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Introduction

The VCE Bridging English as an Additional Language (EAL) *Advice for teachers* handbook provides curriculum and assessment advice for Units 1 and 2. It also contains advice for developing a course with examples of teaching and learning activities and resources for each unit.

Administration

Advice on matters related to the administration of Victorian Certificate of Education (VCE) assessment is published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)*.* Updates to matters related to the administration of VCE assessment are published in the [*VCAA Bulletin VCE, VCAL and VET*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)*.* Teachers must refer to these publications for current advice.

The course developed and delivered to students must be in accordance with the   
[VCE Bridging English as an Additional Language Study Design 2016–2021](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/bridging-eal/Pages/Index.aspx).

Curriculum

Developing a course

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study describe the learning context and the knowledge and skills required for the demonstration of each outcome.

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

Students should be encouraged to demonstrate skills through speaking, listening, reading, viewing, writing and thinking tasks, with assessment reflecting a diverse range of opportunities. Students will have varying levels of competence in oral and written expression, so assessment should invite responses that encompass different modes of expression and encourage development of skills.

Teachers should seek ideas and viewpoints from students throughout the units and areas of study, so as to facilitate the integration of examples and experiences from different cultures into teaching and learning.

Unit combinations

The Bridging EAL study contains Units 1 and 2 only.

The Bridging EAL study is intended to strengthen student acquisition of Standard Australian English and develop skills and confidence for study, daily life and work.

The following table indicates some possible combinations with other VCE English Group studies.

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| **Option** | **Year 10** | **Year 11** | **Year 12** |
| 1 |  | Bridging EAL Units 1 and 2  English Units 1 and 2 | English/EAL Units 3 and 4 |
| 2 |  | Bridging EAL Units 1 and 2 | English/EAL Units 3 and 4 |
| 3 | Bridging EAL Units 1 and 2 | English Units 1 and 2 | English/EAL Units 3 and 4 |

Flexibility in course design

Bridging EAL is the intensive study of English language in a range of socio-cultural contexts and for a range of purposes. Students acquire and apply language skills in Standard Australian English (SAE) in a range of settings and for a variety of purposes. This will enhance students’ ability to participate fully in Australian life and to access opportunities available to them.

The Bridging EAL study aims to provide students with focused learning opportunities and experience in speaking, listening, reading, viewing, writing and thinking. These range from the informal through to technical and academic language and thinking, and progress from informal use of language to more formal, academic and technical language proficiency. The course is designed to offer teachers flexibility and choice in content and focus, allowing it to be shaped according to the needs and requirements of varying cohorts of students.

Text selection

Text selection advice is provided on page 11 of the [*VCE Bridging EAL Study Design*](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/bridging-eal/Pages/Index.aspx). The areas of study also provide guidance on suitable texts.

Texts should be selected that most engage and challenge students, and are appropriate to their prior learning and present language needs.

The Bridging EAL study provides flexibility in the selection of texts so that teachers can shape their course to suit the needs of their students and provide an appropriate level of accessibility and challenge. Students should be given opportunities to read and respond to a wide range of texts. The range of texts should include texts that have literary and academic merit, are worthy of close study and provide a model for students’ own texts.

The term ‘text’ is used to mean any communication involving language (spoken, written or multimodal) such as novels, letters and feature articles, and includes the communications composed on, or transmitted by, computers or other technological tools such as DVDs, websites, emails, videos and apps. The study of a range of diverse texts encourages active and critical reading, an appreciation of language and ideas and the development of personal and interpretative responses. Students should be given access to material that is engaging, challenging and enables them to extend their skills for study, daily life and work.

The following table provides additional guidance in the selection of texts for Unit 2.

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| Academic texts | Texts from curriculum areas other than English at the senior secondary level. These can be texts created by students, for example a science report, or texts read by students, for example a history textbook. |
| Literary texts | Texts that involve the use of language and imagination to represent, re-create, shape and explore human experience. Literary texts include poetry, plays, short stories, novels and multimodal texts such as graphic novels and film. |
| Media texts | Spoken, written and multimodal texts that draw from print, television, radio and digital media. Media texts may include talk-back radio and television talk show excerpts and transcripts, speeches, letters to the editor, opinion pieces, editorials, reviews, essays, advertisements, cartoons and social media texts. |
| Workplace texts | Workplace communications such as letters, messages, emails, informational texts, notes and summaries, meeting procedures, interviews and applications, manuals and public speaking. Workplace texts may be specific to different types of workplaces, for example manuals and order forms in a trade, or letters and information briefings in a government office. |

Employability skills

The VCE Bridging EAL study provides students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

The nationally agreed employability skills are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

Each employability skill contains a number of facets that have a broad coverage of all employment contexts and designed to describe all employees. The [table](#EmployabilitySkills) links those facets that may be understood and applied in a school or non-employment related setting, to the types of assessment commonly undertaken within the VCE study.

Resources

A list of [resources](http://www.vcaa.vic.edu.au/Pages/vce/studies/futuresd.aspx) is published online on the VCAA website and is updated annually. The list includes teaching, learning and assessment resources, contact details for subject associations and professional organisations, teacher journals and periodicals, student events and teacher professional programs.

Assessment

Assessment is an integral part of teaching and learning. At the senior secondary level it:

* identifies opportunities for further learning
* describes student achievement
* articulates and maintains standards
* provides the basis for the award of a certificate.

As part of VCE studies, assessment tasks enable:

* the demonstration of the achievement of an outcome or set of outcomes for satisfactory completion of a unit.

The following are the principles that underpin all VCE assessment practices. These are extracted from the [VCAA *Principles and procedures for the development and review of VCE Studies*](file:///C:/Users/08260446/Downloads/VCAA%20Principles%20and%20procedures%20for%20the%20development%20and%20review%20of%20VCE%20Studies).

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| **VCE assessment will be valid** | This means that it will enable judgments to be made about demonstration of the outcomes and levels of achievement on assessment tasks fairly, in a balanced way and without adverse effects on the curriculum or for the education system. The overarching concept of validity is elaborated as follows. |
| **VCE assessment should be fair and reasonable** | Assessment should be acceptable to stakeholders including students, schools, government and the community. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable and transparent.  The curriculum content to be assessed must be explicitly described to teachers in each study design and related VCAA documents. Assessment instruments should not assess learning that is outside the scope of a study design.  Each assessment instrument (for example, examination, assignment, test, project, practical, oral, performance, portfolio, presentation or observational schedule) should give students clear instructions. It should be administered under conditions (degree of supervision, access to resources, notice and duration) that are substantially the same for all students undertaking that assessment.  Authentication and school moderation of assessment and the processes of external review and statistical moderation are to ensure that assessment results are fair and comparable across the student cohort for that study. |
| **VCE assessment should be equitable** | Assessment instruments should neither privilege nor disadvantage certain groups of students or exclude others on the basis of gender, culture, linguistic background, physical disability, socioeconomic status and geographical location.  Assessment instruments should be designed so that, under the same or similar conditions, they provide consistent information about student performance. This may be the case when, for example, alternatives are offered at the same time for assessment of an outcome (which could be based on a choice of context) or at a different time due to a student’s absence. |

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| **VCE assessment will be balanced** | The set of assessment instruments used in a VCE study will be designed to provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum. This assessment will also provide the opportunity for students to demonstrate different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes.  Judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study. Students may be required to respond in written, oral, performance, product, folio, multimedia or other suitable modes as applicable to the distinctive nature of a study or group of related studies. |
| **VCE assessment will be efficient** | The minimum number of assessments for teachers and assessors to make a robust judgment about each student’s progress and learning will be set out in the study design. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminish the performance of students under fair and reasonable circumstances. |

Authentication

Teachers should have in place strategies for ensuring that work submitted for assessment is the student’s own. Where aspects of tasks for school-based assessment are completed outside class time teachers must monitor and record each student’s progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records. The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at the time of submission of the work.

If any part of the work cannot be authenticated, then the matter should be dealt with as a breach of rules. To reduce the possibility of authentication problems arising, or being difficult to resolve, the following strategies are useful:

* Ensure that tasks are kept secure prior to administration, to avoid unauthorised release to students and compromising the assessment. They should not be sent by mail or electronically without due care.
* Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with each student’s work and can regularly monitor and discuss aspects of the work with the student.
* Ensure that students document the specific development stages of work, starting with an early part of the task such as topic choice, list of resources and/or preliminary research.
* Filing of copies of each student’s work at given stages in its development.
* Regular rotation of topics from year to year to ensure that students are unable to use student work from the previous year.
* Where there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation/cross-marking procedures to ensure consistency of assessment between teachers. Teachers are advised to apply the same approach to authentication and record-keeping, as cross-marking sometimes reveals possible breaches of authentication. Early liaison on topics, and sharing of draft student work between teachers, enables earlier identification of possible authentication problems and the implementation of appropriate action.
* Encourage students to acknowledge tutors, if they have them, and to discuss and show the work done with tutors. Ideally, liaison between the class teacher and the tutor can provide the maximum benefit for the student and ensure that the tutor is aware of the authentication requirements. Similar advice applies if students receive regular help from a family member.

Units 1 and 2

The student’s level of achievement in Units 1 and 2 is a matter for school decision. Assessments of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority (VCAA). Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

In each VCE study at Units 1 and 2, teachers determine the assessment tasks to be used for each outcome in accordance with the study design.

Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

A number of options are provided in each study design to encourage use of a broad range of assessment activities. Teachers can exercise great flexibility when devising assessment tasks at this level, within the parameters of the study design.

Note that more than one assessment task can be used to assess satisfactory completion of each outcome in the units.

There is no requirement to teach the areas of study in the order in which they appear in the units in the study design.

Scope of tasks

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

Points to consider in developing an assessment task:

1. List the key knowledge and key skills.
2. Choose the assessment task where there is a range of options listed in the study design. It is possible for students in the same class to undertake different options; however, teachers must ensure that the tasks are comparable in scope and demand.
3. Identify the qualities and characteristics that you are looking for in a student response and design the criteria and a marking scheme
4. Identify the nature and sequence of teaching and learning activities to cover the key knowledge and key skills outlined in the study design and provide for different learning styles.
5. Decide the most appropriate time to set the task. This decision is the result of several considerations including:

* the estimated time it will take to cover the key knowledge and key skills for the outcome
* the possible need to provide a practice, indicative task
* the likely length of time required for students to complete the task
* when tasks are being conducted in other studies and the workload implications for students.

Learning activities

Unit 1

There are two compulsory areas of study in Unit 1 that are designed to enable students to achieve a set of outcomes for Unit 1.

* Area of Study 1: English for everyday and academic purposes
* Area of Study 2: English for self-expression

In Unit 1, the key knowledge and key skills are common to both outcomes in Areas of Study 1 and 2.

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| **Area of Study 1: English for everyday and academic purposes** | |
| **Outcome 1**: | **Examples of learning activities** |
| Engage with and understand everyday and accessible academic texts, and produce their own everyday and academic texts making appropriate decisions in response to purpose, audience and context. | * take a text from the internet, newspapers, advertising, a book or any other source, and explain the purpose of the text to the class, identifying five words or phrases to support this explanation; keep a list of texts and the identified purposes of those texts * working in pairs, discuss the organisation of a textbook from a VCE subject; explore the index, highlight the chapter titles, and make notes on how information is grouped and categorised * research and complete a short introduction on a topic of interest present the introduction orally to a small group * in groups, take notes about an audiovisual presentation, writing them in a form that can be easily understood by students in other groups; swap notes with another group and provide feedback on the clarity * take issue that has been in the news and collect video, print and online commentary, summarising and discussing how the issue was presented to the public, and how the language differs in different forums * visit the VTAC website and research for SEAS (Special consideration and Special Entry Access Scheme) eligibility; prepare an informative presentation that explains one of the categories to the class. [www.vtac.edu.au/who/seas/categories.html](http://www.vtac.edu.au/who/seas/categories.html) * read the opening page of a novel; highlight words and phrases that may make a reader curious and explain why a reader would want to keep reading * look up the Australian Consumer and Competition Commission (ACCC) website: [www.accc.gov.au/](http://www.accc.gov.au/) and explore opportunities for consumers to learn about their rights; summarise some of the warnings the website presents about online shopping |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **CONDUCTING FAMILY INTERVIEWS**  As a class, explore opportunities for consumers to learn about their rights.  1. Students visit the Australian Consumer and Competition Commission (ACCC) website: [www.accc.gov.au/](http://www.accc.gov.au/) They will discuss the information available and its purpose and then select a section of informative text from the site and explain it to a small group, answering the following questions:   * Why is the information important? * Who would benefit from this knowledge?   Then select one of the stories under the ‘Latest News’ section and highlight the key words and phrases, explaining how the information is communicated in a concise manner.  2. Students then visit the Scamwatch website: [www.scamwatch.gov.au/content/index.phtml/itemId/693900](http://www.scamwatch.gov.au/content/index.phtml/itemId/693900) and:   * Make notes on the latest warnings. * Write speeches explaining one warning to three different audiences, for example a relative, a neighbour, and the school principal. Include information on how they can avoid being taken advantage of. * Record the speeches as audio or video and play this to the class. |

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| **Area of Study 2: English for self-expression** | |
| **Outcome 2**: | **Examples of learning activities** |
| Understand texts for self-expression and produce texts for self-expression, making appropriate decisions in response to purpose, audience and context. | * keep a writing folio and contribute to it throughout the unit; include short journal entries reflecting on important events, notes or emails written to family members, opinion pieces on issues in the news and writing based on stimulus or topics provided by the teacher * undertake a range of ten-minute writing exercises on the use of particular language features, for example causal conjunctions, subject-verb agreement, use of active and passive voice, for example: * write a paragraph, providing several examples of the language feature * match two parts of a sentence * complete a sentence, filling in the missing language features * develop ideas for writing by brainstorming ideas under different stimulus topics, such as ‘Reasons why I would make a great Prime Minister’, ‘Decisions I wish I had made’, ‘Different futures I would like’, ‘How I can achieve my dreams’; expand the more inspirational pieces; integrate punctuation skills into the task by focusing on the use of apostrophes, full stops or exclamation marks and reflecting on how they assist the reader to understand the writing * once a week, choose an article on a particular issue in the news, summarise it and explain it to the class; all students quickly write what they know about the issue, and explain their own opinion on it; use as the basis for a class discussion * research and read a range of short stories, using the stories as models to plan a short story and identifying different features (for example, opening line, character development, key events, climax etc.) * students interview family members on a range of topics, for example money, marriage, religion, careers; they can film and edit the interviews for viewing by the class, and compare each family's responses |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **CONDUCTING FAMILY INTERVIEWS**  1. Students select a family member who is willing to be interviewed.  2 In preparation, study successful interviewers on YouTube, for example Michael Parkinson, Andrew Denton, Ray Martin, Tracy Grimshaw, Barbara Walters and Anderson Cooper. Students should consider the questions that are asked, body language, tone and facial expression of the interviewer, and techniques to encourage the interviewee to answer in detail, such as pausing.  3. In groups, students discuss the structure of questions or interrogative clauses including:   * ‘yes/no’ closed questions * Alternative interrogatives such as ‘Did you prefer living in Sydney or Melbourne?’. * the different types of open questions including ‘who?’, ‘what?’, ‘where?’, ‘when?’, ‘why?’ and ‘how?’. * the different ways questions can be asked such as through rising intonation (‘You like reading?’) or by using a ‘tag question’ (‘You like reading, don’t you?’).   Note the appropriate punctuation for questions.  4. As a class, brainstorm possible question types, with the teacher modelling general questions that are open ended.  5. Discuss and list a range of topics that will evoke a range of responses and opinions from their subjects.  6. Students can conduct pre-interview research such as talking to other family members, viewing family photos and analysing artefacts such as wedding certificates, letters and awards.  7. Plan specific questions, each with follow up queries.  8. Students can test their interview questions in class with other students and identify different question types used, reflecting on which questions invite the most detailed responses.  9. Film and edit the interviews to share with the class. |

Learning activities

Unit 2

There are four elective areas of study in Unit 2. Two of the elective areas of study must be selected to enable students to achieve a set of outcomes for Unit 2:

* Area of Study 1: English for academic purposes
* Area of Study 2: English literature
* Area of Study 3: English in the media
* Area of Study 4: English for the workplace

In Unit 2, each area of study contains key knowledge and key skills specific to the achievement of each outcome.

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| **Area of Study 1: English for academic purposes** | |
| **Outcome 1**: | **Examples of learning activities** |
| Understand a variety of written, spoken and multimodal academic texts, identifying key information useful for their learning purposes, and produce written or spoken texts for specific academic purposes. | * select a diagram from a textbook that is used in a VCE study and explain what the diagram means and how it communicates its purpose * select a chapter from a textbook that is used in a VCE study and identify and explain the structure and language features used; students work with the teacher to construct a text on a topic, using the same features * in pairs, review a selection of apps that assist with note-taking; peer-reviewed versions of the reviews can be published in the school newsletter * explain to students how to take notes in class; discuss the use of headings, bullet points, paraphrasing and diagrams * create a one-minute speech explaining a concept covered in another class; record it and have class members write notes summarising the content; discuss the most effective approaches to note taking * list command words commonly used in exam questions such as ‘explain’, ‘discuss’, ‘justify’, ‘describe’; work in groups to construct definitions * the background of an author of a text being studied is researched by the whole class; speculate about how the author’s background influenced the key themes of the text. * annotate a text used in another class, highlighting key words, phrases and diagrams; compare annotations with a peer and discuss any differences * compile a glossary of key terms from a topic being studied; practise a word each day in a sentence; present glossary to the class |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| BUILDING VOCABULARY  1. Students select a topic being studied in another class.  2. Scanning the textbook being used, students identify all words that are important to a detailed understanding of the topic.  3. Students write down the word and a definition, using the text glossary and wider research. They can include diagrams or other visual material to help explain the word.  4. Students use the word in a sentence, writing beneath the definition.  5. Students can design a poster to be displayed in the classroom, listing and explaining key terms and concepts.  6. Ask a different student to explain a word each day, defining and giving examples so that the meaning and use is clear to the class.  7. Students can individually create a document of key terms and definitions, for example a Google doc, that can then be shared and added to by other classmates. |

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| **Area of Study 2: English literature** | |
| **Outcome 2**: | **Examples of learning activities** |
| Understand and respond to literary texts, and create their own literary texts in response to, or in the style of, a text studied. | * research and present to the class a summary of the background of a poet; through discussion, speculate about how the context in which the poem was written has impacted on the language choices, topics and so on * annotate a poem, highlighting words used in unusual ways for interesting effect; discuss and compare the annotations * highlight examples of figurative language in a chosen text for the class; find examples of simile, metaphor and personification and discuss with the class the impact on the reader; develop original examples of figurative language and integrate into writing * use short stories to explore the effect of varied sentence length in developing tension and pace in narrative texts; view and discuss a range of examples, and use these as models to write an original short story about a selected topic * in groups, brainstorm a range of topics popular with poets; discuss and read poems that focus on these ideas; write a poem, based on the topic and style of a poem considered in class * identify and discuss how particular words communicate a mood to the reader; keep a vocabulary table of words from different poems and short stories that are associated with a particular atmosphere, then use the words in their own piece of writing * work in pairs to select a photo or painting of a character and describe their appearance and personality in different ways, for example using very concise language, metaphor and adjectives; compare and evaluate the passages * view a play with the class and read through the script; discuss opportunities and limitations of theatre compared with film * read about ‘flash fiction’ or ‘Six word memoirs’, for example ‘For sale: Babies shoes, never worn’; draft and craft original six word stories * write a dialogue between two characters expressing different opinions but attempting to reach a compromise * review a famous children’s story and compare it with a film adaptation, for example *The Never Ending Story* by Michael Ende, *Peter Pan* by J.M. Barrie, *Matilda* and *The Witches* by Roald Dahl * using selected passages from a range of novels set in different cultures, focus class discussion on the symbols and practices used to develop the readers’ knowledge of a character |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **EXPLORING AND WRITING FLASH FICTION**  1. The class researches flash fiction, finding out what it is, and what the rules are.  2. Each Student searches for good examples of flash fiction, presenting each one to the class.   * [www.sixwordstories.net/](http://www.sixwordstories.net/)   3. Looking at the examples, highlight the way language, images and punctuation are used for effect. Discuss how some words communicate more to the reader about action, emotion and characters than others. Using a table, categorise the words under type of word (noun, adjective, pronoun and so on). Consider how different types of words convey different types of meaning to the reader.  4. Organising the class into groups, brainstorm possible writing topics with peers, choosing one topic and writing a list of words that could be used to convey this most effectively. Record each word on small pieces of paper.  5. Students rearrange the words of the topic, adding others to make a different meaning.  6. Students craft each choice, considering the impact on the reader.  7. Students then expand their own chosen flash into a paragraph or short story. |

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| **Area of Study 3: English in the media** | |
| **Outcome 3**: | **Examples of learning activities** |
| Explain how a variety of media texts position audiences, and produce texts which attempt to position audiences. | * annotate the front page of a newspaper, highlighting the difference between the words used in headlines and those used in the article * compare an opinion piece about an issue with a news report on the same issue; consider how the texts differ in terms of structure and language, content and tone; annotate the texts and note the differences, explaining how the impact of the text is influenced by the differences. * in groups, brainstorm a selection of issues that have been presented in the media and prepare and present a two-minute opinion piece to the class * as a class, listen to opinion pieces by radio broadcasters; prepare a transcript and discuss how written language differs from oral language; consider how tone of voice, emphasis and word choice contribute to the effectiveness of an oral text * collect a range of opinions on the same issue and compare how the language varies; discuss the impact of the differences in language * each student chooses an issue currently debated in the media and records an audio version of their opinion on the issue, using radio broadcasters as models * in small groups, create the front page of a newspaper or the home page of a news website; focus on local issues and target articles at parents, teachers and students; discuss how language choices and techniques are used to position the reader and differ depending on the audience and purpose; write separate articles on the same issue, aiming to influence different audiences, and adjust tone and vocabulary accordingly |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **PRESENTING AN OPINION PIECE**  1. As a class, brainstorm issues that have been presented in the media over the previous year. Write the ideas as a mind map.  2. Assign issues to pairs of students.  3. Each pair researches their assigned issue and collects news texts (spoken, written and multimodal) that explain and comment on the issue.  4. Students read and analyse the content, structure and language choices of each text collected and consider the impact on the reader/viewer. They identify features such as:   * emotive language * modality * active voice * rhetorical questions * fact and opinion.   5. Students write short pieces, practising one or two features identified in the model texts.  6. Each pair prepares and presents spoken opinion pieces, arguing on opposing sides of the chosen topic. Visual aids such as tablets, video and photographs may be used to support the presentation. The audience then provides the pair with feedback. |

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| **Area of Study 4: English in the workplace** | |
| **Outcome 4**: | **Examples of learning activities** |
| Use a variety of written, spoken and multimodal workplace texts, and produce written, spoken and/or multimodal workplace texts. | * workshop writing a curriculum vitae with the class, who then make their own and apply for part-time jobs; keep a journal of the experience, reflecting on progress; report back to the class regularly * model possible questions an employer may ask in an interview; in groups, write answers, using appropriate formal vocabulary choices and then perform mock interviews with a partner; explain the use of tone and how to construct an answer to an open question; each group presents a ‘mini interview’ in front of peers; the class writes a reflection on interview technique, including an evaluation of appropriate body language and voice characteristics * create a bank of questions phone customers may ask, and work in pairs to create answers applying and practising appropriate tone and control * research and investigate techniques for dealing with difficult people and diffusing awkward situations * brainstorm a range of possible roles and positions in a workplace; differentiate in terms of tone and word choice options that could be used in interactions with colleagues; write a brief interaction with a work peer, using tone, vocabulary and body language that is suitable; perform workplace conversation starters, applying language that would be appropriate to the context and purpose of a workplace interaction * investigate occupational health and safety practices in workplaces; the careers teacher can assist in investigating OH&S requirements of new employees on worksites * make a ‘job journal’, reflecting on key learning about applying for jobs and the job market * seek out and interview an employment recruiter, sharing findings with the class * visit the ACTU ‘Safe at work’ site [www.safeatwork.org.au/about-us/what-ohs](http://www.safeatwork.org.au/about-us/what-ohs) and read a selection of case studies; research and write up a report on how employees can protect their rights * create a webpage for a business, investigating and reviewing business software that can be used for bookkeeping * interview other students that have jobs outside of school and make a list of key skills needed to find work * research careers of interest and prepare a multimedia presentation for a group of peers * review a range of online networking sites; construct an entry on their identified best site, and link to classmates and friends * write up a quotation for a freelance job and prepare an invoice |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **CREATING MULTIMEDIA PRESENTATIONS ABOUT CAREERS**  1. The class brainstorm a list of careers, using careers resources at school and internet sites such as [www.myfuture.edu.au/](http://www.myfuture.edu.au/).  2. Each student chooses one career and conducts research on this job, including pathways, qualifications, and professional associations.  3. Students then write up a list of questions they would like to ask about the job.  4. Students find someone employed in the area and conduct an interview with them, recording audio or by email.  5. Students use the interview recording and research to create a short multimedia presentation to share with the class. |

Case studies

The following case studies provide examples of school contexts in which Bridging EAL may be used. Each case study provides:

* general contextual information about the school and students
* selection of areas of study accompanied by focus areas and rationale
* assessment tasks.

Case study 1

Context

* Senior campus.
* EAL students come directly from language schools and include:
* students who have received limited schooling in own language
* numerous students who do not speak English at home or who do not have any English support outside the school context.

Use of Bridging EAL

* The school runs a combined Year 10/Year 11 Bridging EAL class.
* A combined class makes it more viable to run each year and gives the students the support they need.
* EAL students choose to enrol in the VCE and the outcomes selected for Bridging EAL reflect this decision.

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| **Unit 1** | |
| **Areas of study** | **Assessment** |
| English for everyday and academic purposes  *Key texts:*   * a range of school texts which include questions, for example textbooks, handouts, past exam papers * examples of informal texts including text messages, personal emails, spoken transcripts, scripts * examples of formal texts including letters to parents from the school, textbooks, government websites. | * Questions portfolio: Investigate the use of questions across a range of contexts including asking and answering questions in role-plays, writing questions and discussion on how questions are used in formal contexts (particularly at school). * Comparative study of formal and informal language use, including discussion of appropriate use and clarity/understanding when using technical jargon. |
| English for self-expression  *Key texts*:   * opinion pieces, for example blog entries on The Drum website: [www.abc.net.au/news/thedrum/](http://www.abc.net.au/news/thedrum/) * personal writing, for example memoirs, published letters and diaries. | * Spoken comparison of two text types which express thoughts and opinions. * Learning log: reflective writing about what they are doing in the class, what they are learning, what makes sense/does not make sense, how they learn best and so on. * Response to opinion piece: analysis of an opinion piece and a personal written response to this text – what they agree with and disagree with and why. |

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| **Unit 2** | |
| **Areas of study** | **Assessment** |
| English for academic purposes  *Key texts:*   * textbooks from a range of subjects * additional examples of formal texts that include technical language, including tax forms, postal forms, passport applications, visa applications. | * Textbook comparison: students compare a number of different textbooks they are currently using (maths, science, history, psychology etc) and find similarities and differences in each. Key questions: * What are the features of a textbook? * How can you use these features to access the information more effectively? * Interpreting Jargon: Present a formal written text that includes jargon and technical language as an informal spoken text using everyday/colloquial language. * Written information booklet for other students on formal language: Key questions include: * What is formal language? * Why it is used and in what contexts? * How can you use formal language, how can you interpret it and how can you improve your own formal language? |
| English in the media  *Key texts:*   * a range of media texts from print and online sources. | * Comparative study of media texts: analyse similarities and differences between television, newspaper, blogs, magazines, advertisements etc. focusing on different language choices and how messages are presented to different target audiences. * Investigative study into language in the media: Storyboard, film and edit a current affairs report into language in the media. Using voice overs, interviews, graphics etc., students demonstrate their understanding of how the media presents ideas and what viewers must do to access the ‘truth’. * Annotated folio: Collect a number of different media texts within a folio that students annotate showing the language choices and their persuasiveness. |

Case study 2

Context

* Small secondary school.
* The students are recent arrivals from overseas in a mainstream Year 10 and VCE Units 1 and 2 setting.
* The majority of students have not completed an ELICOS course (or intensive English high school preparation program) prior to arrival in Australia but may have completed VCE Units 1 and 2 in an offshore VCE program.
* Some of the students in the target cohort have recently commenced after completing up to 20 weeks at an intensive English language school. They are still developing their English competence in all language modes.

Use of Bridging EAL

Bridging EAL is studied concurrently with Year 10 EAL or Units 1 and 2 VCE English (delivered with EAL support).

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| **Unit 1** | |
| **Areas of study** | **Assessment** |
| English for everyday and academic purposes  *Key texts:*   * school timetables and online information platforms * banking forms * public transport schedules * entertainment advertisements and print/digital programs * print and digital maps of local area and Melbourne CBD * brochures and digital publicity material for sightseeing and landmarks * job advertisements * health insurance websites * textbooks (print and digital) for subjects other than English (dedicated weekly session). | * Role-play activities: Using appropriate pronunciation and paralinguistic features, ask for and give information for a range of three everyday transactions such as: * where to find the closest bank * how to get to Flinders Street Station * bus and train routes * telling the doctor how you are feeling * finding out where to buy provisions (such as text books, clothes, toothpaste) or items of interest. * Participate actively in a class discussion by appropriately asking and responding to at least three to five questions. * Complete a form. * Write and respond to an email: Use appropriate language features and follow appropriate protocols for salutation and closing. * Create a brochure, poster or PPT suitable for VCE Bridging EAL students, based on reading from research. Possible topics include: * sightseeing destinations * weekend entertainment and activities * how to open a new bank account * how to find a weekend or holiday job. |

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| English for self-expression  *Key texts:*   * extracts from *The Diary of Anne Frank* * emails * letters to the editor * opinion pieces (print and digital) * autobiographical/non-fiction extracts from *Growing up Asian in Australia* * poetry * YouTube material * radio talk-back programs * film/book reviews (print, radio and television). | * Present an oral account of a personal experience. * Present a short video, recording or PPT presentation expressing a range views on an issue of interest (such as a vox pop segment for a television program). * Write an autobiographical account or a poem. * Complete short-answer responses to questions based on at least one written or one multimodal text for self-expression (for example, a film or book review). |
| **Unit 2** | |
| **Areas of study** | **Assessment** |
| English in the media  *Key texts*:   * a television or film documentary * a television or radio current affairs segment * an opinion piece, letters to the editor and/or cartoon from the Australian media and/or advertisements relating to issues or items of interest to students * social media platforms and/or websites presenting material of interest to students. | * Participate actively in class discussion by asking and responding to at least three questions about an issue of interest. * Present a point of view on an issue of interest orally, with the aid of multimodal material such as a PPT. * Write a letter to the editor expressing your view on an issue of interest and justify your view by using some evidence from reading and research. * Respond to questions (orally or in writing) based on an extract from a radio, television program, documentary or written media text studied in class. |
| English literature  *Key texts:*   * same texts as in the mainstream Year 10/ Units 1 and 2 class (for example, a film such as *Gattaca* (Andrew Niccol), a novel such as *Looking for Alibrandi* (Melina Marchetta), short stories or non-fiction pieces from *Growing up Asian in Australia* (Alice Pung); or *Scission* (Tim Winton). | * Read aloud an extract from a selected text, and present a brief oral commentary about a character or theme, using appropriate language, intonation and expression. * Present a written pro forma or prose review which identifies and explains genre, author, context, aspects of construction such as character, theme, narrative structure and voice; views and values of author; and that gives a justified personal response (opinion). * Present a short essay using a range of listed vocabulary, sentence starters and structured sentences and paragraph models. |

Appendix: Employability skills

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| **Assessment task** | **Employability skills selected facets** |
| **Role play** | **Communication** (writing and speaking to the needs of the audience) |
| **Presentations and speeches**  **A script**  **Advertisements** | **Communication** (writing and speaking to the needs of the audience)  **Planning and organising** (collecting, analysing and organising information) **Problem solving** (applying a range of strategies; working with others) **Technology** (using information technology to organise and communicate meaning) |
| **Interviews and debates** | **Communication** (listening and understanding; reading independently; writing and speaking to the needs of the audience; persuading effectively)  **Research** (sourcing and selecting appropriate information, evaluating material for accuracy and appropriateness) |
| **Short-answer and multiple choice questions** | **Communication** (reading independently; writing to the needs of the audience)  **Problem solving** (showing independence and initiative in identifying problems and solving them; applying problem solving strategies across a range of areas) |
| **An essay, report (oral/written/ visual)**  **A factual article** | **Communication** (sharing information; speaking clearly and directly; writing to the needs of the audience)  **Problem solving** (showing independence and initiative in identifying problems and solving them; applying problem solving strategies across a range of areas) |
| **Comprehension activities** | **Planning and organising** (collecting, analysing and organising information) |
| **Group work and discussion** | **Initiative and enterprise** (generating a range of options; initiating innovative solutions; being creative in expressing ideas and influencing others))  **Planning and organising** (planning the use of resources including time management) **Problem solving** (developing practical solutions) **Self management** (evaluating and monitoring own performance) **Team work** (working as an individual and as a member of a team; knowing how to define a role as part of the team) |
| **Journal entries, personal letters** | **Planning and organising** (collecting, analysing and organising information) |
| **Blogs and emails**  **Personal and business letters** | **Communication** (writing to the needs of the audience) |
| **A biography/autobiography** | **Technology** (using information technology to organise content) |
| **Resumes and job applications** | **Planning and organising** (collecting, analysing and organising information) |