and structure of a talk and apply them
• increasing ability to adjust pace, tone and/or emphasis to enhance meaning and/or in response to listener’s reaction and convey range of emotions and intentions
• increasing ability to use different strategies to respond to listener, for example rephrasing for clarification
• increasing ability to open and close a talk according to purpose and audience

**Non-verbal communication**
• increasing understanding of the role of non-verbal communication such as body movement, posture, gesture, facial expression, maintaining eye contact to show interest or attitude, and how it can be used to influence listeners
• increasing understanding of the role of visual supports in aiding the communication process, for example photos, maps, diagrams, data shows

**Listening**
• using a range of listening strategies such as:
  - deducing meaning of unfamiliar items
  - inferring information not explicitly stated
  - recognising discourse indicators for introducing an idea or changing a topic
  - increasing ability to clarify understanding
  - distinguishing main points from supporting details
  - predicting subsequent parts of the discourse
  - recognising use of persuasive language.

**Discourse features**

Interactions/oral texts at this level:
• will be longer in duration and conducted with an unfamiliar listener
• may include unfamiliar subject matter
• will be less predictable as speaker must respond to the ideas and opinions expressed by others
• will use vocabulary which may include some that is unknown or unfamiliar
• will clearly convey meaning
• will use pace and change in tone or emphasis to enhance meaning and convey range of emotions and intentions
• will use persuasive devices.

**Oracy for Knowledge** focuses on speech events involving presentations of information, principles, explanations and theories.

Some typical speech events include:
• reports
• mass meetings
• talks and speeches
• informative interviews
• lectures
• news broadcasts.

These speech events typically involve the use of different expository routines such as:
• presenting information
• clarifying understanding
• recounting events
• sequencing ideas and information
• making comparisons
• giving examples
• drawing conclusions
• asking questions.

Reasonable control of most of these routines would be expected.
Examples of assessment tasks/activities for learning outcome 2

Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences.

Where possible, tasks to assess specific elements from this learning outcome should be integrated with other learning outcomes from other strands. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing unit. Tasks similar in complexity may be developed across strands.

- Listen to a talk from a guest speaker on an issue of interest, for example the local environment. Discuss the points raised and evaluate the performance of the speaker.
- Make a brief presentation at a team meeting.
- Participate in a forum presenting information to a community group. Make notes from and evaluate the talks of each speaker.
- Take part in a group project to promote an area of interest, for example a school social, a school camp. Give an account of what you all did.
- Listen to a guided tour of an excursion, for example the Museum. Present a reflective piece noting the main points and evaluating the guide’s presentation.
LEARNING OUTCOME 3

Oracy for Practical Purposes

Use and respond to spoken language in instructions and transactions.

Elements

Not all elements need to be met in the one assessment task/activity.
a) Give instructions in several steps.
b) Identify the key points in an oral text that offer support, advice or service.
c) Comment on the content and effectiveness of oral instructions and transactions.

Educational practices

This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies

Learning environment: development of a group learning culture where discussion, collaboration and negotiation can evolve. Establishment of consensus on guidelines for group discussions, listening to and respecting others and conflict resolution. Creation of a supportive, stimulating environment where individuals feel valued.

Preparatory activities: explore a range of transactional texts on one topic to identify key elements of genre; view a procedural video to identify common ways to structure and sequence instructions; brainstorm possible reasons for confusion/obscurity in a given context.

Confidence building activities: in small groups, students practise giving instructions on a procedure in which they have some expertise; students adapt their performances according to feedback from audience.

Awareness raising activities: teacher modelling of strategies and language structures used to give instructions; discuss the role of body language and visual supports in giving instructions; role-play a range of strategies to maintain a listener’s interest/understanding and evaluate their effectiveness.

Extension activities: attend demonstrations or support sessions in the community and evaluate the effectiveness of the speakers; compare the language and style of written and oral texts.

Critical awareness activities: examine a recording of a service transaction and explore power relationships expressed in the language used; listen to an expert’s demonstration and explore the impact of language choices made.

Content/underpinning knowledge

This section details the suggested oral communication content. The subject matter/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Communication process

Purpose
• identification of audience – their prior knowledge and interests, their relationship to speaker
• identification of purpose – what the listener will know following the interaction
• identification of appropriate language for audience and purpose, for example level of technical language which can be used; amount/type of information to offer, how to address the listener

Language use
• increasing understanding of register such as the difference between formal and informal registers of spoken English
• increasing understanding of the significance of language, accent, non-standard varieties of English and languages other than English in familiar contexts
• increasing ability to identify features and structure of a transaction and apply that knowledge to similar transactions
• increasing ability to adjust pace, tone and/or emphasis to enhance meaning and/or in response to listener’s reaction and convey range of emotions and intentions
• increasing ability to use different strategies to respond to listener, for example rephrasing for clarification
• increasing ability to open, develop and close a transaction according to purpose and audience
Non-verbal communication
• increasing understanding of the role of non-verbal communication such as body movement, posture, gesture, facial expression, maintaining eye contact to show interest or attitude, and how it can be used to influence listeners
• increasing understanding of the role of visual supports in aiding the communication process, for example photos, maps, diagrams, data shows

Listening
• using a range of listening strategies such as:
  - distinguishing main points from supporting details
  - inferring information not explicitly stated
  - recognising discourse indicators for introducing an idea or changing a topic
  - increasing ability to clarify understanding
  - deducing meaning of unfamiliar items
  - predicting subsequent parts of the discourse
  - recognising use of persuasive language.

Discourse features
Interactions/oral texts at this level:
• will be longer in duration and conducted with an unfamiliar listener
• may include unfamiliar subject matter
• will be less predictable as speaker must respond to the ideas and opinions expressed by others
• will use vocabulary which may include some that is unknown or unfamiliar
• will clearly convey meaning
• will use pace and change in tone or emphasis to enhance meaning and convey range of emotions and intentions.

Oracy for Practical Purposes focuses on speech events involving giving support, advice or expertise.

Some typical speech events include:
• giving and responding to instructions
• giving and responding to directions
• exchanging goods and services
• getting service in shops/ bureaucracies
• job interviews.

These speech events typically involve the use of a range of different discourse routines such as:
• explaining a process or procedure
• asking and answering questions
• clarifying information
• bargaining.

Reasonable control of most of these routines would be expected.

Examples of assessment tasks/activities for learning outcome 3
Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences.

Where possible, tasks to assess specific elements from this learning outcome should be integrated with other learning outcomes from other strands. Some of the sample tasks listed below can be integrated with learning outcomes from other strands. Tasks similar in complexity may be developed across strands.
• Give detailed spoken instructions that involve a number of interrelated steps in the workplace identifying potential difficulties.
• Give complex instructions on how to operate a piece of technology to a person in class unfamiliar with the process, for example pre-setting a video recorder.
• Ring and place an advertisement in the Trading Post and comment on how effectively the task was completed.
• Participate in a cross-cultural cooking demonstration, clarifying key points and evaluating the instructions of each speaker.
LEARNING OUTCOME 4

Oracy for Exploring Issues and Problem Solving

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

Elements

Not all elements need to be met in the one assessment task/activity.

a) Participate in a group discussion on an issue, responding to and contributing alternative ideas.
b) Use spoken language to identify and work towards solving problems with at least one other person.
c) Comment on the range of ideas presented on an issue in a discussion.
d) Demonstrate active listening.

Educational practices

This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies

Learning environment: development of a group learning culture where discussion, collaboration and negotiation can evolve. Establishment of consensus on guidelines for group discussions, listening to and respecting others and conflict resolution. Creation of a supportive, stimulating environment where individuals feel valued.

Preparatory activities: explore two letters to the editor offering different opinions on an issue; identify key words relating to a given topic; draw up a mind-map of a range of possible viewpoints on an issue; brainstorm steps involved in reaching an objective; identify possible problems to be overcome in reaching an objective (what might go wrong?).

Confidence building activities: role-play a given position (rather than give your own opinion) on an issue; group preparation for a discussion with those who have similar opinions working together to prepare points to make; teacher-led discussion ensuring all have the opportunity to speak.

Awareness raising activities: teacher modelling of strategies and language used to give an opinion; watch a video of a group discussion to identify points of view raised and ways of ensuring all people are involved, pointing out key language for expressing an opinion, emphasising a point, acknowledging others’ points of view; compare arguing and discussing, exploring the role of body language in open discussions; compare aggressive versus assertive language use.

Extension activities: identify key roles in an effective group such as information gatherer, record keeper; identify different approaches to problem solving such as people-focused or task-focused and how this is reflected in language; identify own strength in a group discussion/problem-solving activity.

Critical awareness activities: listen to a talkback radio/television discussion and identify power relationships expressed in the language used (for example, focus on the use of We versus I, Us versus Them); watch a report on an issue and list facts versus opinions; take a local issue and write down facts; discuss how facts interact with values when giving an opinion.

Content/underpinning knowledge

This section details the suggested oral communication content. The subject matter/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Communication process

Purpose

• identification of audience – their prior knowledge and interests, their relationship to speaker
• identification of purpose – what the listener will know following the interaction
• identification of appropriate language for audience and purpose, for example level of technical language which can be used; amount/type of information to offer, how to address the listener

Language use

• increasing understanding of register such as the difference between formal and informal registers of spoken English
• increasing understanding of the significance of language, accent, non-standard varieties of English and languages other than English in familiar contexts
• increasing ability to adjust pace, tone and/or emphasis to enhance meaning and/or in response to listener’s reaction and convey range of emotions and intentions
• increasing ability to use different strategies to respond to listener, for example rephrasing for clarification
• increasing ability to open, develop and close a discussion taking into account the needs of others

**Non-verbal communication**
• increasing understanding of the role of non-verbal communication such as body movement, posture, gesture, facial expression, maintaining eye contact to show interest or attitude, and how it can be used to influence listeners
• increasing understanding of the role of visual supports in aiding the communication process, for example photos, maps, diagrams, data shows

**Listening**
• using a range of listening strategies such as:
  - distinguishing main points from supportive details
  - inferring information not explicitly stated
  - recognising discourse indicators for introducing an idea or changing a topic
  - increasing ability to clarify understanding
  - deducing meaning of unfamiliar items
  - predicting subsequent parts of the discourse
  - recognising use of persuasive language.

**Discourse features**
Interactions/oral texts at this level:
• will be longer in duration and conducted with an unfamiliar listener
• may include unfamiliar subject matter
• will be less predictable as speaker must respond to the ideas and opinions expressed by others
• will use vocabulary which may include some that is unknown or unfamiliar
• will clearly convey meaning
• will use pace and change in tone or emphasis to enhance meaning and convey range of emotions and intentions
• will use persuasive devices.

**Oracy for Exploring Issues and Problem Solving** focuses on speech events involving explorations of problems or issues.
Some typical speech events include:
• public meetings
• discussions
• debates
• work meetings
• project meetings.

These speech events typically involve the use of a range of different discourse routines such as:
• expressing opinions
• discussing ideas
• asking for viewpoints from others
• responding to opinions
• clarifying understanding
• explaining ideas
• justifying stance
• drawing conclusions
• bargaining.

Reasonable control of most of these routines would be expected.
Examples of assessment tasks/activities for learning outcome 4

Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences. Where possible, tasks to assess specific elements from this learning outcome should be integrated with other learning outcomes from other strands. Some of the sample tasks listed below can be integrated with learning outcomes from other strands. Tasks similar in complexity may be developed across strands.

- Interview a group of people as part of a research project to examine a particular issue, for example health, or a workplace or community organisation.
- Participate in discussion about current issues in the news, summarising issues to accurately reflect and capture information presented.
- Participate in a meeting to resolve an issue. This task could be used to cover Personal Development Skills Intermediate unit 1, learning outcome 5.
LITERACY SKILLS SENIOR

READING AND WRITING

Unit name
Literacy Skills Senior Reading and Writing

Nominal duration
100 hours – 1 credit

Unit purpose
The purpose of this unit is to enable students to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the student identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text.

At the end of the unit students will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

Content summary
Content and underpinning knowledge relevant to each learning outcome can be found in the learning outcome details.

The learning outcomes should be covered in a context and through subject matter that is relevant to the student.

A range of different text types or genres should be covered in each learning outcome. Although it is only necessary to cover one text type to show competence of a learning outcome, the learning situation should allow students to develop competence in reading and writing a range of text types.

Reading
While students working at this level may be able to understand and respond to written material that is more complex than they are able to read themselves, their comprehension and reading abilities are becoming more closely aligned. Reading texts to students or using audio tapes of texts may be appropriate, but students’ reading ability should enable them to read texts which are sufficiently complex that they can examine text structure, tone, writer’s purpose and stance.

Learning outcomes and elements
To allow for specialisation, students must show competence in seven of the eight learning outcomes although they should cover all learning outcomes in the teaching/learning context.

Summary of learning outcomes
1. Writing for Self Expression
   Write a complex recount, narrative or expressive text.

2. Writing for Practical Purposes
   Write a complex instructional or transactional text.

3. Writing for Knowledge
   Write a complex report, explanatory or expository text.

4. Writing for Public Debate
   Write a complex persuasive, argumentative or discursive text.

5. Reading for Self Expression
   Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text.

6. Reading for Practical Purposes
   Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text.
7. Reading for Knowledge
Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory, expository or informative text.

8. Reading for Public Debate
Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text.

Elements – Reading and Writing
The elements give detailed information of the requirements for satisfying the learning outcomes. The learning outcome is achieved when the student demonstrates competence in all the elements. In the Reading and Writing units, all the elements must be covered in the one assessment task or activity, although activities/tasks may take place over a period of time.

In the Reading and Writing units, the elements are grouped under headings to make the organising principles explicit.

Writing elements
Writing process
Planning, drafting and editing are a part of the process of writing. It is important that students become aware that writing is a process and that the first product is unlikely to be the final product. Any number of drafts can be done by students in producing the final product. However, in practice, students may be restricted by the nominal duration of a unit in the number of times they can draft a text.

Purpose
Written texts, in general, are more successful when a writer is aware of why they are writing and who they are writing for. Students need to recognise the difference between private and public writing. The language used and the tone of the text will depend on the purpose of the text and the proposed audience for the text. Students undertaking the Reading and Writing units need to be aware that they too must make their writing appropriate for its intended purpose and audience.

Structure
Texts must be organised to ensure that ideas and information are presented coherently and logically to suit the purpose of the text. This also needs to take into account that different types of texts are often structured in specific ways, for example reports, narratives, letters of complaint and instructions all have their own conventional structures.

Length/complexity
As students become more proficient at writing and expressing ideas and information on paper, it becomes increasingly important for them to present a range of ideas and information and convey abstract concepts. Students move to developing more coherent paragraphs, with topic sentences, linking devices and complex sentence structures. The elements grouped under this heading show this move from length to complexity in writing.

Mechanics
This element deals with spelling, punctuation and grammar. By Senior level, students are expected to have much more control over these mechanical tools and use them with considerable accuracy. However, this does not preclude them from using dictionaries, spell checks, etc.

Reading elements
Purpose
As in the process of writing, being aware of the intended audience and purpose of a text is important in the reading process. This includes being aware of any unstated meaning, inferred purpose and the means used to achieve the purpose. Awareness of the purpose of a text also helps to set the text in its social context and allows students to consider if the purpose is achieved, and, if so, how it has been achieved, thus developing critical awareness. Not all texts have unstated meaning or inferred purpose and where the elements ask students to look at these, it is adequate for students to identify their absence.

Comprehension
This element progresses to extracting information for a specific task and identifying views underlying a text at Senior level.
**Application**

Being able to identify information about texts and contained in texts and apply it to other texts and contexts is the focus of elements under this heading. This results in students being able to compare and contrast information and ideas and to appreciate the social context of what they have read.

**Critique**

Developing an opinion about texts and the content of texts is integral to making meaning out of texts. Elements grouped under this heading aim to enable students to move from giving a personal opinion on a text to analysing and evaluating the content and effectiveness of the text.

In the Reading learning outcomes, additional information is given about the generic features and structure of texts. The types of texts in each domain are detailed, as well as strategies for students to select reading material.

**Learning-to-learn**

Learning-to-learn strategies are integral to the development of reading and writing. Teaching and learning at this level should explicitly model and validate a wide range of learning-to-learn strategies. These strategies may include:

- risk taking (having a go)
- learning from mistakes
- reviewing and reflecting
- asking for and accepting help/advice/feedback
- linking new information to existing knowledge
- awareness of personal writing strengths and skills needing development
- giving voice to experiences and responding to the diverse experiences of others
- developing skills for independent learning such as collecting and classifying information from multiple sources
- using meta-language to talk about texts.

**Assessment**

The assessment method used should be appropriate to the student, his or her learning style and needs, the topic or field of study and the learning outcome.

Where possible, learning outcomes should be grouped together for assessment – more than one learning outcome should be assessed in an assessment task/activity. For example, a teacher observation of a class discussion about a text read by students could be used to assess both a reading learning outcome and a learning outcome in the Oral Communication unit. Students could also write a response to the text and cover one of the writing learning outcomes.

Examples of assessment tasks/activities which relate mainly to a specific learning outcome can be found in the learning outcome details. Examples of integrated assessment tasks/activities can be found at the end of this unit. These examples are of tasks/activities that integrate and assess more than one learning outcome, sometimes within the Senior Reading and Writing unit, sometimes within the Literacy and Numeracy Skills Strand and sometimes across strands.

To be credited with this unit the student must demonstrate competence in seven of the eight learning outcomes. All elements for a learning outcome must be met in the one task for a student to show competence in that outcome.

**Conditions of assessment**

The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

The student will have access to:

- a range of assessment tasks/activities
- a learning environment appropriate to the task
- support and advice
- communication supports as required (for example, dictionary, personal word lists).

Subject matter will deal with general situations and some abstract or technical concepts and some unfamiliar material.
Assessment methods

Assessment should be conducted through meaningful activities and, wherever possible, integrated into and spread throughout the course. Assessment may be through:

For writing learning outcomes:
• written text
• teacher observation

For reading learning outcomes:
• teacher observation
• oral or written response to text
• oral or written explanation of task.
LEARNING OUTCOME DETAILS
To allow for specialisation, students must show competence in seven of the eight learning outcomes although they should cover all learning outcomes in the teaching/learning context.

LEARNING OUTCOME 1
Writing for Self Expression
Write a complex recount, narrative or expressive text.

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

Writing process
a) Use the processes of planning, drafting and editing to produce written texts.

Purpose
b) Use language and tone appropriate to text purpose and audience.

Structure
c) Organise ideas and information to suit purpose.

Length/complexity
d) Incorporate a range of topics, beliefs, issues or experiences.
e) Use literary devices to convey character, setting and/or emotions.

Mechanics
f) Spell, punctuate and use grammar with considerable accuracy.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/Learning strategies
Text awareness activities such as class exploration of a range of personal texts including stories, journals, autobiographies, personal profiles, lyrics and poems to become familiar with key features of the genre.

Pre-writing activities such as group discussion of topics of personal interest; sharing personal anecdotes or favourite stories; brainstorming key events to be included in a recount.

Supported writing activities such as joint construction of texts; speed writing and speed copying, teacher modelling of key discourse features, for example describing people and emotions; creating atmosphere or suspense; using descriptive words incorporating other perspectives.

Computer based activities such as using cut and paste facility to try out alternative sequencing of information and events in a narrative; using email or other networking facility to co-construct a text; discussion of the key features of email and other online communication, for example use of emoticons, online shorthand, speech-like features found in email messages; using a word processing program to plan, draft and edit a text.

Spelling/vocabulary activities such as brainstorming the spelling of key terms from the topic looking for common letter patterns; memorising sight words; recognising ‘sound-alike’ words; understanding sound/spelling relationships; using prefixes and suffixes; breaking words into syllables; constructing personalised word lists; using a dictionary.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.
The underpinning knowledge may include, but is not restricted to:

**Writing process**
- stages or processes of writing – planning, drafting, editing and publication to a wider readership

**Purpose**
- identification of the audience of the text – who needs to read and understand it
- identification of the purpose of the text – what will connect on a personal or imaginative level with the reader
- recognition of the difference between private and public writing, for example presentation, attention to spelling
- use of appropriate language for audience and purpose, for example descriptive language, techniques to convey feelings and ideas, figures of speech, language which conveys shades of meaning

**Structure**
- structural conventions of recount, narrative and expressive texts, for example:
  - narrative; orientation, complication, resolution
  - recount; orientation, events, comment
- chronological sequencing of events
- identification followed by description

**Length/complexity**
- conventions of paragraph writing; development of one major topic in each paragraph; use of topic sentences
- appropriate sequencing and linking of paragraphs within text
- use of linking devices appropriate to text type
- consistent use of complex sentence structures

**Mechanics**
- effective use of specialised vocabulary relevant to the topic
- selection of appropriate vocabulary, for example idiom to convey shades of meaning
- high degree of accuracy in spelling through the use of relevant spelling strategies
- consistent use of standard punctuation
- effective use of generic grammatical forms

**Information and communications technology**
- a range of ICT equipment can be used as a tool in the writing process.

**Examples of assessment tasks/activities for learning outcome 1**
Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences.
Examples of integrated assessment tasks can be found on pages 115 to 116.

Where possible, more than one learning outcome should be assessed in one task and the task should be grounded in a context relevant to the student. Students should produce a folio of a recount, narrative or expressive text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following examples may be appropriate:
- Write a vivid description of a significant event from your childhood. Imagine you are writing it for your grandchildren to read.
- Write a short story for children.
- Using a human interest or a newspaper story as stimulus, imagine and describe the events leading up to the event.
- Interview someone of a different age about their reflections of a certain period or event in their lifetime. Write a biographical text reflecting and drawing on personal experience and knowledge of the era or event.
- Write a series of personal letters between friends tracing evolving problems/relationships/issues.
- Write a poem or song making complex explorations of people/relationships/ideas/places.

Prose texts such as stories, personal reflections and recounts, should be approximately 400–600 words. Word limits for poetry should be determined according to complexity of ideas and writing appropriate to this level.
LEARNING OUTCOME 2

Writing for Practical Purposes
Write a complex instructional or transactional text.

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

Writing process
a) Use the processes of planning, drafting and editing to produce written texts.

Purpose
b) Use language and tone appropriate to text purpose and audience.

Structure
c) Organise information and/or ideas logically to suit purpose.

Length/complexity
d) Present specialist and/or technical knowledge, highlighting features of special note.
e) Present information accurately, clearly and concisely.

Mechanics
f) Spell, punctuate and use grammar with considerable accuracy.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/Learning strategies
Text awareness activities such as class exploration of a range of simple transactional or instructional texts to become familiar with key features of the genre.

Pre-writing activities such as sharing of knowledge on how something is done; brainstorming; identifying key points.

Supported writing activities such as group construction and/or editing of text; sequencing ideas to match known procedure; modelling activities such as providing similar texts or text outlines incorporating key discourse feature.

Computer based activities such as using cut and paste to try out alternative ordering of instructions; using computer graphics to provide diagrams to support text; using a word processing program to draft, edit and present texts in an appropriate format.

Spelling/vocabulary activities such as brainstorming the spelling of key terms; looking for common letter patterns; memorising sight words; recognising ‘sound-alike’ words; understanding sound/spelling relationships; using prefixes and suffixes; breaking words into syllables; constructing personalised word lists; using a dictionary.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Writing process
• stages or processes of writing – planning, drafting, editing and publication to a wider readership.

Purpose
• identification of the audience of the text – who needs to read and understand it
• identification of the purpose of the text – what the reader will know after reading it
• recognition of the difference between private and public writing, for example presentation, attention to spelling
• use of appropriate language for audience and purpose, for example technical language, formal tone
Structure
- structural conventions of instructional or transactional texts, for example:
  - instructions: statement of the goal, the materials needed or other requirements, the steps to achieve the goal
  - transactional letters: formal opening, statement of purpose, details, request, confirm, inform or clarify action, formal close
- use of headings and subheadings
- inclusion of maps and diagrams
- use of dot points or lists
- formal letter format
- memo format
- form and table format
- format of minutes of meetings
- logical sequence of instructions

Length/complexity
- conventions of paragraph writing; development of one major topic in each paragraph; use of topic sentences
- appropriate sequencing and linking of paragraphs within text
- use of linking devices appropriate to text type
- consistent use of complex sentence structures

Mechanics
- effective use of specialised vocabulary relevant to the topic
- selection of appropriate vocabulary, for example technical language where required
- high degree of accuracy in spelling through the use of relevant spelling strategies
- consistent use of standard punctuation
- effective use of generic grammatical forms

Information and communications technology
- a range of ICT equipment can be used as a tool in the writing process.

Examples of assessment tasks/activities for learning outcome 2
Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences.
Examples of integrated assessment tasks can be found on pages 115 to 116.

Where possible, more than one learning outcome should be assessed in one task and the task should be grounded in a context relevant to the student. Students should produce a folio of an instructional or transactional text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following examples may be appropriate:
- Prepare a leaflet on nutrition and cooking, including three recipes to support the nutritional information (this could be linked to Reading and Writing: Reading for Knowledge, learning outcome 7, in this unit).
- Write a memo, or a work or public notice making sure the information is clearly structured and presented for the intended audience.
- Write the minutes of a meeting you attended recently.
LEARNING OUTCOME 3

Writing for Knowledge
Write a complex report, explanatory or expository text.

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

Writing process
a) Use the processes of planning, drafting and editing to produce written texts.

Purpose
b) Use language and tone appropriate to text purpose and audience.

Structure
c) Sequence and structure information and ideas logically to suit purpose.

Length/complexity
d) Present a range of abstract concepts and/or technical facts within a specialist field.
e) Present information accurately, clearly and concisely.

Mechanics
f) Spell, punctuate and use grammar with considerable accuracy.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/Learning strategies

Text awareness activities such as class exploration of a range of explanatory texts to become familiar with key features of the genre.

Pre-writing activities such as sharing of knowledge on a topic; brainstorming; identifying key points.

Supported writing activities such as group construction and/or editing of text; sequencing ideas in paragraphs; modelling activities such as providing similar texts or text outlines incorporating key discourse feature.

Computer based activities such as using cut and paste to try out alternative ordering of information; using computer graphics to provide diagrams or graphs to support text; using a word processing program to draft, edit and present texts in an appropriate format.

Spelling/vocabulary activities such as brainstorming the spelling of key terms; looking for common letter patterns; memorising sight words; recognising ‘sound-alike’ words; understanding sound/spelling relationships; using prefixes and suffixes; breaking words into syllables; constructing personalised word lists; using a dictionary.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Writing process
• stages or processes of writing – planning, drafting, editing and publication to a wider readership

Purpose
• identification of the audience of the text – who needs to read and understand it
• identification of the purpose of the text – what the reader will know after reading it
• recognition of the difference between private and public writing, for example presentation, attention to spelling
• use of appropriate language for audience and purpose, for example neutral tone, technical terms
Structure
• structural conventions of report and explanatory texts, for example general statement; factual description or logically sequenced explanation; conclusion
• use of headings and sub-headings
• inclusion of maps and diagrams
• report format
• use of referencing
• inclusion of bibliography where appropriate

Length/complexity
• conventions of paragraph writing; development of one major topic in each paragraph; use of topic sentences
• appropriate sequencing and linking of paragraphs within text
• use of linking devices appropriate to text type
• consistent use of complex sentence structures

Mechanics
• effective use of specialised vocabulary relevant to the topic
• selection of appropriate vocabulary, for example technical language where required
• high degree of accuracy in spelling through the use of relevant spelling strategies
• consistent use of standard punctuation
• effective use of generic grammatical forms including cause and effect conjunctions, clause markers such as ‘if’ and ‘although’ and modal structures
• controlled use of stylistic devices such as nominalisation

Information and communications technology
• a range of ICT equipment can be used as a tool in the writing process.

Examples of assessment tasks/activities for learning outcome 3
Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences.

Examples of integrated assessment tasks can be found on pages 115 to 116.

Where possible more than one learning outcome should be assessed in one task and the task should be grounded in a context relevant to the student. Students should produce a folio of a report or explanatory text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following examples may be appropriate:
• Write an analytical report. The topic should be negotiated by the teacher and student.
• Write an explanation of a natural phenomenon, for example how the wind blows, for primary school children.
• Write an information brochure on a health or environmental issue. The topic will need to be researched and include technical information that is presented in a way that is easy for the general public to understand (this could be linked to Reading and Writing: Reading for Knowledge, learning outcome 7, in this unit).

Prose texts should be approximately 400–600 words.
LEARNING OUTCOME 4

Writing for Public Debate

Write a complex persuasive, argumentative or discursive text.

Elements

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

Writing process

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

Purpose

b) Use language and tone appropriate to text purpose and audience.

Structure

c) Organise ideas and arguments to suit purpose.

Length/complexity

d) Provide and integrate evidence to support own argument.
e) In an argumentative or discursive text acknowledge and rebut opposing point/s of view.

Mechanics

f) Spell, punctuate and use grammar with considerable accuracy.

Educational practices

This section supports the interpretation of the learning outcome and elements.

Teaching/Learning strategies

Text awareness activities such as class exploration of a range of persuasive and opinionative texts to become familiar with key features of the genre.

Pre-writing activities such as sharing of points of view on an issue, brainstorming possible points of view, identifying key points of a supporting argument.

Supported writing activities such as group construction and/or editing of text; sequencing ideas in paragraphs; composing topic sentences; incorporating facts and statistics; class compilations of opinions on one topic; group writing practice taking on multiple perspectives on one issue to reflect a range of possible viewpoints.

Computer based activities such as using cut and paste to try out alternative ordering of arguments; using computer graphics to provide diagrams and graphs to support text; using a word processing program to draft, edit and present texts in an appropriate format.

Spelling/vocabulary activities such as brainstorming the spelling of key terms; looking for common letter patterns; memorising sight words; recognising ‘sound-alike’ words; understanding sound/spelling relationships; using prefixes and suffixes; breaking words into syllables; constructing personalised word lists; using a dictionary.

Content/underpinning knowledge

This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Writing process

• stages or processes of writing – planning, drafting, editing and publication to a wider readership

Purpose

• identification of the audience of the text – who needs to read and understand it
• identification of the purpose of the text – what will persuade the reader
• recognition of the difference between private and public writing, for example presentation, attention to spelling
• use of appropriate language for audience and purpose, for example emotive language, inclusion of different kinds of evidence such as anecdotal, statistical and ‘expert’ opinions
Structure
• structural conventions of argument and discursive texts, for example:
  - argument: statement of opinion, arguments and summing up
  - discursive: opening statement, arguments for and against, conclusion or recommendations
  - persuasive: statement of opinion and evidence to support that opinion

Length/complexity
• conventions of paragraph writing; development of one major topic in each paragraph; use of topic sentences
• appropriate sequencing and linking of paragraphs within text
• use of linking devices appropriate to text type
• consistent use of complex sentence structures

Mechanics
• effective use of specialised vocabulary relevant to the topic
• selection of appropriate vocabulary, for example technical language where required
• high degree of accuracy in spelling through the use of relevant spelling strategies
• consistent use of standard punctuation
• effective use of generic grammatical forms including cause and effect conjunctions, clause markers such as ‘if’ and ‘although’ and modal structures
• controlled use of stylistic devices such as nominalisation

Information and communications technology
• a range of ICT equipment can be used as a tool in the writing process.

Examples of assessment tasks/activities for learning outcome 4
Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences.

Examples of integrated assessment tasks can be found on pages 115 to 116.

Where possible more than one learning outcome should be assessed in one task and the task should be grounded in a context relevant to the student. Students should produce a folio of an argumentative or discursive text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following examples may be appropriate:
• Choose an issue of relevance to the local community and write a speech to persuade people of your point of view.
• Write an argumentative or discursive essay on a topic of public concern such as immigration, biotechnology, censorship. Present two points of view and provide evidence to support the view taken.
• Write two editorials, each one representing an opposing point of view.
• Write two speeches, one for parents and one for primary students, arguing for the need to change one aspect of the school program, for example the student welfare policy.

Prose texts, such as essays, should be approximately 400–600 words.
LEARNING OUTCOME 5

Reading for Self Expression
Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text.

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

Purpose
a) Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.

Comprehension
b) Identify the fundamental point of view shaping the text and the devices used to present that point of view (for example, characters).

Application
c) Compare and contrast with other texts.

Critique
d) Present an opinion on the text taking into account the content and its effectiveness in relation to the audience and purpose.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/Learning strategies
Text awareness activities such as exploring a range of narrative, expressive non print or multi modal texts on topics of interest to show similarities and/or differences between them (key features of genre); comparing and contrasting texts and locating them in their social contexts.

Pre-reading activities such as prediction based on visuals, text structure and layout; watching a video/TV program; hypothesising about where the text comes from, who wrote it.

Comprehension activities such as open and closed questions; cloze activities; sequencing cut up texts; summarising.

Vocabulary building activities such as underlining key words, brainstorming words related to the topic; identifying synonyms for words used.

Computer based activities such as using the Internet to explore individual homepages; use of Internet to search for biographical information on author or background information on the context of a narrative; exploration of online narratives which offer readers choices.

Extension activities such as discussions based on texts; finding more information on the topic; writing own ideas on the topic.

Critical analysis activities such as identifying main characters or events; exploring how language is used to convey impressions of events; discussing possible alternative perspectives on an event.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Purpose
• awareness of text audience and purpose
• awareness of how texts reflect an author’s opinion or bias, feelings and experiences
• understanding of how language choices relate to text purpose such as use of emotive language and descriptive words, use of slang, use of inclusive pronouns
Comprehension/reading strategies
• use of context to predict meaning
• word attack skills (phonic and visual letter patterns, syllabification, word origins)
• use of non-textual cues to provide clues to meaning
• knowledge that it is not necessary to read every word to gain meaning
• increasing confidence and speed
• recognition that punctuation affects meaning and assists comprehension
• understanding and application of different ways of reading for different purposes such as skimming and scanning or reading for detail
• use of text structure to predict meaning
• ability to infer meaning and interpret messages

Application
• ability to link text to other oral and written texts
• ability to identify similarities between texts in terms of language used and overall text structure
• ability to distinguish differences between texts on similar topics, but with different purposes (different genres)

Critique
• ability to express an opinion on the text such as how it affected them, how it relates to their own experiences
• understanding of how texts reflect an author’s culture

Developing strategies useful in selecting reading material
• source of text – newspaper, magazine, Internet, etc.
• author/publisher
• year and country of publication
• interest in topic
• front and back cover of books
• reading titles, headings, contents
• skimming/scanning text.

Text features and structure
Texts at this level:
• should deal with subject matter covering general situations and some abstract concepts
• should use a variety of sentence structures
• will use broad vocabulary including idiom, colloquialisms and cultural references
• will have a complex structure representative of the text type
• may include abstract, symbolic or stylised illustrations
• may have diversity of tone
• may be ambiguous and have some meanings implied.

Main features of a narrative or recount are:
• a chronological sequence of events
• use of descriptive language
• author’s experiences and opinions are expressed in the text
• narrative format: orientation (setting the context), complication and resolution
• recount format: orientation, events and comment.

Texts may include:
• fiction (science fiction, romance, adventure, comedy, comics, poetry)
• non-fiction (bibliographies, autobiographies)
• personal letters.
Examples of assessment tasks/activities for learning outcome 5

Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences.

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Examples of integrated assessment tasks can be found on pages 115 to 116.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following examples may be appropriate:

- Read a fictional text, identify the point of view shaping the text and discuss the devices used to present the point of view.
- Read a narrative text. Use a narrative structure graph to plot the storyline of the text. Discuss the main incidents or events in the text and compare and contrast with other texts, both print and non-print.
- Read two short horror stories. Compare and contrast the devices used to establish the atmosphere in the text and comment on their effectiveness.
- Compare a short story with a novel to be decided by the class.
LEARNING OUTCOME 6

Reading for Practical Purposes
Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text.

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

Purpose
a) Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.

Comprehension
b) Identify the key instructions and any interpretations.
c) Identify (if any) misleading information in the text.

Application
d) Compare and contrast with other known texts.

Critique
e) Present an opinion on the text taking into account the content and its effectiveness in relation to the audience and purpose.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/Learning strategies
Text awareness activities such as group exploration of a range of instructional or transactional texts to become familiar with key features of the genre; comparing and contrasting texts and locating them in their social contexts.

Pre-reading activities such as prediction of content based on headings and visual cues; hypothesising about where the text comes from and why it was written; guessing meaning of key words from the text; associating ideas about this text to other experiences.

Comprehension activities such as open and closed questions on text; cloze activities; sequencing procedures; group practice of making meaning of complex diagrams, tables and graphs.

Vocabulary building activities such as underlining key words; meaning matches; defining specialist terms.

Computer based activities such as exploring similarities and differences in computer based instructional texts, for example use of graphics and hypertext; using a word processing package to assist in the formatting of instructional text such as headings, dot points, and discussion of how format can impact on effectiveness of text.

Critical analysis activities such as asking questions of texts; identifying missing or misleading information; analysing what kind of language is being used; exploring alternative procedures; identification of the differences between instruction/interpretation, what is inferred/stated, implicit/explicit and how readers make meaning of these.

Extension activities such as moving beyond the text to find other texts on the same topic, guided library research or computer reference.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Purpose
• awareness of text audience and purpose
• awareness of how texts reflect an author’s experience, intentions and/or bias
• understanding of how language choices relate to text purpose such as how or what information is requested or given
Comprehension/reading strategies

- use of context to predict meaning
- word attack skills (phonic and visual letter patterns, syllabification, word origins)
- use of non-textual cues to provide clues to meaning
- knowledge that it is not necessary to read every word to gain meaning
- increasing confidence and speed
- recognition that punctuation affects meaning and assists comprehension
- understanding and application of different ways of reading for different purposes such as skimming and scanning or reading for detail
- use of text structure to predict meaning
- ability to infer meaning and interpret messages

Application

- ability to link text to other oral and written texts
- ability to identify similarities between texts in terms of language used and overall text structure
- ability to distinguish differences between texts on similar topics, but with different purposes (different genres)

Critique

- ability to express an opinion on the text such as how effective the text was in explaining a process or procedure
- understanding of how texts reflect an author’s culture, experiences and values

Developing strategies useful in selecting reading material

- source of text – newspaper, magazine, Internet, etc.
- author/publisher
- year and country of publication
- interest in topic
- front and back cover of books
- reading titles, headings, contents
- skimming/scanning text.

Text features and structure

Texts at this level:

- should deal with subject matter covering general situations and some abstract and technical concepts
- should use a variety of sentence structures
- will use technical terms and abstract nouns
- may include complex diagrams or graphs
- may use diverse tones
- will include specialist knowledge
- may use standard referencing
- may have divisions between sections of the text (obvious and obscure).

Main features of an instructional or transactional text are:

- use of headings and sub-headings or other ways of organising the text
- instructional format: statement of the goal, the materials needed or other requirements, sequential steps to achieve the goal; emphasis on detail, position and/or sequence; interpretative comments on the task or process
- transactional letters: formal opening, statement of purpose, details, request, confirm, inform or clarify action, formal close.

Texts may include:

- instructions or directions such as procedural manuals
- formal letters from an organisation
- memos
- minutes of meetings
- complex forms.
Examples of assessment tasks/activities for learning outcome 6

Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences.

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Examples of integrated assessment tasks can be found on pages 115 to 116.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following examples may be appropriate:

- Read a set of instructions which include some commentary or interpretative remarks and comment on their effectiveness.
- Read minutes for a series of meetings to become familiar with the issues and topics of discussion. Summarise these and comment on their structure and effectiveness.
- Collect information from different banks on credit card options. Evaluate the clarity of the texts and their effectiveness, noting any ways they encourage use of their credit card facilities.
LEARNING OUTCOME 7

Reading for Knowledge
Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory, expository or informative text.

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

Purpose
a) Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.

Comprehension
b) Differentiate between information and interpretation in the text.
c) Extract information relevant to given research task.

Application
d) Compare and contrast with other texts.

Critique
e) Analyse the conclusions reached.
f) Present an opinion on the content and effectiveness of the text in relation to the audience and purpose.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies
Text awareness activities such as group exploration of a range of explanatory texts to become familiar with key features of the genre; comparing and contrasting texts and locating them in their social contexts.

Pre-reading activities such as prediction of content based on headings and visual cues; hypothesising about where the text comes from and why it was written; guessing meaning of key words from the text; associating ideas about this text to other experiences.

Comprehension activities such as open and closed questions on text; cloze activities; summary writing; group presentation of main ideas in diagrammatic form in ‘concept maps’ to show conceptual relationships within the text, for example cause and effect; problem and solution.

Vocabulary building activities such as underlining key words; meaning matches; defining specialist terms.

Computer based activities such as using the Internet to explore different texts on the same topic by different authors and from different sources; looking at how information is classified on the Internet; exploring hypertext links on a topic of interest.

Critical analysis activities such as asking questions of texts; identifying missing or misleading information; analysing what kind of language is being used; identification of the differences between fact/opinion; what is inferred/stated; implicit/explicit and how readers make meaning of these.

Extension activities such as moving beyond the text to find other texts on the same topic, for example guided library research or computer reference.

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Purpose
• awareness of text audience and purpose
• awareness of how texts reflect an author’s experience, intentions and/or bias
• understanding of how language choices relate to text purpose such as how or what information is requested or given
**Comprehension/reading strategies**

- use of context to predict meaning
- word attack skills (phonic and visual letter patterns, syllabification, word origins)
- use of non-textual cues to provide clues to meaning
- knowledge that it is not necessary to read every word to gain meaning
- increasing confidence and speed
- recognition that punctuation affects meaning and assists comprehension
- understanding and application of different ways of reading for different purposes such as skimming and scanning or reading for detail
- use of text structure to predict meaning
- ability to interpret meaning and interpret messages

**Application**

- ability to link text to other oral and written texts
- ability to identify similarities between texts in terms of language used and overall text structure
- ability to distinguish differences between texts on similar topics, but with different purposes (different genres)

**Critique**

- ability to express an opinion on the text such as what they understood from the text and how the information linked to what they already knew about the topic
- understanding of how texts reflect an author’s culture, experiences and values

**Developing strategies useful in selecting reading material**

- source of text – newspaper, magazine, Internet, etc.
- author/publisher
- year and country of publication
- interest in topic
- front and back cover of books
- reading titles, headings, contents
- skimming/scanning text.

**Text features and structure**

Texts at this level:

- should deal with subject matter covering general situations and some abstract or technical concepts
- will use technical terms
- may include complex diagrams or graphs
- will include specialist knowledge and detailed descriptions
- will use standard referencing
- may include opinions as well as information
- usually consist of dense, complex sentence and paragraph structures
- usually feature abstract nouns that condense ideas, processes and descriptions.

Main features of a report or explanatory text are:

- use of formal and impersonal tone
- use of headings and subheadings
- report and explanatory text format, for example general statement, factual description or logically sequenced explanation, conclusion
- news report format, for example headline, summary, elaboration, comments.

Texts may include:

- reports
- reference material
- informative magazine articles
- newspaper articles
- public information brochures.
**Examples of assessment tasks/activities for learning outcome 7**

Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences. Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Examples of integrated assessment tasks can be found on pages 115 to 116.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following examples may be appropriate:

- Contribute an informative report to a class research project on a topic of interest to the group. Include critical notes on the references used.
- Read two or more informative or explanatory texts on the same topic, noting the author’s purpose and if the purpose was effectively achieved. The topic to be negotiated between the teacher and student.
- Research a specific topic of local concern and present the information in a report format being sure to comment on the effectiveness of the texts. The report should include recommendations (this could be linked to Reading and Writing: Writing for Knowledge, learning outcome 3, in this unit).
LEARNING OUTCOME 8

Reading for Public Debate
Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text.

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

Purpose
a) Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.

Comprehension
b) Identify the underlying values system implicit in the text.

Application
c) Compare and contrast with other texts.

critique
d) Evaluate the arguments and evidence given.
e) Present an opinion on the text, taking into account the content and the effectiveness of the text in relation to the audience and purpose.

Educational practices
This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies
Text awareness activities such as exploring a range of simple argumentative and/or persuasive texts to show similarities and/or differences between them (key features of the genre).

Pre-reading activities such as prediction based on headings, visual clues and prior knowledge of the topic; hypothesising about where text comes from and why it was written.

Comprehension activities such as open and closed questions, cloze activities, sequencing cut up texts; note taking; summarising.

Vocabulary building activities such as underlining key words; brainstorming words related to the topic; identifying synonyms for key words.

Computer based activities such as visiting websites of political parties or pressure groups and exploring the construction of the site; exploring Internet based advertising and how it uses language and visual effects to promote a product or service.

Extension activities such as finding other texts on the same topic using a library or the Internet.

Critical analysis activities such as identifying missing or misleading information, exploring implicit and explicit language; discussing alternative conclusions; constructing diagrammatic representations of the text to clarify arguments used (for example, mind maps).

Content/underpinning knowledge
This section details the suggested reading and writing content. The subject/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Purpose
• awareness of text audience and purpose
• awareness of how texts reflect an author’s experience, intentions and/or bias
• understanding of how language choices relate to text purpose such as use of inclusive pronouns and emotive language
Comprehension/reading strategies

- use of context to predict meaning
- word attack skills (phonic and visual letter patterns, syllabification, word origins)
- use of non-textual cues to provide clues to meaning
- knowledge that it is not necessary to read every word to gain meaning
- increasing confidence and speed
- recognition that punctuation affects meaning and assists comprehension
- understanding and application of different ways of reading for different purposes such as skimming and scanning or reading for detail
- use of text structure to predict meaning
- ability to interpret meaning and interpret messages

Application

- ability to link text to other oral and written texts
- ability to identify similarities between texts in terms of language used and overall text structure
- ability to distinguish differences between texts on similar topics, but with different purposes (different genres)

Critique

- ability to express an opinion on the text such as how it affected them, how it relates to their own experiences
- understanding of how texts reflect an author’s culture, experiences and values

Developing strategies useful in selecting reading material

- source of text – newspaper, magazine, Internet, etc.
- author/publisher
- year and country of publication
- interest in topic
- front and back cover of books
- reading titles, headings, contents
- skimming/scanning text.

Text features and structure

Texts at this level:

- should deal with subject matter covering general situations and some abstract concepts
- should use a variety of sentence structures
- will use broad vocabulary including idiom, colloquialisms and cultural references
- will have a complex structure representative of the text type
- may include abstract, symbolic or stylised illustrations
- may have diversity of tone
- may be ambiguous and have some meanings implied
- may include standard referencing
- will use emotive devices some of which may be subtle or subliminal (for example, emotive headline or picture, choice of language, a personal account to introduce the reader to an issue in an article, rhetoric)
- will provide evidence for argument/s.

Main features of argument and persuasive text are:

- use of emotive and persuasive language
- facts and opinions included in the text
- author’s opinion and bias are expressed in the text
- argument or persuasive text format; statement of opinion, argument and summing up or recommendation
- discursive text format; opening statement, arguments for and against, conclusion or recommendations.

Texts may include:

- letters to the editor
- material advertising product, organisation or person
- editorials
- newspaper articles.
Examples of assessment tasks/activities for learning outcome 8

Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences.

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Examples of integrated assessment tasks can be found on pages 115 to 116.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following examples may be appropriate:

- Collect information from agencies expressing differing points of view on an issue of public concern. Present the issue to class, explaining the different viewpoints.
- Read two newspaper editorials on the same topic. Summarise the proposals put forward, evaluate the reasons and evidence used, and how the argument has been structured. Give a personal opinion of the texts and their content.
INTEGRATED ASSESSMENT TASKS/ACTIVITIES FOR SENIOR LEVEL

Many of the tasks/activities described here could be used with students working at different levels. The texts used and produced will vary according to the level and to ensure all the elements are covered.

The following tasks/activities are examples of how more than one learning outcome can be integrated and assessed within the Senior Literacy and Numeracy Skills Strand.

Tracking a current event
- Track an event in the newspapers over a set period of time. Collect and read the newspaper articles, cartoons, editorials and letters to the editor. (Reading and Writing: Reading for Knowledge, learning outcome 7 and Reading for Public Debate: learning outcome 8).
- Make a list of the ‘for’ and ‘against’ arguments.
- Decide which opinion you will support and write an argumentative essay (Reading and Writing: Writing for Public Debate, learning outcome 4).

A story to a play
- Read a short story, myth or legend (Reading and Writing: Reading for Self Expression, learning outcome 5).
- Adapt the story into a play or film form.
- Write up the script using the conventions of dramatic scripts (Reading and Writing: Writing for Self Expression, learning outcome 1).
- Workshop the play in class and contrast with the original form.
- Evaluate the different forms, content and effectiveness of meaning.
- Examine the range of cultural definitions at work within the narrative (personal, gender, nationality).

Career planning
- Visit a Careers Reference Centre and gather information on careers and courses.
- Arrange to interview someone in a particular job or undertaking a course. Design the questions using the information from the Careers Reference Centre (Reading and Writing: Writing for Practical Purposes, learning outcome 2).
- Conduct the interview and record relevant information (Oral Communication: Oracy for Knowledge, learning outcome 2).
- Collect job ads, key selection criteria, etc. for jobs you are interested in.
- Look at personal skills base and contrast with skills needed for the jobs.
- Create a study plan to bridge gaps in skills.
INTEGRATED ASSESSMENT TASKS/ACTIVITIES ACROSS VCAL STRANDS

The following tasks/activities are examples of how more than one learning outcome at the Senior level can be integrated and assessed across the Literacy and Numeracy Skills, Personal Development Skills and Work Related Skills strands at Intermediate level. These tasks/activities serve as an example only and could be adapted for the Senior level units.

- Complete a survey on personal health and fitness (Reading and Writing: Writing for Practical Purposes, learning outcome 2; Reading and Writing: Reading for Practical Purposes, learning outcome 6).
- Identify adolescent health concerns and possible ways to address them. (Reading and Writing: Writing for Knowledge, learning outcome 3; Reading and Writing: Writing for Public Debate, learning outcome 4; Reading and Writing: Reading for Knowledge, learning outcome 7; Reading and Writing: Reading for Public Debate, learning outcome 8).
- Develop an awareness of safety and responsible use of equipment (Reading and Writing: Reading for Practical Purposes, learning outcome 6)
- Evaluate program and complete a report. (Reading and Writing: Writing for Knowledge, learning outcome 3).
- It is also possible to cover Numeracy Learning Outcomes (for example, Numeracy for Interpreting Society – Numerical Information, learning outcome 6) in relation to this program, for example, when investigation of health issues includes reading statistical information, personal health statistics and other numerical information.
- Linking a unit like the one above to the Industry Specific Skills Unit is also possible. Where a student or group of students has a part time job at the local aquatic centre, it would be possible to complete units of competency from an appropriate VET certificate.
LITERACY SKILLS SENIOR

ORAL COMMUNICATION

Unit name
Literacy Skills Senior Oral Communication

Nominal duration
100 hours – 1 credit

Unit purpose
At the end of this unit students will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

Content summary
The learning outcomes should be covered in a context and through subject matter that is relevant to the student. A range of different interactions or genres should be covered in each learning outcome.

Content and underpinning knowledge relevant to each learning outcome can be found in the learning outcome details. It is not a prescriptive or comprehensive guide to course content but is designed to further assist teachers in delivering the unit and interpreting the learning outcomes and elements. It describes aspects of both the communication process and the oral texts produced, and includes a list of typical speech events found in each field.

The communication process focuses firstly on the purpose of the communication and the intended audience, and developing an understanding of how language use will vary with audience and purpose. For example, this might mean using different language when talking to friends or strangers, or when telling an anecdote or giving instructions.

Variation in language use is developed further in the next section which focuses on how students use the language and in particular on intelligibility and appropriateness. It also focuses on the need to continually monitor any interaction and to maintain the listener’s attention through varying pace and tone.

Taking a critical approach, the effects of using different accents, dialects or non-standard forms of the language are also included in the language use section. Students need to develop an awareness of how language variation marks people as belonging to different groups and is used to make judgments about people’s abilities and characteristics. A critical awareness of how language and culture interact and an understanding that rules of accuracy and appropriateness are not fixed but are socially influenced is required so that students can choose whether to conform or challenge the status quo.

Non-verbal communication is also highlighted as an important component of effective communication. Suggested content includes focusing on how gesture, posture and facial expressions affect face-to-face communication and how the use of visual supports can help focus the listener’s attention.

Finally, listening skills have been included as an integral part of all types of communication, with a focus on different types of listening, such as listening for the overall gist and listening for detail.

Under the heading Discourse features, a short description of the features expected of any interaction at the prescribed level is included, as well as a list of typical speech events and speech. These speech events were selected as being those which students may commonly encounter in everyday situations in work, study and social contexts, and which have relatively predictable structures. However, the list is not exclusive and teachers are encouraged to use as broad a range of interactions as they wish in this unit.
Learning outcomes and elements

Students must show competence in all four learning outcomes.

Summary of learning outcomes

1. Oracy for Self Expression
Use and respond to spoken language to effectively communicate to others story and life experience, in different contexts.

2. Oracy for Knowledge
Use and respond to spoken language in sustained informative presentations in different contexts.

3. Oracy for Practical Purposes
Use and respond to spoken language in sustained and complex transactions in different contexts.

4. Oracy for Exploring Issues and Problem Solving
Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving in different contexts.

Elements

The elements provide detailed information of the requirements for satisfying the learning outcomes. In the Oral Communication units, the elements do not need to be met in one activity or task.

Learning-to-learn

This section supports the interpretation of all four of the learning outcomes and elements.

Learning-to-learn strategies are integral to the development of effective oral communication skills. Teaching and learning at this level should seek to explicitly model and validate a wide range of learning-to-learn strategies. These strategies may include:

- risk taking (having a go)
- learning from mistakes
- reviewing and reflecting
- asking for and accepting help/advice/feedback
- linking new information to existing knowledge
- awareness of personal writing strengths and skills needing development
- giving voice to experiences and responding to diverse experiences of others
- using meta-language to talk about texts
- building awareness of personal communication strengths and methods of appraising progress
- developing skills for independent learning such as collecting and classifying information from multiple sources
- developing cognitive skills for independent learning such as making connections, interpreting ideas and drawing inferences.

Assessment

Assessment of oral communication presents particular challenges for teachers associated with the validity, reliability and transferability of a particular performance. Characteristics of the task, situation and individuals involved may all have an impact on the outcome. It is important to remember that oral communication is messy compared to the final product of writing and is developed in real time with a reliance on the immediate context to be meaningful. Despite these difficulties, teachers are encouraged to be innovative in their approach to assessment and to use a range of different types of interaction for assessment purposes. Assessment methods might include teacher observation and documentation of students interacting with each other or with the teacher, inside or outside the classroom. Students should be observed to demonstrate competence on more than one occasion and wherever possible in different contexts, to make sure that the assessment is as consistent, fair and equitable as possible. Documentation of how students have demonstrated competence may include teacher observation checklists, informal notes, student self-assessment, peer group assessment, cassette and/or video recordings of performances.

The elements for the learning outcomes in the oral communication unit do not all have to be met in the one assessment task or activity. The emphasis is placed on developing oral communication skills in authentic situations, rather than a situation...
derived to fulfil the requirements of the learning outcome. Oral communication tends to be fluid in structure and purpose,
where the interaction may move through several stages which serve different purposes. For example, students who are set
the task of planning a trip for the class may engage in negotiating, discussing, clarifying, organising, telling anecdotes,
giving directions, problem solving, persuading and explaining. They may talk to people outside the group and report back
on the information gained. With such tasks it should be possible to both teach and assess across the artificial boundaries
suggested by the structure of the document, despite the need to record student achievement in a more delineated manner.

Integration of assessment tasks from the oral communication unit with other learning outcomes, such as those in reading
and writing is also encouraged. In each unit some examples of tasks which integrate assessment of reading, writing and
oral communication are provided as examples. Integrating reading, writing and oral communication within the classroom
is discussed further in the context of curriculum development.

Elements do not all have to be met in the one task. Elements for one learning outcome can be met:
• in one assessment task/activity
• individually
• by being integrated with learning outcomes in other strands.

Examples of assessment tasks can be found in the learning outcomes detail information.

Evidence of successful completion of each learning outcome may be ascertained through any or a combination of the
following methods: teacher observation, discussion group activities, student self assessment, peer evaluation, practical
application outside the classroom supported by evidence.

Use of non-standard English
Many students may speak non-standard English with variations in grammar, usage, stress, intonation and pronunciation.
Where these variations do not interfere significantly with the overall intelligibility of the interaction, they should not present
barriers to the successful completion of the learning outcomes.

Students who communicate using other than spoken language
If a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate
unit outcomes normally demonstrated through the spoken word. For example, students who are deaf or hard of hearing
may sign their response; those with a physical disability may use a voice synthesiser or communication board. Flexibility
in assessment is important as in some instances the time taken to respond in these modes may be considerably longer than
speech and it may be unrealistic to expect such students to achieve unit outcomes in the stated nominal hours.

Conditions of assessment
The student will have access to:
• a range of assessment tasks/activities
• a learning environment appropriate to the task
• support if required.

The subject matter will deal with general situations and some abstract concepts.

Contexts will be unfamiliar, for example:
• vocabulary used will be broad.
• the structure of the oral text will be complex and will be characteristic of the text type.

The student must have a reasonable opportunity to participate in any discussion/activity.

Assessment methods
Teachers are encouraged to use a range of assessment methods including:
• observation and written documentation of oral communication episodes; this may be simplified by using checklists of
  key features observed
• recording of student interactions on video or cassette tape; transcriptions can be made for quality assurance
• assessment of individual interacting with teacher
• assessment of individual interacting with peers
• self-evaluation of their performance
• feedback from peers/audience.
LEARNING OUTCOME DETAILS

Students must demonstrate competence in all learning outcomes to be credited with this unit.

LEARNING OUTCOME 1

Oracy for Self Expression

Use and respond to spoken language to effectively communicate to others story and life experience, in different contexts.

Elements

Not all elements need to be met in the one assessment task/activity.

a) Present or participate in a sustained narrative, discussion, recount or anecdote.
b) Make effective use of verbal and non-verbal features of spoken communication including: intonation, eye contact, gesture, pace, pronunciation and projection.
c) Demonstrate an understanding of the role of verbal and non-verbal features through critical listening and analysis of other oral presentations.

Note: It is important that cultural awareness and sensitivity is considered in developing assessment tasks.

Educational practices

This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies

Learning Environment:

A supportive and encouraging learning environment needs to be developed so that students feel comfortable to take risks and participate safely. Students should not be forced to participate until they feel safe to do so.

By rotating turns and building skills, students can develop this confidence. Establishing a consensus on guidelines for talks and discussions by listening to and respecting others is important.

Content/underpinning knowledge

This section details the suggested oral communication content. The subject matter/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Communication process

Purpose

• identification of audience – their prior knowledge and interests, their relationship to speaker
• identification of purpose – what the listener will know following the interaction
• identification of appropriate language for audience and purpose, for example use of specialist terminology or abstractions

Language use

• understanding of register such as the difference between formal and informal registers of spoken English
• understanding of the significance of language, accent, non-standard varieties of English and languages other than English in familiar contexts
• ability to evaluate techniques used in a talk and apply, as appropriate, to own presentation
• ability to use tone, timing, sequencing, etc. to maximise impact of presentation
• ability to use different techniques to respond to listener and make points effectively, for example rephrasing for clarification, use of humour, anecdote, emotive language
• ability to open, develop and close a talk according to purpose and audience adjusting for feedback as required
Non-verbal communication
• understanding and use of non-verbal communication such as body movement, posture, gesture, facial expression, maintaining eye contact to show interest or attitude, and how it can be used to influence listeners
• understanding of the role of visual supports in aiding the communication process, for example photos, maps, diagrams, video, data shows

Listening
• using a range of listening strategies such as:
  - deducing meaning of unfamiliar items
  - inferring information not explicitly stated
  - recognising speaker’s position can be influenced by a range of factors
  - recognising discourse indicators for introducing an idea or changing a topic
  - increasing ability to clarify understanding
  - distinguishing main points from supporting details
  - predicting subsequent parts of the discourse
  - recognise range of strategies used by speaker to achieve purpose.

Discourse features
Interactions/oral texts at this level will:
• be longer in duration and conducted with an unfamiliar listener
• include unfamiliar subject matter which may include some abstract concepts
• be less predictable as speaker must respond to the ideas and opinions expressed by others
• use broad vocabulary
• be complex but characteristic of the text type
• use pace and change in tone or emphasis to enhance meaning and convey range of emotions and intentions
• use a range of devices to achieve purpose.

Oracy for Self Expression focuses on exploring story and life experience, and the cultures in which these are shaped.
The outcomes focus on raising students’ awareness, confidence, accuracy and fluency as speakers.

Some typical speech events include:
• a formal speech to a group of family and friends on a special occasion
• a speech of thanks following a significant event
• hosting a panel discussion on others’ life experiences
• running a radio program talk back show
• telling a story
• participating in a play production
• interviewing a range of people based on their life experiences
• giving a talk on a topic of personal interest.

These speech events typically involve the use of a range of different discourse routines such as:
• expressing opinions
• discussing ideas
• asking for viewpoints from others
• responding to opinions
• clarifying understanding
• explaining ideas
• justifying stance
• drawing conclusions
• using detail and description to embellish story.
Reasonable control of most of these routines would be expected.
Examples of assessment tasks/activities for learning outcome 1

Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences. Where possible, tasks to assess specific elements from this learning outcome should be integrated with other learning outcomes from other strands. Some of the sample tasks listed below can be integrated with learning outcomes from other strands. Tasks similar in complexity may be developed across strands.

- Interview a range of different people about their life stories and prepare an audio file on the information gained.
- Participate in a discussion about a personal experience of schooling over the year, as part of a panel led by a student facilitator.
- Present a formal speech to a group on a planned topic as part of a speech presentation dinner.
- Participate in a school play.
- Prepare a puppet show for a local school on an issue of relevance, for example moving to high school.
LEARNING OUTCOME 2

Oracy for Knowledge

Use and respond to spoken language in sustained informative presentations in different contexts.

Elements

Not all elements need to be met in the one assessment task/activity.

a) Plan and deliver a sustained presentation in a group setting using appropriate staging and including open question time if appropriate.

b) Make notes systematically from information presented orally covering key points and supporting information.

c) Evaluate the content and effectiveness of a complex oral text.

Educational practices

This section supports the interpretation of the learning outcome and elements.

Teaching/Learning strategies

Learning environment: development of a group learning culture where discussion, collaboration and negotiation can evolve. Establishment of consensus on guidelines for group discussions, listening to and respecting others and conflict resolution. Creation of a supportive, stimulating environment where individuals feel valued.

Preparatory activities: read a range of informative texts to identify key elements of genre; view videos and listen to recordings to identify conventional ways to structure, sequence and express information; brainstorm possible reasons for confusion/obscure in a given context.

Confidence building activities: draw up a concept map of key points to be included in a presentation; research topics of interest from oral or written texts and gather relevant information; in small groups, brainstorm issues to cover and questions that might be asked; students present informative talks on subjects they know well; students adapt their performances according to feedback from audience and evaluate the effectiveness of others’ talks.

Awareness raising activities: teacher modelling of strategies and language structures used to provide information; discuss the role of body language and visual supports in presenting information and answering questions; role-play a range of strategies to maintain a listener’s interest/understanding and evaluate their effectiveness.

Extension activities: participate in information sessions in the community and evaluate the effectiveness of the speakers; compare the language and style of written and oral texts.

Critical awareness activities: listen to a recording of an oral report and evaluate how well it meets its audience and purpose through the language used; listen to a public speaker’s presentation and identify the world view underlying the selection or omission of facts; watch a report on an issue and list facts versus opinions; discuss how facts interact with values when giving information.

Content/underpinning knowledge

This section details the suggested oral communication content. The subject matter/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Communication process

Purpose

• identification of audience – their prior knowledge and interests, their relationship to speaker
• identification of purpose – what the listener will know following the interaction
• identification of appropriate language for audience and purpose, for example use of specialist terminology or abstractions

Language use

• understanding of register such as the difference between formal and informal registers of spoken English
• understanding of the significance of language, accent, non-standard varieties of English and languages other than English in familiar contexts
• ability to evaluate techniques used in a talk and apply, as appropriate, to own presentation
• ability to use tone, timing, sequencing, etc. to maximise impact of presentation
• ability to use different techniques to respond to listener and make points effectively, for example rephrasing for clarification, use of humour, anecdote, emotive language
• ability to open, develop and close a talk according to purpose and audience adjusting for feedback as required

**Non-verbal communication**
• understanding and use of non-verbal communication such as body movement, posture, gesture, facial expression, maintaining eye contact to show interest or attitude, and how it can be used to influence listeners
• understanding of the role of visual supports in aiding the communication process, for example photos, maps, diagrams, video, data shows

**Listening**
• using a range of listening strategies such as:
  - deducing meaning of unfamiliar items
  - inferring information not explicitly stated
  - recognising speaker’s position can be influenced by a range of factors
  - recognising discourse indicators for introducing an idea or changing a topic
  - increasing ability to clarify understanding
  - distinguishing main points from supporting details
  - predicting subsequent parts of the discourse
  - recognising range of strategies used by speaker to achieve purpose.

**Discourse features**
Interactions/oral texts at this level will:
• be longer in duration and conducted with an unfamiliar listener
• include unfamiliar subject matter which may include some abstract concepts
• be less predictable as speaker must respond to the ideas and opinions expressed by others
• use broad vocabulary
• be complex but characteristic of the text type
• use pace and change in tone or emphasis to enhance meaning and convey range of emotions and intentions
• use a range of devices to achieve purpose.

**Oracy for Knowledge** focuses on speech events involving presentations of information, principles, explanations and theories. Some typical speech events include:
• reports
• mass meetings
• talks and speeches
• informative interviews
• lectures
• news broadcasts.
These speech events typically involve the use of different expository routines such as:
• presenting information
• clarifying understanding
• recounting events
• sequencing ideas and information
• making comparisons
• giving examples
• drawing conclusions
• asking questions.
Control of most of these routines would be expected.
Examples of assessment tasks/activities for learning outcome 2

Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences. Where possible, tasks to assess specific elements from this learning outcome should be integrated with other learning outcomes from other strands. Some of the sample tasks listed below can be integrated with learning outcomes from other strands. Tasks similar in complexity may be developed across strands.

- Give an oral presentation to your own group or another class based on research undertaken in reading and writing for knowledge.
- Talk to a group about an activity you have planned (for example, an excursion, a camp) answering questions at the end and noting the main points they raised.
- Listen to a range of sustained spoken texts, such as presentations by guest speakers and informative videos, noting key ideas in a systematic way and evaluating the content and effectiveness of the presentation.
- Listen to a speech by a political party or pressure group and comment on the implied assumptions and intentions of the speaker and the effectiveness of the presentation.
- Listen and respond to a report at a meeting.
- Critically review a complex oral text of interest, for example a radio program or film and present your review to your class.
LEARNING OUTCOME 3

Oracy for Practical Purposes

Use and respond to spoken language in sustained and complex transactions in different contexts.

Elements

Not all elements need to be met in the one assessment task/activity.

a) Give complex instructions, including difficulties to be avoided, when explaining a procedure to others.

b) Respond to a complex inquiry or complaint, giving details of action or explanation of any difficulties.

c) Evaluate the content and effectiveness of a complex spoken transaction.

Educational practices

This section supports the interpretation of the learning outcome and elements.

Teaching/learning strategies

Learning environment: development of a group learning culture where discussion, collaboration and negotiation can evolve. Establishment of consensus on guidelines for group discussions, listening to and respecting others and conflict resolution. Creation of a supportive, stimulating environment where individuals feel valued.

Preparatory activities: read a range of transactional texts on one topic to identify key elements of genre; view a procedural video to identify common ways to structure and sequence instructions; brainstorm possible reasons for confusion/obscurity in a given context; identify possible problems to be overcome in giving instructions.

Confidence building activities: in small groups, students practise giving instructions on a procedure in which they have some expertise; students adapt their performances according to feedback from audience.

Awareness raising activities: teacher modelling of strategies and language structures used to give simple instructions; discuss the role of body language and visual supports in giving instructions; role-play a range of strategies to maintain a listener’s interest/understanding and evaluate their effectiveness.

Extension activities: attend demonstrations or support sessions in the community and evaluate the effectiveness of the speakers; analyse service episodes in government agencies and comment on the style of the speaker; compare the language and style of written and oral texts.

Critical awareness activities: listen to a recording of a service transaction and explore power relationships expressed in the language used; listen to an expert’s demonstration and explore the impact of language choices made.

Content/underpinning knowledge

This section details the suggested oral communication content. The subject matter/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Communication process

Purpose

- identification of audience – their prior knowledge and interests, their relationship to speaker
- identification of purpose – what the listener will know following the interaction
- identification of appropriate language for audience and purpose, for example use of specialist terminology or abstractions

Language use

- understanding of register such as the difference between formal and informal registers of spoken English
- understanding of the significance of language, accent, non-standard varieties of English and languages other than English in familiar contexts
- evaluating techniques used in instructions and/or a transaction and applying, as appropriate, to own texts.
- using tone, timing, sequencing, etc. to maximise impact
- using different techniques to respond to listener and making points effectively, for example rephrasing for clarification, using humour, anecdote, emotive language
- opening, developing and closing a transaction according to purpose and audience adjusting for feedback as required
Non-verbal communication
• understanding and use of non-verbal communication such as body movement, posture, gesture, facial expression, maintaining eye contact to show interest or attitude, and how it can be used to influence listeners
• understanding of the role of visual supports in aiding the communication process, for example photos, maps, diagrams, video, Microsoft PowerPoint

Listening
• using a range of listening strategies such as:
  - deducing meaning of unfamiliar items
  - inferring information not explicitly stated
  - recognising speaker’s position can be influenced by range of factors
  - recognising discourse indicators for introducing an idea or changing a topic
  - increasing ability to clarify understanding
  - distinguishing main points from supporting details
  - predicting subsequent parts of the discourse
  - recognising range of strategies used by speaker to achieve purpose.

Discourse features
Interactions/oral texts at this level will:
• be longer in duration and conducted with an unfamiliar listener
• include unfamiliar subject matter which may include some abstract concepts
• be less predictable as speaker must respond to the ideas and opinions expressed by others
• use broad vocabulary
• be complex but characteristic of the text type
• use pace and change in tone or emphasis to enhance meaning and convey range of emotions and intentions
• use a range of devices to achieve purpose.

Oracy for Practical Purposes focuses on speech events involving giving support, advice or expertise.
Some typical speech events include:
• giving and responding to instructions
• giving and responding to directions
• exchanging goods and services
• getting service in shops/bureaucracies
• job interviews.
These speech events typically involve the use of different expository routines such as:
• asking and answering questions
• clarifying information
• explaining a process or procedure
• bargaining.

Examples of assessment tasks/activities for learning outcome 3
Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences.
Where possible, tasks to assess specific elements from this learning outcome should be integrated with other learning outcomes from other strands. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing unit. Tasks similar in complexity may be developed across strands.
• Draw upon your own experience to explain to another student how to use a new computer application.
• Inquire at a number of local businesses about availability of part time employment. Report back to the class and evaluate the response.
• Participate in a formal job interview, applying knowledge of staging and relating past experience to selection criteria.
LEARNING OUTCOME 4

Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving in different contexts.

Elements

Not all elements need to be met in the one assessment task/activity.

a) Use spoken language for the purpose of exploring ideas in an extended discussion, comparing them with those of others and questioning others to clarify ideas.

b) Use spoken language to work in collaboration with others to meet an agreed objective.

c) Evaluate the content and effectiveness of a sustained discussion.

d) Demonstrate active listening.

Educational practices

This section supports the interpretation of the learning outcome and elements.

Teaching and learning strategies

Learning environment: development of a group learning culture where discussion, collaboration and negotiation can evolve. Establishment of consensus on guidelines for group discussions, listening to and respecting others and conflict resolution. Creation of a supportive, stimulating environment where individuals feel valued.

Preparatory activities: read two letters to the editor offering different opinions on an issue; identify key words relating to a given topic; draw up a concept map of possible viewpoints on an issue, brainstorming steps involved in reaching an objective; identify possible problems to be overcome in reaching an objective (what might go wrong?).

Confidence building activities: role-play a given position (rather than give your own opinion on an issue); group preparation for a discussion with those who have similar opinions working together to prepare points to make; teacher-led discussion ensuring all have the opportunity to speak.

Awareness raising activities: teacher modelling of strategies and language structures used to give an opinion; point out key language for expressing an opinion, emphasising a point, acknowledging others’ points of view; comparing, arguing and discussing; watching a video of a group discussion to identify points of view raised and ways of ensuring all people are involved; discussing the role of body language in open discussions; discussing aggressive versus assertive language use.

Extension activities: identify key roles in an effective group such as information gatherer, record keeper; identify different approaches to problem solving such as people focused or task focused and how this is reflected in language; identify own strength in a group discussion/problem-solving activity.

Critical awareness activities: listen to a talkback radio/television discussion and identify power relationships expressed in language used (could focus on use of We versus I, Us versus Them); watch a report on an issue and list facts versus opinions; take a local issue and write down facts; discuss how facts interact with values when giving an opinion.

Content/underpinning knowledge

This section details the suggested oral communication content. The subject matter/topic used as a vehicle to deliver this content is not prescribed and may be determined by the teacher and/or students.

The underpinning knowledge may include, but is not restricted to:

Communication process

Purpose

• identification of audience – their prior knowledge and interests, their relationship to speaker

• identification of purpose – what the listener will know following the interaction

• identification of appropriate language for audience and purpose, for example use of specialist terminology or abstractions
**Language use**
- understanding of register such as the difference between formal and informal registers of spoken English
- understanding of the significance of language, accent, non-standard varieties of English and languages other than English in familiar contexts
- evaluating techniques used in instructions and/or a transaction and applying, as appropriate, to own texts.
- using tone, timing, sequencing, etc to maximise impact
- using different techniques to respond to listener and make points effectively, for example rephrasing for clarification, use of humour, anecdote, emotive language
- opening, developing and closing a transaction according to purpose and audience adjusting for feedback as required

**Non-verbal communication**
- understanding and use of non-verbal communication such as body movement, posture, gesture, facial expression, maintaining eye contact to show interest or attitude. Can be used to influence listeners
- understanding of the role of visual supports in aiding the communication process, for example photos, maps, diagrams, video, Microsoft PowerPoint

**Listening**
- using a range of listening strategies such as:
  - deducing meaning of unfamiliar items
  - inferring information not explicitly stated
  - recognising speaker’s position can be influenced by a range of factors
  - recognising discourse indicators for introducing an idea or changing a topic
  - increasing ability to clarify understanding
  - distinguishing main points from supporting details
  - predicting subsequent parts of the discourse
  - recognising range of strategies used by speaker to achieve purpose.

**Discourse features**
Interactions/oral texts at this level will:
- be longer in duration and conducted with an unfamiliar listener
- include unfamiliar subject matter which may include some abstract concepts
- be less predictable as speaker must respond to the ideas and opinions expressed by others
- use broad vocabulary
- be complex but characteristic of the text type
- use pace and change in tone or emphasis to enhance meaning and convey range of emotions and intentions
- use a range of devices to achieve purpose.

**Oracy for Exploring Issues and Problem Solving** focuses on speech events involving explorations of problems or issues.

Some typical speech events include:
- public meetings
- discussions
- debates
- work meetings
- project meetings.

These speech events typically involve the use of a range of different discourse routines such as:
- expressing opinions
- discussing ideas
- asking for viewpoints from others
- responding to opinions
- clarifying understanding
- explaining ideas
- justifying stance
- drawing conclusions
- bargaining.

Control of most of these routines would be expected.
Examples of assessment tasks/activities for learning outcome 4

Assessment tasks/activities should be developed to reflect the learning style and context of the students’ experiences.

Where possible, tasks to assess specific elements from this learning outcome should be integrated with other learning outcomes from other strands. Some of the sample tasks listed below can be integrated with learning outcomes from the other strands. Tasks similar in complexity may be developed across strands.

- Participate in discussion characterised by exchange of ideas and opinions supported by examples/evidence drawn from texts.
- Lead group discussion and explore solution to specific problems related to workplace OH&S issue (select issues from work experience).
- Work with a group to develop an action plan.
- Discuss changes in domestic routines and procedures to fit in with work and study demands.
Section 4: Resources

The following are resources that could be used to support the delivery of the VCAL Literacy Skills Units. This list is not exhaustive.

READING AND WRITING

FOUNDATION RESOURCES

Real life resources
Wherever possible, students should work from real life resources, especially materials from their own life experience. These may include:
- shopping and advertising materials
- local maps, plans, street directories
- newspapers
- magazines
- information leaflets
- forms
- audiovisual forms of communication that involve reading.

Information and communications technology
Students should have access to computers preferably with Internet access. Appropriate software should be available such as:
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Publisher
- email software
- chat software.

Other ICT that may be relevant include:
- mobile phones
- digital cameras.
STUDENT RESOURCES

Barnard, B, Kerr, J and Wilson, Liz, 1994, Writing for the Workplace (series), NSW Adult Migrant English Service (AMES), Darlinghurst, NSW

Titles in the series at this level:

- ‘Writing for the workplace: accident reports’
- ‘Writing for the workplace: writing skills’
- ‘Writing for the workplace: forms 2’


Bossard, P, Hollway J and Mackey, J, 1997, To Write? Too Right!, Canberra Institute of Technology, Canberra

Butterworth, T, 1993, Work Awareness Stage 2 – Post Beginner, AMES NSW

Christie, J, 1999, The Literacy Workbook, AMES NSW

Cornish, S and Tristram, I, 1990, Between the Lines Workbook, Australian Consolidated Press for the NSW Adult Literacy Council

Davidson, D and Blot, D, 1994, Write From the Start, Heinle & Heinle Publishers, Boston


Deal, R, Bowler, R, 1997, Stones … have feelings too! (card set), Innovative Resources, Bendigo


Graham, H, Hall, J, 2000, Towards Work, DSAMC Education

Hagston, J, 2001, Music, Gigs and Concerts, TAFE Frontiers, Melbourne

Hagston, J, 2001, Work and the Dole, TAFE Frontiers, Melbourne

Harris, C and Kierath, M, 2000, Family Snaps, West Coast Training Solutions, Perth

Harris, C, Kierath, M and Nicholson, A, 2000, Time Flies, West Coast Training Solutions, Perth


Harris, C, Kierath, M and Nicholson, A, 2000, What a Load of Rubbish!, West Coast Training Solutions, Perth


Harrison, R, 2001, Better Writing, Garnet Publishing

Heyer, S 1996, True Stories in the News Beginning Reader, Addison Wesley Longman


Heyer, S, 1996, Easy True Stories: A Picture Based Beginning Reader, Addison Wesley Longman

Kam, C, 1999, Towards Better Writing, AMES

Kindler, J and Tout, D, 1998, Health and Lifestyle: Healthy Living, TAFE Frontiers, Melbourne


Ligon, F and Tannenbaum, E, 1990, Picture Stories, Longman


Morrison House, 2000, Learning for Life – A Low-level Literacy Curriculum, ARIS


Ridley, C, 2003, Real Texts: Authentic Texts for Adult and Youth Literacy Classes, Language Australia, Melbourne

*StreetSmart:* – Victoria Police Youth Citizens


**CD-ROM**


**Online resources**

See page 148.

**TEACHER RESOURCES**

J, Butcher, R, Greaves, D, 2001, *Learning Differently– Assessing and Developing Literacy Skills with Adults and Young People*, Donvale Living and Learning Centre
Hathorn, Libby, 1994, *Feral Kid*, Hodder Headline Australia
Herrick, Steven, 2006, *Lonesome Howl*, Allen & Unwin (Australia)
Kierath, M, Harris, C, *Youth Focus Reader – Activity Guide*, West Coast Solutions
Metzenthen, David, 2006, *Falling Forward*, Penguin Australia

*New Internationalist*, New Internationalist Publications Ltd
Rizetti, J, 1994, *More than Just Words: Good Practice in Literacy Provision in the Koorie Vocational Context*, Aboriginal Services Unit, Northern Melbourne Institute of TAFE, Preston, Victoria
Sutcliffe, J, 1994, *Teaching Basic Skills to Adults with Learning Difficulties*, Adult Literacy and Basic Skills Unit

*The Big Issue*

‘*STREET SMART – An Urban handbook for the school leaver*’

*Voiceworks*, Express Media
Associations
Drama Victoria
www.dramavictoria.vic.edu.au
Victorian Applied Learning Association
www.vala.asn.au
Victorian Association for the Teaching of English
www.vate.org.au

INTERMEDIATE/SENIOR RESOURCES

Real Life Resources
Wherever possible, students should work from real life resources, especially materials from their own life experience. These may include:

• shopping and advertising materials
• local maps, plans, street directories
• newspapers
• magazines
• information leaflets
• forms
• audiovisual forms of communication that involve reading.

Information and Communications Technology
Students should have access to computers preferably with Internet access. Appropriate software should be available such as:

• Microsoft Word
• Microsoft PowerPoint
• Microsoft Publisher
• email software
• chat software.
Other ICT that may be relevant include:

• mobile phones
• digital cameras.

STUDENT RESOURCES
Adult Literacy and Basic Skills Unit, 1986, Write On, Chiltern Printers
Barnard, B, Kerr, J, Wilson, L, Writing for the Workplace, AMES, NSW
‘Accident Reports’
‘Forms 1 and 2’
‘Notes and Messages’
‘Writing Skills’
Davis, B, 2007, Skills for Living – Close Exercises, Farr Books
de Silva Joyce, H and Feez, S, 2000, Creative Writing Skills, Phoenix Education, Albert Park, Victoria
Dwyer, J, 2002, Ready for Work – Key Competencies for Employment, Pearson Education
Graham, H, Hall, J, 2000, Towards Work, DSAMC Education
Hadfield, J and C, 2004, Reading Games, Longman
Hagston, J, 2001, Newspapers, TAFE Frontiers, Melbourne
Hague, M and Harris, C, 1996, Spelling Works: A Workbook of Spelling Strategies, Rigby Heinemann, Port Melbourne, Victoria
Hazel, P, Norrish, D, 1999, The Never Too Late Show, TAFE NSW
Hodge, R, 2001, Story Telling, TAFE Frontiers, Melbourne
Kaufmann, H and Westwood, V, 1996, Issues in English: An Interactive Multimedia Computer Program for Literacy and English Language Learners, Protea Textware, Hurstbridge, Victoria
Kindler, J, Soccio, D and Tout, D, 1999, Work: A World of Work, TAFE Frontiers, Melbourne
Kindler, J and Tout, D, 1999, Australian Studies: Australia, A Nation, TAFE Frontiers, Melbourne
Kindler, J, Tout, D and, Wignall, L, 1999, Media: Advertising, TAFE Frontiers, Melbourne
Pirie, J, 1976, Thirty Lessons in Note Taking, Hawker Brownlow Education
Ridley, C, 2003, Real Texts, Language Australia
Stoneman, S, 2002, Life Skills – Reading and Activity Book, Curriculum Corporation
Wicks, M, 2000, Imaginative Projects, Cambridge University Press
Lefkowitz, William, 1989, Write Me a Note, Hawker Brownlow Education, Cheltenham, Victoria

TEACHER RESOURCES
The references listed below are not a definitive list and should be updated on a regular basis.
Clarke, Judith, 2000, The Lost Day, Henry Holt & Company, LLC
Hathorn, Libby, 1994, *Feral Kid*, Hodder Headline Australia
Herrick, Steven, 2006, *Lonesome Howl*, Allen & Unwin (Australia)
Metzenthen, David, 2006, *Falling Forward*, Penguin Australia

*New Internationalist*, New Internationalist Publications Ltd
Rizetti, J, 1994, *More than Just Words: Good Practice in Literacy Provision in the Koorie Vocational Context*, Aboriginal Services Unit, Northern Melbourne Institute of TAFE, Preston, Victoria

*The Big Issue*

‘STREET SMART – An Urban handbook for the school leaver’

*Voiceworks*, Express Media

**Associations**

**Drama Victoria**
www.dramavictoria.vic.edu.au

**Victorian Applied Learning Association**
www.vala.asn.au

**Victorian Association for the Teaching of English**
www.vate.org.au

**SENIOR RESOURCES**

**STUDENT RESOURCES**

Hagston, J, 2001, *Reading and Writing Level 4: Immigration and Fitness*, TAFE Frontiers, Melbourne

**TEACHER RESOURCES**

The references listed below are not a definitive list and should be updated on a regular basis.

Hathorn, Libby, 1994, *Feral Kid*, Hodder Headline Australia
Herrick, Steven, 2006, *Lonesome Howl*, Allen & Unwin (Australia)
Metzenthen, David, 2006, *Falling Forward*, Penguin Australia
*New Internationalist*, New Internationalist Publications Ltd
Rizetti, J, 1994, *More than Just Words: Good Practice in Literacy Provision in the Koorie Vocational Context*, Aboriginal Services Unit, Northern Melbourne Institute of TAFE, Preston, Victoria
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*Voiceworks*, Express Media

**Multimedia Resources**

Clarity language Consultants, *The Report Writer: Letters faxes and emails*
Hoopers Multimedia, Super Spell series, Australia

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www.dramavictoria.vic.edu.au

*Victorian Applied Learning Association*
www.vala.asn.au

*Victorian Association for the Teaching of English*
www.vate.org.au
ORAL COMMUNICATION

FOUNDATION RESOURCES

Human resources
Professional storytellers – probably the best way for students to experience the art of storytelling.
Other adults with life experience to share – family, immigrants, sports people, adventurers, survivors, achievers

Real life resources
Wherever possible students should work from real life resources, especially materials from their own life experience. These may include:
• radio programs
• television programs
• films
• theatre
• plays.

STUDENT RESOURCES

Print based resources
Anderson, J, 2006, Role-plays for Today – Photocopiable Activities to Get Students Speaking, Delta Publishing
Byrne, S, 2004, Optimism Boosters – Harness the Power of Questions, Innovative Resources, Bendigo
Deal, R, and Lane, T, 2003, Reflexions (card set), Innovative Resources, Bendigo
Deal, R and Espie, L, 2007, Words, Life’s Struggles and Joys, Innovative Resources, Bendigo
Deal, R, Veeken, J, 1992, Strength Cards, Innovative Resources, Bendigo
Graham, H, and Hall, J, 2001, Personally Speaking, DSAMC Education, Australia
Gibbs, J, 2001, Tribes: A New Way of Learning and Being Together Center Source, Centersource Systems LLC, California
Graham, H, Hall, J, 2001, Social Interaction, DSAMC, Australia
Hagston, J, 2001, Listen to That: Improving Your Oral Communication Skills, TAFE frontiers, Melbourne


Wingate, J, 2000, *Knowing Me, Knowing You – Activities to Develop Learning Strategies and Stimulate Conversation*, Delata Publishing

**CD-ROMs**


**TEACHER RESOURCES**

The references listed below are not a definitive list and should be updated on a regular basis.


Burns, A and Joyce, H, 1997, *Focus on Speaking*, NCELTR, Macquarie University, Sydney


Corson, D, 1988, *Oral Language Across the Curriculum*, Multilingual Matters, Clevedon


Hathorn, Libby, 1994, *Feral Kid*, Hodder Headline Australia


Herrick, Steven, 2006, *Lonesome Howl*, Allen & Unwin (Australia)


Metzenthin, David, 2006, *Falling Forward*, Penguin Australia

New Internationalist, New Internationalist Publications Ltd


Voiceworks, Express Media

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**Victorian Association for the Teaching of English**

www.vate.org.au

**SENIOR RESOURCES**

**STUDENT RESOURCES**


Kindler, J, Soccio, D and Tout, D, 1999, *Work: meetings and monitoring at work*, TAFE Frontiers, Melbourne


TEACHER RESOURCES
The references listed below are not a definitive list and should be updated on a regular basis.

Burns, A and Joyce, H, 1997, *Focus on Speaking*, NCELTR, Macquarie University, Sydney
Corson, D, 1988, *Oral Language Across the Curriculum*, Multilingual Matters, Clevedon
Hathorn, Libby, 1994, *Feral Kid*, Hodder Headline Australia
Herrick, Steven, 2006, *Lonesome Howl*, Allen & Unwin (Australia)
Metzenthen, David, 2006, *Falling Forward*, Penguin Australia
*New Internationalist*, New Internationalist Publications Ltd
*Voiceworks*, Express Media

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**Victorian Applied Learning Association**
www.vala.asn.au

**Victorian Association for the Teaching of English**
www.vate.org.au
LITERACY GAMES

Word Up – 5 levels of Difficulty – Max Ploys
Articulate – A fast talking Description game – Ventura games
UP Words – A 3 Dimensional Word game – Milton Bradley
Pictionary – Mattel Games
Boggle– Parker Brothers
Scrabble – Mattel games

READERS – ALL LEVELS

Dunn, A, Malakar, C, and Hanrahan, M, PageTurners! Series 1, 2 and 3, Preston Reservoir Adult Community Education

- The Hero (2001), The Beach (1999) (Self Esteem)
- Mizuri the Cat (1999), A Dog’s Life (1999), Just One Friend (2001) (Pets)
- Spare Parts (2001), Motor Bikes (2006) (Cars and Bikes)
- Football, Snakes Alive, I Hate the Beach, The Big TV (2006) (Recreation)

Harrison, R, 2001, Better Writing, Garnet Publishing
Heyer, S, 1996, True Stories in the News Beginning Reader, Addison Wesley Longman
Heyer, S, 1996, Easy True Stories A Picture Based Beginning Reader, Addison Wesley Longman
Kierath, M, Harris, C, 2000, 2002, Youth Focus Readers, West Coast Training Solutions, Perth

Body Art
On the Move
Money
Skateboarding
At The Gym

Start to Read Series, AMES, NSW (for example, Coffee Time)
Spike Press, (for example, Mckeown, S, Boating Tragedy)

West Coast Training Solutions, Perth 2000, Reading and Writing Self-paced Materials

Family Snaps
Time flies
Who Runs the Country?
What a Load of Rubbish!
The Winners

AMES Real Life Readers, (for example, The Verandah Ghost)

Abridged Readers – recommended titles:
- Thomas Keneally, Schindler’s List

Magazine Style Readers – recommended titles:
- Burgess, M, 2005, Billy Elliot, Scholastic

Abridged Readers with Audio CD – recommended titles:
- Cabot, M, The Princess Diaries, Macmillan Readers
- Burke, K, Mysteries of the Unexplained, Penguin

Short Stories – recommended titles:
- Davidson, S, 2004, At the Footy and other Stories, Macquarie Readers Series
FOUNDATION (ORACY FOR SELF EXPRESSION)

Preparatory activities
Developing storylines:
- Tell a story with the whole class, with each student adding the next word in the story or having a connective that they have to use to start the sentence they are adding to the story, for example ‘And then …’.
- The importance of listening needs to be emphasised.
- Tell a story round the class using picture prompts.
- Play the ‘Fortunately/Unfortunately’ game, where each person in turn has to provide a sentence, beginning with either fortunately or unfortunately, that develops the narrative.

Practice storytelling:
- Tell students a story. In pairs they retell it (in their own words) with one person starting, and when the teacher calls ‘change’, the listener has to continue the story.
- Tell anecdotes in pairs: something funny, embarrassing, strange, worrying or unusual.
- Retell a story (for example, fairy story)

Confidence building activities
- Discuss the differences between written narratives and spoken ones.
- Compare a written traditional tale with a spoken version.
- Use ‘hot-seating’ as a strategy to place students in a situation where they are both preparing and answering questions in role as a familiar character.
- Develop ‘frozen pictures’ or tableaus of each scene of a well known story. Take digital photos of each scene. Use these to tell the story.
- Read a poem, song or ballad together, with different students taking parts.
- Create paper bag puppets to tell about a funny incident at school.
- Discuss a situation that has happened on the weekend. Role-play in small groups.

Awareness raising activities
- Provide examples to listen to and model opportunities for student participation, for example invite a professional story teller to share with the class.
- Listen to traditional tales which preserve elements of oral narrative.
- Watch discussions on chat shows to see how people tell stories.
- Listen to interviews where people explain experiences, for example The Tasmanian miners.
- Go to see a play.

Extension activities
- Presenting a Play: Drama for an Audience.
- On occasion, students and teacher may wish to present a play to an audience. There are many possible formats.
- At the Foundation level, a melodrama can be easily produced. A narrator takes the key role and other characters have only occasional dramatic lines.

Critical awareness activities
- Students should be encouraged to use audience feedback to reflect on, evaluate and modify their spoken texts to clarify meaning and their presentation skills.
- It is helpful to scaffold skills, focusing on one each presentation, for example eye contact, voice, gesture, thus building up skills and confidence.
- Students would be supported to be aware of their reflections and use them to plan what aspects of oral presentations they will target next in their speaking.
INTERMEDIATE (ORACY FOR SELF EXPRESSION)

Preparatory activities
Developing storylines:
• Tell a story with the whole class, with each student adding the next word in the story or having a connective that they have to use to start the sentence they are adding to the story, for example ‘And then …’
• The importance of listening needs to be emphasised.
• Tell students a story. In pairs they retell it (in their own words) with one person starting, and when the teacher calls ‘change’, the listener has to continue the story.
• Tell a story round the class using picture prompts.
• Play the ‘Fortunately/Unfortunately’ game, where each person in turn has to provide a sentence, beginning with either fortunately or unfortunately, that develops the narrative.

Practice storytelling:
• Take a story with a familiar plot and reduce it to its main points.
• Consider decisions that have to be made when telling a story, for example tell a story with different view points.
• Collect examples of traditional openings and endings from stories. Identify the key features.
• Tell whole stories in which each person writes one idea on separate cards for each of four categories: person, place, object and event. In pairs or groups develop a story from the four cards they now have.
• Tell anecdotes in pairs: something funny, embarrassing, strange, worrying or unusual. Retell the anecdote to the class, or to a different partner.
• Using a given prop (for example, a hat) in groups, develop a story to tell others.
• Give a TV news account of an incident.
• Retell a story (for example, fairy story) but change key elements, for example set it in present day, or alter the gender of key characters.
• Give an account of an event in four styles for three different audiences (for example, teacher/friend/parent).

Confidence building activities
• Speaking Circles – in groups of about five, each person speaks (usually 1–3 minutes) following any thread or theme. The responsibility of the rest of the group is to give the person speaking their full attention.
• Recount a story, anecdote or experience in small groups.
• Consider how this differs from written narrative.
• Tell someone a story. They need to write it. What will they add/change?
• Compare a written traditional tale with a spoken version.
• Students work in pairs/small groups and give a short talk about a memory, experience or hobby. Others in the group discuss questions to ask, using sentence starter prompts that guide them in responding to specific points made, for example ‘How did you feel when …?’. Students hear clues to a mystery. In groups, they plan questions that reflect what they have heard. They then put them to the speaker and try to solve the mystery.
• Using a sentence prompt to start (for example, ‘You started it!’ or ‘I could expect that of you!’) role-play the outcome in pairs. All start at the same time. Volunteers may choose to share their conversation.
• Select a well known character. Use ‘hot-seating’ as a strategy, students prepare and answer questions from that character’s point of view.
• Teach Edward de Bono strategies for groups to use when summing up results of group discussion.
• Choral Reading or Speaking – in small groups, prepare a group reading of lyrics or a poem.
• Puppets – Almost any object can be a puppet, for example a paper bag. An effective puppet is one that can be manipulated easily; however, it is not what the puppet looks like that counts, but rather how the student feels about, and uses, the puppet. Puppets can be incorporated into a variety of oral language strategies including storytelling, oral reporting, and choral speaking.
• Role-play provides the opportunity for students to develop and revise their understanding and perspectives by exploring thoughts and feelings of characters in given situations. The teacher may take a role, becoming an active participant in promoting independent thinking and co-operative learning.
• Improvisational drama can be used to extend students’ range of oral language and increase their understanding of human experience. It enables students to gain problem-solving experience in unpredictable situations. Through improvised
drama, students build social skills. They become more sensitive listeners and more adept conversationalists.

- Readers theatre is a form of dramatic interpretation that involves students in reading scripts orally. Readers theatre requires no scenery, costumes, or action. Readers convey mood, tone, and emotion, and suggest character through the use of their voices, facial expressions, and gestures.

**Awareness raising activities**

- Provide examples to listen to and model opportunities for student participation, for example professional story tellers.
- Read aloud collections of traditional tales which preserve elements of oral narrative.
- Watch and discuss anecdotes: examples might be found as part of contributions to discussions/chat shows; debates; comedy shows; interviews, for example with celebrities who use the question to launch into amusing tales from their lives.
- Re-telling experiences: watch and discuss investigative programmes (for example, television’s “Today Tonight”) where people are asked to recount what happened to them or a presenter.
- Observe interviews which also ask people to explain experiences. Discuss the role of body language and visual supports in presenting information and answering questions.
- Go to see a play.
- Listen to famous speeches.

**Extension activities**

*Presenting a Play: Drama for an Audience*

On occasion, students and teachers may wish to present a play to an audience. There are many possible formats. A script can be selected in advance, or written or developed by the students. A play can be memorised by student actors, or it can be presented as a staged reading, script-in-hand. Groups of students might develop a drama in context into a collective creation for presentation to others. Whatever the format, public performances should be infrequent and planned mainly for presentation to other classes or to parents.

**Critical awareness activities**

- From video examples, identify the needs/interests/responses of the audience and how the talk/presentation addresses these through expression, vocabulary and delivery.
- From hearing/seeing a range of talks/presentations, decide whether the audience are young, old, novice, expert, willing or enforced, or mixtures of these.

**SENIOR (ORACY FOR SELF EXPRESSION)**

**Preparatory activities**

Developing storylines:

- Tell a story round the class developing one paragraph each. Listen carefully for plot development.
- Play the ‘Fortunately/Unfortunately’ game, where each person in turn has to provide a sentence, beginning with either fortunately or unfortunately, that develops the narrative.
- Take a story with a familiar plot and reduce it to its main points. Practice adding different levels of detail to these.
- Consider decisions that have to be made when telling a story (similar with written narratives), for example tell a story with different view points.
- Collect examples of traditional openings and endings from stories. Identify key features and incorporate into tellings.
- Tell whole stories in which each person writes one idea on separate cards for each of four categories: person, place, object and event. Redistribute these and students in pairs or groups develop a story from the four cards they now have.
- Tell students a story. In pairs they retell it (in their own words) with one person starting, and when the teacher calls ‘change’, the listener has to continue the story.
- Tell anecdotes in pairs: something funny, embarrassing, strange, worrying or unusual. Retell the anecdote to the class, or to a different partner, in the first person, changing details to suit.
- Using a given prop (for example, a hat) in groups, develop a story to tell others.
- Give a TV news account of an incident.
- Retell a story (for example, fairy story) but change key elements, for example set it in present day, or alter the gender of key characters.
• Give an account of an event differently depending on who the audience is (for example, teacher/friend/parent).

Confidence building activities
• Speaking circles – in groups of about five, each person speaks (usually 3–5 minutes) following any thread or theme. The responsibility of the rest of the group is to give the person speaking their full attention.
• Recount a story, anecdote or experience, and consider how this differs from written narrative. Discuss/work out differences between written narratives and spoken ones.
• Tell someone a story. They need to write it. What will they add/change?
• Compare a written traditional tale with a spoken version.
• Students work in pairs/small groups and give a short talk about a memory, experience or hobby. Others in the group discuss questions to ask which will elicit more information from the speaker.
• Students hear clues to a mystery. In groups, they plan questions that reflect what they have heard. They then put them to the speaker and try to solve the mystery.
• Solve conundrums.
• Answer questions.
• Role-play question/answer scenarios, for example courtroom, teacher/student interview, school council discussion, parent/child heated debate.
• Use ‘hot-seating’ as a strategy to place students in a situation where they are both preparing and answering questions in role as a character.
• Identify and report the main points to emerge from a discussion.
• Teach Edward de Bono strategies for groups to use when summing up results of group discussion.
• Develop drama techniques to explore in role a variety of situations and texts or respond to stimuli.
• Students work in pairs to become one character or person; as one of them acts out a part, the other voices the internal thoughts of the character, thus becoming their alter ego. Explore the difference between how people are feeling and the public front they sometimes put on, explore further why this is the case, and times when it is or is not appropriate.
• Hot-seat a character: a student needs to prepare himself/herself with as much available knowledge about a character as possible in order to be interviewed as that character; other students need to consider carefully what they want or need to ask the character in order to find out about his/her motives, values, relationships and actions.
• Present scripted and unscripted pieces to engage an audience.
• Dramatic retelling of well-known stories.
• Choral reading or speaking is simply reading or speaking in unison under the direction of a leader. Choral speaking offers genuine opportunity for problem solving as each group works out its own presentation. Texts for use can include poetry, ballads, lyrics or protests.
• Puppetry in the classroom: Puppets are creations that ‘come to life’ with the help of student puppeteers. Almost any object can be a puppet, for example a paper bag. An effective puppet is one that can be manipulated easily; however, it is not what the puppet looks like, but rather how the student feels about, and uses, the puppet. Puppets can be incorporated into a variety of oral language strategies including storytelling, oral reporting, and choral speaking.
• Role-play provides the opportunity for students to develop and revise their understanding and perspectives by exploring thoughts and feelings of characters in given situations. The teacher may take a role, becoming an active participant in promoting independent thinking and co-operative learning.
• Improvisational drama and pantomime can be used to extend students’ range of oral language and increase their understanding of human experience. It enables students to gain problem-solving experience in unpredictable situations. Through improvised drama, students build social skills. They become more sensitive listeners and more adept conversationalists.
• Readers theatre is a form of dramatic interpretation that involves students in reading scripts orally. Readers theatre requires no scenery, costumes, or action. Readers convey mood, tone, and emotion, and suggest character through the use of their voices, facial expressions, and gestures.

Awareness raising activities
• Provide examples to listen to and model opportunities for student participation for example, Professional story tellers.
• Read aloud traditional tales which preserve elements of oral narrative.
• Analyse examples of anecdotes. Examples might be found as part of contributions to discussions/chat shows; debates; comedy shows; interviews, for example with celebrities who use the question to launch into amusing tales from their
lives.

- Experiences: investigative programmes (for example, television’s ‘Today Tonight’) where people are asked to recount what happened to them or a presenter recounts the event for them.
- Chat shows involve retelling experiences.
- Interviews also ask people to explain experiences, for example The Tasmanian miners.
- Police/court interviews/cross-examinations require retelling of experiences.
- Discuss the role of body language and visual supports in presenting information and answering questions.
- Forum theatre. This is a structure whereby a small group enacts a situation or dilemma while the rest of the class watches. The class can change the drama at any point as long as they can justify the change. The actors must then take the changes on board in their improvisation.
- Go to see a play.
- Listen to famous speeches.

**Extension activities**

**Presenting a Play: Drama for an Audience**

On occasion, students and teacher may wish to present a play to an audience. There are many possible formats. A script can be selected in advance, or written or developed by the students. A play can be memorised by student actors, or it can be presented as a staged reading, script-in-hand. Groups of students might develop a drama in context into a collective creation for presentation to others. Whatever the format, public performances should be infrequent and planned mainly for presentation to other classes or to parents.

**Critical Awareness activities**

- Listen to a recording of a personal speech or recount and evaluate how well it meets its audience and purpose through the language used.
- Listen to public speaker’s presentation and identify the key communication skills used.
- Watch an interview program (for example ‘Rove’, ‘Enough Rope’) and compare and contrast how they elicit information from their guests.
- Invite a professional story teller to school and discuss the techniques used.
## LITERACY INTERNET RESOURCES

<table>
<thead>
<tr>
<th>Address</th>
<th>Instructions</th>
<th>Main Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.funbrain.com">www.funbrain.com</a></td>
<td>Click on ‘All Games’, then choose from the ‘Words’ section</td>
<td>Spelling, Vocab, Preparation for Knowledge outcomes (esp. ‘Geonet’)</td>
</tr>
<tr>
<td><a href="http://www.bbc.co.uk/skillswise/english">www.bbc.co.uk/skillswise/english</a></td>
<td>Choose from the available areas</td>
<td>Mainly Reading and Oracy outcomes</td>
</tr>
<tr>
<td><a href="http://www.bbc.co.uk/skillswise/words/grammar">www.bbc.co.uk/skillswise/words/grammar</a></td>
<td>Choose from the available areas</td>
<td>Spelling, Grammar, Vocab, Reading, Writing, Listening</td>
</tr>
<tr>
<td><a href="http://www.toonuniversity.com/demos.asp">www.toonuniversity.com/demos.asp</a></td>
<td>Click on either ‘Social Studies’ or ‘Reading’</td>
<td>Preparation for Knowledge outcomes (esp. Social Studies)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grammar, Spelling and Vocab (esp. Reading)</td>
</tr>
<tr>
<td><a href="http://literacy.kent.edu/Midwest/">http://literacy.kent.edu/Midwest/</a></td>
<td>Choose from the available options</td>
<td>Spelling, Vocab</td>
</tr>
<tr>
<td>Materials/ndakota/spelling/toc.html</td>
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<tr>
<td><a href="http://www.surfnetkids.com/games/">www.surfnetkids.com/games/</a></td>
<td>Click on ‘Kids Games’, then on ‘Word Games’, then choose from the available options</td>
<td>Spelling, Vocab</td>
</tr>
<tr>
<td>harcourtschool.com/index.html</td>
<td>Choose from the available options</td>
<td>Spelling, Vocab</td>
</tr>
<tr>
<td><a href="http://www.esldesk.com/esl-quizzes/misspelled-words/index.htm">www.esldesk.com/esl-quizzes/misspelled-words/index.htm</a></td>
<td>Click on ‘Quizzes’, then choose from the available options</td>
<td>Spelling, Vocab, Grammar</td>
</tr>
<tr>
<td><a href="http://www.standarddeviants.com">www.standarddeviants.com</a></td>
<td>- English Composition</td>
<td>Grammar, Reading outcomes (esp. ‘Fantasy Literature’ and ‘Shakespeare Tragedies’)</td>
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<td>- English Grammar</td>
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<td></td>
<td>- English Punctuation</td>
<td>Writing outcomes (esp. ‘English Composition’ and ‘English Punctuation’)</td>
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<td></td>
<td>- English as a Second Language</td>
<td>Oracy outcomes (esp. ‘Public Speaking’)</td>
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<td>- Fantasy; Literature</td>
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<td></td>
<td>- Public Speaking</td>
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<tr>
<td></td>
<td>- Shakespeare Tragedies</td>
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<tr>
<td><a href="http://grammar.ccc.commnet.edu/grammar/">http://grammar.ccc.commnet.edu/grammar/</a></td>
<td>Choose from the available options on the drop-down menu ‘Guide to Grammar and Writing’</td>
<td>Spelling, Grammar, Vocab, Writing outcomes (esp. ‘Composition’)</td>
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<tr>
<td>Address</td>
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<td>Main Features</td>
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<tr>
<td>arts.uottawa.ca/writingcentre/en/hypergrammar</td>
<td>Use the drop-down menu to choose from the available grammar options.</td>
<td>Grammar&lt;br&gt;Punctuation&lt;br&gt;Preparation for Writing outcomes</td>
</tr>
<tr>
<td><a href="http://www.edufind.com">www.edufind.com</a></td>
<td>Choose from the available options.</td>
<td>Grammar&lt;br&gt;Vocab&lt;br&gt;Spelling</td>
</tr>
<tr>
<td><a href="http://webquest.org/search/index.php">http://webquest.org/search/index.php</a></td>
<td>Scroll down to ‘Curriculum x Grade Level Matrix’ and choose ‘English/Language Arts’ and ‘9–12’. Click on any of the examples: they will lead you into a project; you will then need to follow different procedures for each project. Note: The links to some of the examples do not work.</td>
<td>Reading, Writing and Oracy outcomes (through individual or group projects)</td>
</tr>
<tr>
<td><a href="http://www.time4english.com/aamain/lounge/lounge.asp#News">www.time4english.com/aamain/lounge/lounge.asp#News</a></td>
<td></td>
<td>Reading&lt;br&gt;Writing&lt;br&gt;Listening&lt;br&gt;Speaking&lt;br&gt;(esp. for ESL students)</td>
</tr>
<tr>
<td><a href="http://www.spellitright.talktalk.net/">www.spellitright.talktalk.net/</a></td>
<td>Click on any of the available worksheets</td>
<td>Spelling</td>
</tr>
<tr>
<td><a href="http://www.education.gov.au/literacy-net">www.education.gov.au/literacy-net</a></td>
<td>Click on any of the following and you will find lists of available resources (many of them free!):&lt;br&gt;- CGEA/NRS/Curriculum&lt;br&gt;- Languages/NESB&lt;br&gt;- Student resources</td>
<td>All Learning Outcomes</td>
</tr>
<tr>
<td><a href="http://www.virtualilc.com">www.virtualilc.com</a></td>
<td>Click on either ‘Realweb’, ‘Easynews’ or ‘Checkout’ and then choose from the available activities Note: For access to some of the resources, you need to become a member!</td>
<td>All Learning Outcomes</td>
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</table>
| www.tafevc.com.au   | TAFE VC online resources                                                      | • Brush up on your skills  
• News and views  
• Study skills  
• The sporting life  
• The writer’s caravan  
• Out there!  
• Where’s the party at?  
• Be your own boss  
• Money  
• The Anzacs – 1915  
• Conscription debate – 1915–1917  
• The depression years – 1929–1940  
• Time of plenty? – 1950s  
• Decade of change – 1960s  
• Political and economic turmoil – 1980s  
• A leaner and meaner Australia? – 1990s  
News and Views  
Study Skills  
The sporting life  
Advanced Writing Skills  
Book Review  
Family Structure  
Human Rights  
Preparing for Further Study  
Oral Communication 4 |
| www.quia.com/dir/eng/| Click on either the ‘Top Activities’ or the ‘Most Popular Activities’ buttons and choose from the available activities | Grammar  
Spelling  
Vocab  
Preparation for Writing outcomes  
Preparation for Reading outcomes |
GLOSSARY

Accredited course A course that leads to an Australian Qualifications Framework (AQF) qualification or Statement of Attainment that is nationally recognised. The accredited course has been endorsed by either a state or national authority responsible for accrediting courses against agreed principles of accreditation. In Victoria, the statutory authority is the Victorian Registration and Qualifications Authority (VRQA).

Adult and Community Education (ACE) Organisation A community-based organisation that may be an RTO or recognised VCE or VCAL provider.

Assessment task A task set by the teacher to assess students’ achievements of unit or learning outcomes (see also Outcomes).

Australian Qualifications Framework (AQF) The national framework for all qualifications in post-compulsory education and training.

Australian Quality Training Framework (AQTF) The nationally agreed set of regulatory arrangements that ensure the high quality of VET services in Australia.

Award level In the VCAL there are three award levels: Foundation, Intermediate and Senior.

Credit – VCAL In the VCAL, students are awarded one credit for completion of accredited curriculum in accordance with the course requirements for VCAL.

Curriculum Planning Guide – VCAL The VCAL Curriculum Planning Guide provides delivery and assessment advice for the VCAL curriculum strands. It specifies the purpose of the strand, provides guidance on selection of curriculum components for the strand and includes how the students’ work is to be assessed.

Elements Elements are provided to further describe the learning outcomes and are intended as a guide for teachers to ensure consistency in the way learning outcomes are interpreted and assessed. When developing a task/s to meet a learning outcome/s teachers need to ensure that the task/s incorporate/s all the elements for that learning outcome/s.

Employability Skills A set of eight skill areas that employers have identified as desirable in all employees in all workplaces across Australia.

Enterprise Enterprise involves creating and maintaining a project, and need not necessarily involve profit making. It encourages the recognition of a significant and innovative opportunity, the appropriate management of risk-taking and the mobilisation of resources to enable the successful completion of a project.

Further Education (FE) Qualifications that provide training in adult literacy and basic education, access and preparatory education and English as a Second Language. Further Education certificates are accredited under the Australian Quality Training Framework.

Industry Industry includes a broad range of business or social organisations involved in the same type of productive activity.

Information and Communications Technology (ICT) ICT is the hardware, such as a computer, digital camera and printer, and software, such as spreadsheets and web authoring, that enables data to be processed, stored and communicated.

Learning Program (VCAL) Curriculum selected for delivery by the VCAL provider to meet each student’s interest and abilities and to meet minimum VCAL course requirements.

Local Learning and Employment Networks (LLENs) Networks established across Victoria to support young people’s connections with local education and training organisations, employers and community groups.

Mapping In the VCAL, mapping refers to aligning the content of locally developed programs and activities to the learning outcomes of a VCAL unit.

Module A distinct component of vocational training curriculum, comprising specified learning outcomes, assessment criteria and other information to support the delivery of training and conduct of assessment. Modules are identifiable as Units of Competency (UoC) on VASS.

Nominal hours The scheduled hours required for the delivery and assessment of vocational training as determined by Skills Victoria.
Occupational Health and Safety Risk The likelihood of injury or illness arising from exposure to any hazard at work.

Outcomes What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.

Provider Refers to an organisation or institution that is registered by the VRQA and authorised by the VCAA to deliver VCE and VCAL.

Quality assurance (QA) The process to assure the quality of delivery and consistency in interpretation of learning outcomes and relevant levels. For example, assessment of VCAL units is subject to a QA process.

Recognition of Prior Learning (RPL) Recognition of prior learning (RPL) means recognition of current competencies held. An assessment may be conducted to determine the student’s eligibility to be awarded a VCAL unit in the Work Related Skills (WRS) or Personal Development Skills (PDS) strands. The student needs to demonstrate that he/she has met the learning outcomes in the unit.

Registered Training Organisation (RTO) An organisation that is approved and registered by the VRQA to deliver Vocational Education and Training (VET) and Further Education (FE) within a defined Scope of Registration.

Risk The chance of something happening that will have an impact on objectives.

Risk assessment The overall process of risk identification, risk analysis and risk evaluation.

Risk Management Process The systematic application of management policies, procedures and practices to the tasks of, establishing the context, identifying, analysing, estimating, evaluating, treating, monitoring and communicating risk.

Satisfactory Completion – VCAL The school or other VCAL provider decision that a student has demonstrated achievement of the outcomes for a VCAL unit. Students receive an S for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an N for not yet complete. Students qualify for the VCAL when they achieve sufficient credits to satisfy the course requirements. Units not yet completed are not printed on the Statement of Results.

School Refers to both home and assessing schools, providers and any other institutions that provide training and/or education at senior secondary level.

School Based Apprenticeships (SBA) Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.

Scope of Registration The defined scope for which a training organisation is registered that identifies the particular services and products that can be provided. An RTO may be registered to provide either training delivery and/or assessment services or products and issue AQF qualifications and Statement of Attainment. The scope of registration is further defined by AQF qualifications and/or endorsed units of competency.

Semester One half of the academic year. VCE and VCAL units are designed to be completed in one semester.

Senior Secondary Qualification The VCE and the VCAL are senior secondary qualifications that are designed to be completed in Years 11 and 12.

Statement of Attainment A record of recognised learning, that may contribute towards a qualification outcome, either as attainment of competencies within a training package, partial completion of a course leading to a qualification or completion of a nationally accredited short course that may contribute towards a qualification through recognition processes.

Strand The VCAL contains four curriculum strands; Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills.

Technology Refers to the equipment and processes used to enhance, maintain and modify the environment and resources in order to support human endeavour. It involves the purposeful application of knowledge, skills, equipment, materials, energy and data to create useful products.

Training Package A document that sets out the training framework determined by industry for an industry sector. National competency standards, assessment guidelines and national qualifications form the endorsed components of training packages. Assessment materials, learning strategies and professional development materials may support these as non-endorsed components.

Training Plan A program of training and assessment which is required under an Apprenticeship/Traineeship Training Contract.
Unit of competency (UoC) Unit of competency means the specification of knowledge and skills and the application of that knowledge and skills to the standard of performance expected in the workplace. The RTO assesses competence.

Units – VCAL VCAL units contain accredited learning outcomes that enable content to be developed and/or planned at the local level.

Units – VCE The components of a VCE study. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.

Victorian Assessment Software System (VASS) The Internet-based system used by schools to register students and enter VCE and VCAL enrolments and results directly onto the VCAA central database.

Victorian Certificate of Applied Learning (VCAL) An accredited senior secondary school qualification undertaken by students in Years 11 and 12.

VCAL learning program A program of accredited curriculum that leads to the award of a VCAL Certificate.

VCAL provider A school or other organisation authorised to offer the VCAL.

VCE/VCAL Certificate The certificate awarded to students who meet the requirements for graduation of the VCAL and/or VCE. See also Statement of Results.

Vocational Education and Training (VET) Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VCAL program.

VCE VET Nationally recognised VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.

Workplace A place, whether or not in a building or structure, where employees or self-employed persons work.
For further information visit the VCAA website
www.vcaa.vic.edu.au

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