Victorian Certificate of Education

BRIDGING ENGLISH AS AN ADDITIONAL LANGUAGE

STUDY DESIGN

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

Contents

Important information

Accreditation period

Units 1 and 2: 1 January 2016 – 31 December 2021
Implementation of this study commences in January 2016.

Sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin* also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is available as an e-newsletter via free subscription on the VCAA's website at: www.vcaa.vic.edu.au.

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1 and 2.

The current *VCE and VCAL Administrative Handbook* contains essential information on assessment processes and other procedures.

VCE providers

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

Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx.

Introduction

Scope of study

Bridging English as an Additional Language (EAL) is the intensive and explicit study of English language in a range of socio-cultural contexts and for a range of purposes, including further education and the workplace. Students develop their language skills and confidence, assisting them to communicate effectively in a range of contexts, including academic and everyday, using a range of registers of spoken and written Standard Australian English. This contributes to students being able to participate effectively in Australian life.

Bridging EAL focuses on language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and progress from informal use of language to more formal, academic and technical language use.

Rationale

Bridging EAL is designed for a range of EAL students from diverse language and educational backgrounds and experiences.

The study design draws on and strengthens the language skills and knowledge students have acquired, recognising their diverse educational backgrounds and English experiences. The nature and flexibility of this course provides teachers with the opportunity to focus on the needs and interests of their students. Oral and aural skills are emphasised, along with explicit, close study of linguistic features, structures and meaning in Standard Australian English, and in literary and non-literary texts. By engaging reflectively and critically with a range of increasingly complex spoken, written and multimodal texts, students work individually and collaboratively to create their own texts for different audiences, purposes and contexts. Through this process, students develop their confidence, fluency and ability to make accurate and appropriate choices in English language when engaging with a variety of issues and perspectives.

Aims

This study enables students to:
- develop their understanding of how language, structural features, and sentence structure are used to make meaning for a range of purposes, audiences and socio-cultural contexts
- develop their language skills in speaking, listening, reading, viewing and writing Standard Australian English
- communicate ideas, feelings, observations, information and understanding appropriately across a range of curriculum areas
- develop competence across a range of increasingly challenging English language texts, in order to construct a variety of responses, including creative, personal, factual, persuasive and critical
- strengthen and extend their understanding and use of metalanguage to explain the structural and language choices made by authors and themselves for different contexts and audiences
- edit and reflect on their own use of language to achieve accuracy and clarity of expression.

Structure

The study is made up of two units at Units 1 and 2 level. There is no Units 3 and 4 sequence in this study.

Each unit deals with content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

This study is comprised of compulsory and elective areas of study.

Compulsory areas of study are:

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

Areas of study in Unit 1 contain key knowledge and key skills common to both outcomes.

Two of the following elective areas of study must be selected for study in Unit 2:

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

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

Selection of areas of study in Unit 2 should take into account student pathways. For example, students planning to complete their VCE should consider Unit 2, Area of Study 1: English for academic purposes or Unit 2, Area of Study 2: English literature and Unit 2, Area of Study 3: Language in the media; whereas students moving into the workplace or training should consider Unit 2, Area of Study 4: English for the workplace.

Entry

There are no prerequisites or eligibility criteria for entry to Bridging EAL Units 1 and 2. The course may be suited to students with interrupted education, those with limited exposure to an English language learning environment, students with language centre referrals, and EAL students who would benefit from a program which is designed to support the building of English knowledge and skills.

Note: There is no presumption that students undertaking this study will be eligible for EAL at English Units 3 and 4. The eligibility criteria for EAL at Units 3 and 4 will apply, as detailed in the *VCE and VCAL Administrative Handbook*.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

Changes to the study design

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

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Bridging English as an Additional Language to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study VCE Bridging English as an Additional Language.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* companion document provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the *Victorian Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

Levels of achievement

Units 1 and 2

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

Authentication

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

Language development for EAL learners

Language modes

The modes of language are speaking, listening, reading, viewing and writing. They are interrelated, working together to support and develop students' communicative competence.

EAL students with limited literacy skills in their first language need to further develop their speaking and listening skills to support progress in reading, before progressing to the production of their own written texts.

In addition to moving from more spoken-like to more written-like texts, students will also move from everyday to technical, and informal to formal, as they develop their readiness to read and produce texts at the VCE level and for other contexts such as work. This continuum of text types is illustrated in the following diagram.
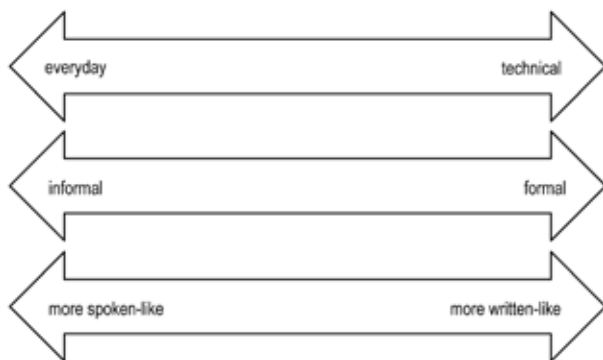
Adapted from Hertzberg, M 2012, Teaching English Language Learners in Mainstream Classes, Primary English Teaching Association Australia, NSW.

Knowledge about language

The knowledge listed in the following table provides a focus for language instruction across both units and all areas of study. Students should understand and be able to apply these linguistic concepts in order to make meaning by the end of Unit 2.

The list is not exhaustive and should be used as a guide to essential knowledge about language that students should develop.

Phonological features	Pronunciation, word and sentence stress, rhythm and pausing, intonation Phonemes and morphemes
Punctuation	Capitalisation for beginning of sentences, proper nouns, titles Full stop Comma Quotation marks Question marks Exclamation marks Possessive apostrophe Apostrophe for contractions Parentheses Colon
Grammar	Clause types – exclamative, declarative, interrogative, imperative Sentence types – simple, compound and complex, compound-complex Parts of speech – verb/verb group/phrase, noun/noun group/phrase, adjective, adverb, pronoun, article, preposition Active and passive voice Types of conjunctions – additional, comparative, temporal, consequential Subject-verb agreement Direct and indirect speech Nominalisation Modality – possibility, probability, obligation and permission Verb types and forms Tense
Cohesion	Synonyms Antonyms Lexical chains Reference, for example pronoun use Ellipses Conjunctions and links between paragraphs Topic sentences Grammatical theme

Text selection

The selection of texts for the achievement of outcomes is not mandated and students are encouraged to read widely.

Texts used in class should be drawn from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language drawn from a range of contexts.

Teachers may select whole texts or parts of texts depending on the area of study, the level of difficulty of texts, and the needs and experiences of students.

'Academic texts' refers to texts from curriculum areas other than English at the senior secondary level.

Where Unit 2, Area of Study 2: English literature is undertaken, the texts should be selected by the teacher on the basis of literary merit. At least one text must be written and one must be multimodal. Written texts may include poetry, plays, novels, extracts and short stories. Multimodal texts may include film and graphic novels.

Unit 1

In this unit, students build their understanding of how spoken and written Standard Australian English (SAE) is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read and write for everyday and academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts.

Area of Study 1

English for everyday and academic purposes

In this area of study, students explore how English is used for everyday and academic purposes. They identify and discuss variations in vocabulary, structures and conventions of spoken and written language, including culturally appropriate non-verbal language for a range of situations, purposes and audiences including social interactions, negotiating relationships, seeking and giving information and engaging in conversations and discussion. Students also investigate how subject-specific language, including technical terms, symbols and abbreviations, underpins their learning across a range of studies in school.

Students read and consider the vocabulary, structures and features of texts. They learn strategies to engage with challenging texts without understanding every word. They also develop an awareness of similarities and differences between the ways some features are used in everyday and academic texts. For example, abbreviations are commonly used in forms and timetables, whereas conventions of spelling and punctuation, subject-verb agreement and visual material may be features across a wide range of texts. Students are encouraged to draw on their broader knowledge and experience of texts, including academic texts from other studies, to develop their understanding of the construction and meaning of these texts.

Everyday texts may include forms, timetables, brochures, advertisements, instructional manuals and multimodal texts. Academic texts may include textbook extracts, factual articles, practical reports, multimodal texts, short-answer responses, essays and tests, for example multiple-choice questions.

Students engage in formal and informal listening and speaking activities, such as group work, class discussion, interviews, role-plays and presentations. They develop their awareness of the ways features such as pronunciation, word and sentence stress, pausing, rhythm and intonation, volume, voice projection, and language choices in spoken SAE influence the effectiveness of communication, and they use these features appropriately in their own spoken communication.

Students develop the ability to read and view a range of everyday and academic texts with understanding and use that understanding to engage in, and promote, social interaction and learning activities. They also develop the ability to produce a growing range of spoken and written texts. They demonstrate appropriate control of spoken and paralinguistic features such as gesture and written features such as sentence structure.

Outcome 1

On completion of this unit the student should be able to 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.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- the common characteristics of verbal SAE, including paralinguistic features, such as:
  - gestures, eye-contact, personal space
  - rules of politeness for interacting in a variety of informal and formal situations
  - idiomatic, figurative and colloquial expression
- vocabulary specific to learning areas, such as Science or History, and specific to topics, including symbols, abbreviations and definitions
- reading and listening strategies appropriate to the purpose
- metalanguage required to identify and discuss language and texts, including students' own spoken and written texts such as labels for parts of speech and terms for discussing texts types, for example character and setting
- the language features and text structures associated with key text types
- the process of planning, drafting, revising, editing and proofreading written work
- the conventions of SAE including spelling, punctuation, grammar, syntax and common idiom for spoken and written texts.

Key skills

- identify and use the common characteristics of verbal and paralinguistic features of SAE
- identify and discuss ambiguous or inappropriate communication in spoken and written texts
- use pronunciation, word and sentence stress, rhythm, pausing and intonation appropriate to SAE to indicate statements, questions, commands and exclamation, and for different purposes and to achieve particular effects
- initiate, sustain and end conversations in informal and formal contexts
- engage in group work and discussion to promote language learning, including turn-taking and assuming roles
- use vocabulary appropriate to the purpose of a text
- analyse their own speech in different contexts, considering decisions they have made to express ideas and experiences, roles and relationships and the degree of formality, and organisation
- select and apply reading strategies appropriate to the purpose including:
  - using visual material, headings, sub-headings, key vocabulary to predict meaning, take notes, skim and scan
  - using contextual information to predict meaning
  - identifying information/facts and opinions through attention to tone, word choice and referencing
- identify and understand the key ideas and information in written, spoken and multimodal texts, for example:
  - characters, settings and events in narrative texts
  - people, locations, facts in academic texts
- summarise and retell the key points and respond to texts and ideas considered in class
- identify, organise or classify new vocabulary and knowledge, for example in lists, mind-maps or charts
- use modelled research skills and strategies to find information
- make decisions about appropriate form and content for specific purposes, audiences and contexts
- use strategies for planning and editing, including teacher conferencing and peer-editing
- apply the conventions of SAE, including spelling, vocabulary, punctuation, grammar, syntax and common idiom in the creation of spoken and written texts.

Area of Study 2

English for self-expression

In this area of study, students read and produce texts created for self-expression, including those that communicate ideas, desires, goals, opinions and experiences. They consider how authors use language to express themselves for different audiences and purposes. They discuss the decisions authors make to express their ideas in spoken, written and multimodal texts, and understand that authors use vocabulary, structures, features and conventions for different purposes and audiences.

Students explore the construction of texts to understand key ideas, contentions and meaning, and to identify the purpose and audience. They identify the language, structures and conventions used by authors and consider how these features are used to express the author's ideas, opinions, goals, desires, information and experiences. Students also consider how authors develop ideas in their texts for their selected audience, purpose and context, through their use of vocabulary choice, tone, structure and evidence.

The texts used as the focus of study may include personal letters or journal entries, letters to the editor, social media, emails, opinion pieces, editorials, poetry, autobiographical material, essays, speeches or speech transcripts, radio, television or documentary excerpts, cartoons and other forms of text created for self-expression.

Students practise their listening and speaking skills through discussion, role-plays, formal presentations, group work and other interactive oral activities, developing the competence and confidence to express themselves.

They practise writing for self-expression and the use of language, structures and conventions for their intended audience, purpose and context. They make appropriate choices of language, register, structure and conventions for expressing themselves in formal and informal spoken, written and multimodal texts. In developing their texts, students plan, draft, revise and edit for technical accuracy with teacher assistance, and seek and give peer feedback on clarity of expression and coherence. Appropriate texts could include journal entries, blogs, letters such as personal or letters to the editor, essays including reflective and imaginative, poetry, short story, scripts and social media texts.

Outcome 2

On completion of this unit the student should be able to understand texts for self-expression and produce texts for self-expression, making appropriate decisions in response to purpose, audience and context.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

The key knowledge for Area of Study 2 is the same as the key knowledge for Area of Study 1.

Key skills

The key skills for Area of Study 2 are the same as the key skills for Area of Study 1.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills for the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

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

Assessment tasks for this unit should allow students to demonstrate the key knowledge and key skills across each language mode of speaking, listening, reading, viewing and writing. Teachers should take into account the context for language use when selecting assessment tasks.

Assessment tasks for this unit may be selected from the following:

- role-plays
- presentations
- interviews
- group work and discussion
- short-answer or multiple-choice questions
- journal entries
- personal letters
- blogs
- emails
- letters to the editor
- essays
- reports
- scripts
- biographies and/or autobiographies
- factual articles
- comprehension and analysis activities
- advertisements.

Unit 2

In this unit the elective areas of study enable students to extend their understanding of how English is constructed and used to communicate in a variety of contexts and for a range of purposes.

Two of the following areas of study must be selected for study in 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

Each area of study in Unit 2 has key knowledge and key skills specific to each outcome.

Area of Study 1

English for academic purposes

In this area of study, students consolidate and extend their understanding of how English is used for academic purposes. They read and discuss a variety of more challenging texts commonly used in studies other than English. Students identify variations in language and discuss the meaning and different functions of vocabulary, symbols and abbreviations. They learn that language in academic discourse may be subject specific for defining or conveying subject content, giving instructions, or outlining processes, as well as non-subject specific, for example to provide background information.

The texts used as the focus of study should be drawn from a range of authentic written or digital academic texts students use for classroom learning, for learning extension through research, or for pursuing their own academic interests. These texts may include print and digital texts, study guides, design briefs, essays, reports, assignments, journal articles or extracts, assessment information, tests and examinations.

Students read the texts, consider their similarities and differences and develop stronger awareness and understanding of the ways vocabulary, structures and features function across a range of subjects. For example, diagrams, charts, graphs, tables and numerals are commonly used for conveying content in text books and in testing materials, whereas instructional language such as 'explain', 'evaluate', 'justify' or 'describe' are commonly used to direct students towards completing tasks to demonstrate knowledge.

Students engage in formal and informal listening and speaking activities such as reading aloud, class discussion, paired and group work, asking and responding to questions, following instructions, and oral presentations. They develop their ability and confidence to understand and make appropriate choices in vocabulary, structures and features in the production of their spoken communication.

Using their extended understanding of English for academic purposes, students expand their range of written communication and responses. Their written communication may include: taking notes to summarise main points from texts; reading or listening to instructions and/or questions and making appropriate language choices to create short and/or extended written responses; presenting reports; completing and constructing graphs, charts and tables; creating simple diagrams or flow charts; and presenting information in multimodal or digital format.

Outcome 1

On completion of this unit the student should be able to 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.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

- essential subject-specific language, symbols and abbreviations commonly found in studies other than English
- the processes and strategies required for identifying and extracting relevant information useful for a range of academic purposes, such as researching a topic
- the different ways academic texts present information visually and in writing, and how these work together in a text, for example a flow diagram accompanying an explanation in a textbook
- the conventions of language, including spelling, vocabulary, syntax and form, for a range of academic purposes.

Key skills

- identify essential language and information from a range of academic texts
- identify and analyse the structures of spoken and written texts in studies other than English
- use ICT and modelled research strategies to locate, extract and evaluate appropriate information from a variety of texts for a range of academic purposes
- make notes and summarise texts
- articulate the purposes of a range of academic texts
- use graphic organisers, tables, charts and graphs to record or present useful information drawn from academic texts
- apply appropriate conventions of language, including spelling, vocabulary, syntax and form for a range of academic purposes.

Area of Study 2

English literature

In this area of study students explore how authors create meaning in literary texts. They explore how authors construct setting, characters, narrative and themes using language, structures, features and conventions, to convey ideas and meaning for readers. Students also investigate how the author's context can influence the views and ideas presented in a literary text.

Students consider features of different literary texts and develop an awareness and appreciation of their similarities and differences. For example, character, narrative structure, dialogue and themes may be common across written and multimodal texts, whereas rhyme, rhythm and stanza structure are features of some poetic forms, and sound, music and images are features of many films. Students are encouraged to draw on their own knowledge and experience of literary texts to deepen their understanding of the relationship between context, author, text, meaning and audience.

The texts set as the focus for study should be selected by the teacher on the basis of literary merit. At least one text must be written and one must be multimodal. Written texts may include poetry, plays, novels, extracts and short stories. Multimodal texts may include film and graphic novels.

Students practise their listening and speaking skills through reading aloud, paired and group work, and class discussion. They articulate their developing understanding, knowledge, ideas and opinions in response to the texts studied.

Students develop the ability to produce short and extended written responses to literary texts as they develop and justify their own interpretations and opinions. After establishing their knowledge of a range of literary forms and conventions, students use this knowledge in the creation of their own short literary texts. They plan, draft, edit, conference with peers and the teacher, and revise before presenting their own literary texts.

Outcome 2

On completion of this unit the student should be able to understand and respond to literary texts, and create their own literary texts in response to, or in the style of, a text studied.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- typical forms, structures, features and conventions of a variety of literary texts including poetry, plays, short-stories, novels and multimodal texts such as graphic novels and film
- common idiomatic and colloquial expressions used in literary texts
- figurative language, including simile, metaphor and imagery
- the ways writers express and reveal feelings, values and attitudes in their choices of language
- the ways writers use language and structural features to influence readers' responses and interpretations
- the ways texts may be interpreted differently by different readers
- first and third person narrative voices and the ways they can be used to enhance meaning and influence readers.

Key skills

- identify the typical forms, structures, features and conventions of a variety of literary texts
- draw on background knowledge and contextual clues to understand, infer or interpret the meaning of common idiom, colloquialisms and simple figurative language
- identify, describe and justify responses to characters and setting presented in literary texts
- articulate the feelings, values and attitudes suggested by the language and literary conventions used in literary texts
- articulate the different ways in which a text may be interpreted by different readers
- select the appropriate language style, form, structure, features, literary conventions and content for conveying feelings, values and attitudes in the creation of their own short literary text
- apply planning, drafting, proofreading and revising strategies to create and present ideas in a literary text.

Area of Study 3

English in the media

In this area of study students engage with and understand spoken, written, visual, and multimodal media texts and develop understanding of how these texts reflect cultural contexts and seek to position audiences. In considering the choices made by authors to position their intended audiences, students identify and discuss cues such as headings, sub-headings, photographs, graphs, cartoons and types of language used. For example, colloquial language and common idiom may be used in some media texts while more formal SAE may be used in others. Students use these cues to develop awareness of how authors construct and convey point of view. They progress from understanding literal to inferred meaning in texts, and learn the appropriate metalanguage to explain how authors of media texts make choices to position audiences.

The texts used as the focus of study should be drawn from a range of print, television, radio and digital media. Suitable 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.

Students practise listening and speaking skills through engaging with and discussing in pairs, groups and class, a range of media texts. They also read aloud, ask and respond to questions, and articulate their own responses to issues and views presented in the media texts they study. Students may also engage in scripted role-play activities such as talk shows, presentation of speeches and debates.

Students practise writing through short, then increasingly extended, responses, explaining the nature and effects of strategies used in media texts to position audiences. Students also have the opportunity to apply suitable language, structures, features and conventions in the creation of their own written, spoken and multimodal texts which present a point of view and seek to influence a defined audience.

Outcome 3

On completion of this unit the student should be able to explain how a variety of media texts position audiences, and produce texts which attempt to position audiences.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

- the structures, features and conventions of a range of different spoken, written and multimodal media texts
- the metalanguage for discussing the construction of media, for example tone, emotive language, contention, argument and evidence
- persuasive language techniques such as such as tone, emotive language, contention, argument and evidence
- the features of spoken texts such as such as gesture, eye-contact, emphasis, pace, pitch, pause, volume, intonation and rhythm
- key information presented in media texts
- differences between fact and opinion
- subject specific vocabulary including abstract concepts to identify and explain how audiences may be positioned, for example sympathy, justice, patriotism
- how the context of a media text influences the views and arguments presented and its construction.

Key skills

- distinguish between different types of media texts
- identify and understand features of written, spoken and multimodal media texts
- identify key information, the differences between fact and opinion and understand bias in texts by identifying evidence and referencing
- identify language cues such as modal verbs for possibility or probability
- identify and discuss the language, structures, features, conventions and information used in media texts to construct points of view and position audiences
- discuss how omissions may influence balance in arguments presented in media texts
- explain the impact on audiences of an author's construction choices
- use strategies for positioning such as tone, emotive language, contention, argument and evidence
- identify and use language, structures, features and conventions appropriate for the chosen form, audience and context
- apply spelling conventions for context-specific vocabulary
- apply pronunciation conventions for context-specific vocabulary in spoken texts
- conduct research and select evidence and content to support the position.

Area of Study 4

English for the workplace

In this area of study students focus on speaking and listening, and reading and written communication, for workplace purposes. They examine a range of work-related texts and identify and discuss distinctive language, structures, features and conventions used in these texts, and their purposes, intended audiences and contexts. The purposes of these texts may include providing instructions and information, seeking information, maintaining records, note-taking, recording messages, completing forms or orders, and making requests. Students investigate how work-related written and spoken communication varies according to purpose, context and the roles and status of participants.

Students read and understand a range of work-related texts and consider their language, structures, features and conventions. They develop awareness of workplace-appropriate register, language, structures and formats. For example, formal language is commonly used when addressing those of higher status; specific formats, layouts and conventions are used for emails, business letters and résumés; standard salutations, abbreviations and symbols may also be used in some workplace texts. Students are encouraged to draw on their knowledge of everyday and academic English to develop their understanding of the construction and meaning of written work-related communication.

The texts used as the focus of study should be drawn from a range of authentic work-related texts. Suitable texts may include résumés, job advertisements and applications, emails, digital or social media workplace texts, business letters, phone messages, meeting agendas and notes, reports, order forms, and excerpts from written or digital instruction or operation manuals.

Students engage in formal and informal listening and speaking activities as they identify, discuss and create a range of spoken workplace texts. The listening and speaking activities include paired role-plays, active listening, asking and responding to questions, group work, brainstorming, class discussion, viewing and/or listening to recorded job interviews, identifying and discussing paralinguistic features for formal spoken interaction, practising telephone and customer etiquette, reading aloud model scripts for work-related interactions, recording and reflecting on their own interview role-plays and providing constructive feedback. Students develop understanding, and growing fluency in their use of spoken language for a range of workplace purposes and contexts.

Students develop the ability to produce a range of written and digital work-related texts for specific purposes and contexts. They learn to make appropriate choices and have control of written and spoken language, structures, features and conventions in completing work-related forms, and in creating résumés and texts that help prepare them for participating and communicating effectively in the workplace.

Outcome 4

On completion of this unit the student should be able to use a variety of written, spoken and multimodal workplace texts, and produce written, spoken and/or multimodal workplace texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 4.

Key knowledge
- the purpose of a range of workplace texts
- the structures, features and conventions of a range of different spoken, written and multimodal workplace texts and how these reflect the purpose
- the language, including metalanguage, for discussing the construction of workplace texts
- the features of spoken workplace texts such as such as gesture, eye-contact, emphasis, pace, pitch, pause, volume, intonation and rhythm
- culturally appropriate forms of address, politeness conventions such as use of titles, telephone etiquette, making requests, seeking information, and acknowledging

- key information presented in workplace texts
- workplace specific vocabulary
- how the context of a workplace text influences the language choices made in its construction
- different modes of communication within the workplace requiring different language choices.

Key skills
- distinguish between different types of workplace texts
- identify key information presented in workplace texts
- identify and understand the language, features, structures, conventions and information used in written, spoken and multimodal workplace texts
- use appropriate language to discuss the construction of workplace texts
- identify and use language, structures, features and conventions appropriate for the chosen form, audience and context, for example writing an email to a potential employer, completing an invoice for a client, answering the phone to a member of the public, answering questions in a face-to-face customer service interaction or in an interview
- use correct spelling of workplace-specific vocabulary
- find relevant workplace information from a range of sources to support the creation of workplace texts.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills for the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

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

Assessment tasks for this unit should allow students to demonstrate the key knowledge and key skills across each language mode of speaking, listening, reading, viewing and writing. Teachers should take into account the context for language use when selecting assessment tasks.

Assessment tasks for this unit may be selected from the following:
- role-plays
- presentations and speeches
- interviews
- debates
- group work and discussion
- short-answer or multiple-choice questions
- journal entries
- personal or business letters
- résumés
- job applications

- blogs
- emails
- letters to the editor
- editorials
- opinion pieces
- reviews
- essays
- text responses
- reports
- scripts
- biographies and/or autobiographies
- factual articles
- comprehension and analysis activities
- advertisements.