

The accreditation period for Units 1 and 2 has been extended until 31 December 2023.

The accreditation period for Units 3 and 4 has been extended until 31 December 2024.

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Introduction

The VCE Karen *Advice for teachers* handbook provides curriculum and assessment advice for Units 1 to 4. It contains advice for developing a course with examples of teaching and learning activities and resources for each unit.

The course developed and delivered to students must be in accordance with the [*VCE Karen Study Design Units 1 and 2: 2016–2023; Units 3 and 4: 2017–2024*](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/karen/Pages/Index.aspx)*.*

Employability skills

Units 1 to 4 of the Karen study provide 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[[1]](#footnote-1)\* 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 are designed to describe all employees. The table below 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.

| **Assessment task** | **Employability skills: selected facets** |
| --- | --- |
| **Personal or imaginative written piece** | Communication(written), planning and organising, self-management |
| **Analysis and response to spoken texts** | Communication, problem solving |
| **Role-play to resolve an issue** | Communication (oral) teamwork, problem solving, initiative and enterprise |
| **Informative, evaluative or persuasive written response** | Communication, problem solving, planning and organising, use of information and communications technology |
| **Interview** | Communication, teamwork, planning and organising, use of information and communications technology |
| **Detailed study** | Communication, teamwork, problem solving, self-management, planning and organising, use of information and communications technology, initiative and enterprise |

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. Outcomes are introduced by summary statements and are followed by the key knowledge and key skills which relate to the outcomes.

It is recognised that the four macro skills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macro skills in assessment tasks is indicated in the table on pages 29 and 30 of the Karen Study Design.

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

For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to ensure a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For School-assessed Coursework assessment tasks are prescribed. The contribution that each outcome makes to the total score for School-assessed Coursework is also stipulated.

Methods

Any communicative teaching method or combination of methods that allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities that encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures and other elements of language indicates that a focus on these is also a necessary part of students’ preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

Structure and organisation

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a text type, a skill or a text.

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Resources

A list of [resources](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/karen/Pages/Index.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.

Learning activities

Implementation advice and example learning activities for each unit are provided below.

Teachers should consider these activities in conjunction with the key knowledge and key skills identified for each outcome within the study.

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| **Unit 1**: | **Examples of learning activities** |
| **Theme**  The individual | *Listening*  listen to a story or guest speaker talking about identity and then write a brief summary  listen to three scenarios and describe which circumstances most appeal to you and why  *Speaking*  conduct an interview with a Karen speaker and record the information about that person  brainstorm and discuss identity with class members  group discussion and presentation of 'where do I belong?'  discuss the importance of identity for you (how and why);  give a short approx. 3-minute presentation  *Reading*  read an article related to identity and discuss the content  research identity online and summarise the key points  *Writing*  write a summary of a class discussion on the importance of identity  write a one-page piece about where you feel you belong and how you feel about your identity |
| **Topic**  Personal identity |
| **Sub-topic**  My home, background and community |
| **Grammar**  Past and present tenses, verbs, nouns, pronouns, adjectives, adverbs, sentence structure |
| **Text types**  Article/ conversation/ discussion/ presentation/ summary/ list |

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| **Example assessment task** |
| **Outcome 1**: Establish and maintain a spoken or written exchange related to personal areas of experience.  **Assessment task**: Informal conversation.  **Details of the task:** Participate in a conversation with a Karen-speaking person and discuss and compare personal experiences related to personal identity and your sense of belonging. |

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| **Unit 1**: | **Examples of learning activities** |
| **Theme**  The Karen-speaking communities | *Listening*  brainstorm and list: what is 'culture' and what is a cultural festival?  watch a video clip about an aspect of Karen culture (for example, wrist tying ceremony, traditional wedding, Karen new year)  *Speaking*  discuss the similarities and differences between aspects of Karen culture and aspects of Australian culture  give a presentation about a cultural event that you have attended  *Reading*  read folk tales and respond to questions about the content and about how folk tales inform us of culture and cultural values  read an article about a cultural event; evaluate its importance to the community  research culture and identity and how cultural festivals are important community events; provide a summary, both verbal and written  *Writing*  list the reasons why culture and identity are important to you  watch a video clip recording of a cultural event and write about it  write a short paragraph about the similarities and differences between Karen culture and Australian culture; choose a cultural festival to exemplify your points  write an essay about the relationship between culture, traditions and identity |
| **Topic**  History, culture and traditions |
| **Sub-topic**  Festivals and celebrations |
| **Grammar**  Verb forms, nouns, adjectives, past, present and future tenses, conjunctions |
| **Text types**  Video clip/ discussion/ essay/ presentation/ summary/ list/ folk tale |

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| **Example assessment task** |
| Outcome 2: Listen to, read and obtain information from spoken and written texts.  **Assessment task 2(a)**: Listen to spoken texts (e.g. conversation, interviews, broadcasts) to obtain information to complete notes, charts or tables in Karen.  **Details of the task:** Listen to a conversation about the relationship between culture, traditions and identity. Explain your views in a short summary in Karen. |

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| **Unit 1**: | **Examples of learning activities** |
| **Theme**  The individual | *Listening*  listen to an audio or video clip about relationships  listen to a traditional story about family relationships  *Speaking*  talk about the importance of family relationships  discuss the changes in family relationships due to resettlement and a changing urban environment  read old sayings or proverbs about child-parent relationships  *Reading*  read an article related to relationships (e.g. resettlement and the changing environment)  research and read the information relating to family relationships  *Writing*  write an essay about the effects on your family relationships caused by the changing environment  write a journal entry about your ideal family |
| **Topic**  Relationships |
| **Sub-topic**  Relationships with family and friends |
| **Grammar**  Verb forms, nouns, adjectives, adverb, sentence types and structure, tenses, prepositions |
| **Text types**  Video clip/ article/ story/ conversation and discussion/ essay |

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| **Example assessment task** |
| Outcome 2: Listen to, read and obtain information from spoken and written texts.  **Assessment task 2(b)**: Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in English.  **Details of the task:** Read articles on changing family relationships then complete a chart of the changes in English. In a short paragraph, summarise the changes. |

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| **Unit 1**: | **Examples of learning activities** |
| **Theme**  The Karen-speaking communities | *Listening*  listen to a story or article about the traditional Karen way of raising children and the expectations of their parents  listen to students sharing experiences of how their parents raised them and of their family values  *Speaking*  in pairs, discuss and contrast some aspects of family values, raising children in the traditional Karen way and the way children are raised in Australia; present your findings to the class  *Reading*  read and research articles on family life  read a poem about family and share your personal experiences  *Writing*  write a short poem about family  make a Venn Diagram listing the similarities and differences between values and ways of raising children in different cultures |
| **Topic**  Lifestyles |
| **Sub-topic**  Family values |
| **Grammar**  The parts of the sentence (subject, verb, object, etc.), comparison, questions, phrases and clauses |
| **Text types**  Web article/ story/ discussion/ list/ presentation |

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| **Example assessment task** |
| Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.  **Assessment task**: Article.  **Details of the task:** Write a personal article for your school newsletter that focuses on living in harmony and having a balanced life, which also highlights the way you have been brought up. |

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| **Unit 2**: | **Examples of learning activities** |
| **Theme**  The changing world | *Listening*  watch or listen to a documentary or PowerPoint presentation about the role of women in society  in groups listen to other students' views and experiences of gender issues  *Speaking*  discuss the differences between traditional female and male roles in Karen-speaking communities  participate in a small group discussion about women’s and men’s rights in Australia  make a short oral presentation about gender equality and challenges in Karen-speaking communities  *Reading*  search the web for information on the changing role of women    read an article from a magazine, newspaper or journal about the role of women  *Writing*  list the roles that women play in Karen-speaking communities, including those in Australia, and in other communities in Australia; note the similarities and the differences  watch a documentary or video clip about the life of a famous Karen-speaking woman and write a report about the points made  write a letter to your friend about why you see a need to improve the current role of Karen women and your reasons for wanting to do this |
| **Topic**  Social issues |
| **Sub-topic**  The role of women |
| **Grammar**  Tenses (past, present, future), sentence types (positive, negative, interrogative), verbs, adjectives, pronouns and adverbs |
| **Text types**  PowerPoint slide show/ list/ magazine/ newspaper/ article/ journal/ discussion/ presentation/ letter |

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| **Example assessment task** |
| Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.  **Assessment task**: Role-play.  **Details of the task:** Participate in an interview between a student and a talk show host about the changing role of women. |

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| **Unit 2**: | **Examples of learning activities** |
| **Theme**  The changing world | *Listening*  listen to a radio program or other recording about friendship  listen to the class sharing their experiences of friendship and draw up a list of the things they consider most important in a good friend  *Speaking*  participate in a conversation, giving helpful advice about going out with a new friend  participate in a group conversation about aspects of friendship that may be challenging for Karen youth in Australia  take part in a panel discussion about peer pressure  *Reading*  read an article about maintaining a positive relationship with friends and family; list the attributes required to maintain a good relationship  search the internet for information on how to manage yourself concerning peer pressure  *Writing*  write a personal account of issues that, as a teenager, you find challenging  write a letter or email to a friend explaining the differences between family relationships in Australia and those in a traditional Karen family setting |
| **Topic**  Youth issues |
| **Sub-topic**  Friendship |
| **Grammar**  Pronouns, sentence types  and structures, conjunction, tenses, prepositions |
| **Text types**  Story/ article/ conversation/ discussion/ letter/ email/ list/ note |

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| **Example** **assessment task** |
| Outcome 2: Listen to, read and extract and use information and ideas from spoken and written texts.  **Assessment task 2(a)**: Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.  **Details of the task:** Listen to two presentations by teenagers sharing their experiences of friendships and list what they consider most important in a friend. Based on your list, write a short summary of what you consider  to be most important qualities of a friend. |

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| **Unit 2**: | **Examples of learning activities** |
| **Theme**  The individual | *Listening*  listen to information about students' daily routine at school in a Karen-speaking region and listen to information about students' daily routine at school in Australia and compare the differences  *Speaking*  interview a classmate to complete a survey about their favourite subjects, interests and hobbies, and their aspirations  discuss an education system in a group and present the main points orally to the class  *Reading*  read about the education system in a Karen-speaking region on the internet and in magazines and journals and compare with the Australian education system  *Writing*  write survey questionnaires to investigate students’ favourite subjects, interests and hobbies and their aspirations  interview a Karen-speaking student and write up the interview as an article  write a blog about a Karen student’s experiences at a Karen school and their family’s attitude to eduction |
| **Topic**  Education and aspirations |
| **Sub-topic**  School life, and education systems |
| **Grammar**  Present, past and future tenses, nouns, adjectives, pronouns, verbs, prepositions and conjunctions |
| **Text types**  PowerPoint/ list/ magazine/ newspaper article/ journal/ discussion/ presentation/ letter |

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| **Example assessment task** |
| Outcome 2: Listen to, read and extract and use information and ideas from spoken and written texts.  **Assessment task 2(b)**: Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.  **Details of the task:** Read two articles about how to improve education opportunities in Karen-speaking regions. Reorganise the information in a letter to UNHCR urging them to support the suggestions made in the articles. |

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| **Unit 2**: | **Examples of learning activities** |
| **Theme**  The Karen-speaking communities | *Listening*  invite a guest speaker to talk about their experiences of settling in Australia  watch a Karen documentary or video clip about resettlement  *Speaking*  share your own experiences of resettlement with your class  discuss the situation of refugees or Internally Displaced People (IDP) in Myanmar/Burma and note the positive and negative aspects  *Reading*  research refugee resettlement issues around the world  research and read articles about refugees in Myanmar/Burma and summarise key points  read about different refugee groups who have recently come to Australia and Australia’s policy on resettlement  *Writing*  write a report on the experiences of one of the refugee groups you have researched and present the report to the class  write a diary/journal entry about your own experiences as a refugee or your parents’ experiences or those of someone you know and record their dreams and aspirations |
| **Topic**  The migrant experience |
| **Sub-topic**  Resettlement and its impact |
| **Grammar**  Sentence types, speech, preposition, conjunction, tenses |
| **Text types**  Video clip/ journal entry/ article/ report/ discussion/ summary/ notes/ interview |

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| **Example assessment task** |
| Outcome 3: Give expression to real or imaginary experience in spoken or written form.  **Assessment task**: Short story.  **Details of the task:** Write a short story for a high school class with the title ‘A refugee experience and dreams for the future’. |

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| **Unit 3**: | **Examples of learning activities** |
| **Theme**  The changing world | *Listening*  watch a video documentary about the impact of the mining industry on the environment in Myanmar/Burma  listen to recorded information about the Myitsone mega dam project and its impact upon people and the environment  *Speaking*  participate in a group discussion on environmental issues highlighted in a video documentary  produce a short oral presentation based on the outcome of group discussion  conduct a survey on your family or friends' attitudes to environmental issues; summarise your findings and present in class  *Reading*  research two environmental issues which have arisen because of business interests or the Myitsone mega dam project  read a newspaper or magazine article that relates to property and development issues  *Writing*  prepare and undertake survey questionnaires; record the results in table form  list good and bad impacts of industry on the environment within a local community  write a letter to a local newspaper editor voicing your opinion and strategies to save a local river  write an email to an environmental group giving reasons why you support the work of their organisation and asking how you can become involved |
| **Topic**  Environmental issues |
| **Sub-topic**  Development and its impact on the environment |
| **Grammar**  Sentence types, prepositions, conjunctions, tenses |
| **Text types**  Video clip/ story/ discussion/ presentation/ survey/ article/ questionnaire/ interview/ letter/ email |

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| **Example assessment task** |
| Outcome 1: Express ideas through the production of original texts.  **Assessment task**: A 250-word personal or imaginative written piece.  **Details of the task:** Write a letter to a friend describing your feelings about a local environmental issue, and asking about their views. |

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| **Unit 3**: | **Examples of learning activities** |
| **Theme**  The Karen-speaking communities | *Listening*  listen to a teacher or guest speaker talking on the topic of ‘Lifestyles in a Karen- speaking region’ and briefly discuss the similarities and differences with lifestyles in Australia  *Speaking*  discuss and compare in groups leisure activities in Karen-speaking regions and within Australia  discuss lifestyle differences and similarities in two cultures in detail: the positives and negatives and what is challenging about each environmental context  *Reading*  read Karen poems which reflect Karen history and lifestyles  read a story or article about resettlement and adapting to a new environment  *Writing*  write a poem which reflects current or imagined future Karen lifestyles  write an article about changes in Karen lifestyles after resettlement in Australia and how well Karen people have integrated into the wider Australian society |
| **Topic**  Lifestyles |
| **Sub-topic**  Adapting to new environments |
| **Grammar**  Parts of the sentence (subject, verb, object, etc.), statements, questions, phrases and clauses |
| **Text types**  Article/ story/ essay/ discussion/ poem |

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| **Example assessment task** |
| Outcome 2: Analyse and use information from spoken texts.  **Assessment task**: A response to specific questions, messages or instructions, extracting and using the information requested.  **Details of the task:** Listen to a talk about lifestyles in a Karen-speaking region and lifestyles in an Australian context. Compare and contrast the lifestyles by answering questions in Karen. Write a summary in a short paragraph. |

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| **Unit 3**: | **Examples of learning activities** |
| **Theme**  Individual | *Listening*  listen to information about tertiary education in a Karen-speaking region and write a brief summary  listen to three scenarios and tell your class which one is best suited to you and why? (this can be completed as a role-play)  *Speaking*  participate in a class debate about the relationship between education and success  discuss the value of education and lifelong learning  research possible careers and give a two-minute presentation to the class about your career choice/s  *Reading*  read an inspirational story or article about further education as a life changing experience  *Writing*  write a letter to a friend about your aspirations and future career options  write an article about the value of further education |
| **Topic**  Education and aspirations |
| **Sub-topic**  Further education |
| **Grammar**  Present and future tenses,  nouns, adjectives, pronouns, verbs, prepositions |
| **Text types**  Article/ debate/ discussion/ presentation/ role-play/ letter/ summary/ list |

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| **E**xample **assessment tasks** |
| Outcome 3: Exchange information, opinions and experiences.  **Assessment task**: A three- to four-minute role-play, focusing on the resolution of an issue.  **Details of the task:** You have chosen to continue education at a TAFE college but your parents would like you to complete a degree at University. Resolve this issue with one of your parents. |

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| **Unit 4**: | **Examples of learning activities** |
| **Theme**  The changing world | *Listening*  listen to or watch a documentary on the destruction of rainforests  listen to a news article about deforestation  *Speaking*    discuss any personal experiences and/or knowledge of the impact of deforestation  discuss the issues raised in a video/film  discuss the risks and consequences (environmental impact) of deforestation with particular reference to a specific area  *Reading*  research the threats to the existence of tropical rainforests  read an article about the logging industry and the impact on a specific environment  *Writing*  analyse and list the threats of rainforest destruction to human beings and to the physical environment  write an article for a newspaper about the advantages and disadvantages of maintaining rainforests |
| **Topic**  Environmental issues |
| **Sub-topic**  Deforestation |
| **Grammar**  Vocabulary, word forms, verb forms, revision of nouns and tenses |
| **Text types**  Video documentary/ article/ conversation and discussion/ list/ review/ essay |

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| **Example assessment task** |
| Outcome 1: Analyse and use information from written texts.  **Assessment task**: A response to specific questions, messages or instructions, extracting and using information requested.  **Details of the task:** Read two articles with opposing points of view about the preservation of rainforests. Respond in Karen to questions. Compare the attitude of the two writers in a short review. |

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| **Unit 4**: | **Examples of learning activities** |
| **Theme**  The Karen-speaking communities | *Listening*  listen to class members brainstorm and define multiculturalism and monoculturalism  listen to a guest speaker or watch a video about multiculturalism in Australia and Australia’s policies on multiculturalism  *Speaking*  discuss Karen culture and what it means to you and to your community  interview two people from a refugee background about their understanding  of multiculturalism  *Reading*  research the advantages of bilingualism within an Australian or other context  read articles about cultural diversity and living in harmony  *Writing*  write an article about multiculturalism within the Australian context  write a letter to your friend overseas about living in a multicultural society  prepare an interview questionnaire about what it means to live in a multicultural society |
| **Topic**  History, culture and traditions |
| **Sub-topic**  Multiculturalism |
| **Grammar**  Revision on tenses,  nouns, adjectives,  pronouns, verbs, adverbs,  prepositions, conjunctions  and sentence structures |
| **Text types**  Video/ Article/ discussion/ journal/ magazine/ letter |

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| **Example assessment task** |
| Outcome 2: Respond critically to spoken and written texts that reflect aspects of the language and culture of Karen-speaking communities.  **Assessment task 2(a)**: A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.  **Details of the task:** Write an article for a well-known journal evaluating the success of multiculturalism in Australia.  **Assessment task 2(b)**: A three- to four-minute interview on an issue related to the texts studied.  **Details of the task:** With reference to the texts studied talk in an interview about multiculturalism in Australia and living in a multicultural society. Possible focus areas:   * the value of bilingualism * respect for difference * cultural diversity * combatting racism * living in harmony |

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| **Unit 4**: | **Examples of learning activities** |
| **Theme**  The changing world | *Listening*  watch a documentary/film about poverty in Myanmar/Burma and list the causes discussed  listen to a guest speaker talking about his/her life experience concerning poverty and overcoming it  *Speaking*  question a guest speaker on his/her life experiences  discuss the impact of poverty and how it impedes learning and contributes to social problems  give a class presentation on the impact of poverty  *Reading*  research the issues facing Karen people regarding poverty  research two organisations that provide support to Karen people  *Writing*  write a diary entry reflecting your feelings about the issue of poverty and ways of resolving it  write a brief summary about two organisations helping to improve the lives of Karen people  write a persuasive letter to a government authority stating the issues and strategies to improve poverty among the Karen people in Myanmar or elsewhere |
| **Topic**  Social issues |
| **Sub-topic**  Poverty (including the impact of poverty in Myanmar) |
| **Grammar**  Revision on tenses,  nouns, adjectives  pronouns, verbs, adverbs,  prepositions, conjunctions  and sentence structures |
| **Text types**  Speech/ list/ summary/ letter/ discussion |

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| **Example assessment task** |
| Outcome 2: Respond critically to spoken and written texts that reflect aspects of the language and culture of Karen-speaking communities.  **Assessment task 2(a)**: A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.  **Details of the task:** Write a persuasive letter to a government authority stating the long-term benefits of improving poverty among the Karen people.  **Assessment task 2(b):** A three- to four-minute interview on an issue related to the texts studied.  **Details of the task:** With reference to the texts studied, discuss in an interview the impacts of poverty on learning. |

Suggested sub-topics for detailed study

The prescribed themes and topics (see Study Design page 9) have been expanded upon below with suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The Individual

Topic: Personal identity

Sub-topic Self and others: The importance of names, relations, clan belonging and marriage in Karen society.

Sub-topic Comparing values of people in Karen-speaking communities in the past and today.

Sub-topic Language, culture and identity.

Sub-topic Changing identity.

Topic: Relationships

Sub-topic The changing nature of the family.

Sub-topic The importance of friendship in our lives.

Sub-topic Traditional and modern parenting.

Sub-topic Individualism versus community.

Topic: Education and aspirations

Sub-topic Education is a gateway to a fulfilled life.

Sub-topic Hope and concerns for the future.

Sub-topic Bilingualism is the key to success.

Theme: Karen-speaking communities

Topic: History, culture and traditions

Sub-topic Do legends and poetry reflect Karen values and history?

Sub-topic The influence of Western culture on traditional Karen culture.

Sub-topic The implications of traditional practice in modern times.

Sub-topic Identity as seen through traditions and festivals.

Sub-topic Art and Literature, past and present.

Topic: Lifestyles

Sub-topic Regional variations in social and family values.

Sub-topic Changing lifestyles and their impact on community.

Sub-topic Individual and communal lifestyles.

Sub-topic The importance of community events in Karen society.

Topic: The Migrant experience

Sub-topic Living harmoniously in a cross-cultural society.

Sub-topic The impact of migration on family, culture and identity.

Sub-topic The challenges of migration.

Sub-topic Being a good citizen.

Theme: The changing world

Topic: Social issues

Sub-topic The changing role of women in present times.

Sub-topic The changing roles of men and women in contemporary society.

Sub-topic The role of women in traditional Karen society.

Sub-topic Lifestyles in contemporary Karen–Australian communities.

Sub-topic Globalisation and its effect.

Sub-topic The social environment and its influences.

Topic: Youth issues

Sub-topic Youth and healthy lifestyles.

Sub-topic The Westernisation of youth culture.

Sub-topic The role and influence of music in daily life.

Sub-topic The positives and negatives of peer group pressure.

Sub-topic The challenges facing contemporary youth.

Topic: Environmental Issues

Sub-topic The social, cultural and economic benefits of sustainable ecological environments.

Sub-topic Environmental education in Karen State and beyond.

Sub-topic Capacity building in local communities in Karen state.

Sub-topic Environmental issues in Karen state.

Sub-topic Global environmental issues and their impact on a local environment.

Main characteristics of common text types

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types Identifiable features

**Advertisement** Topic/product name, content (factual and persuasive information), register, style, layout.

**Article (magazine)** Title, content, author (fictional name), register, style, layout.

**Article (newspaper)** Title, date, place, content, author (fictional name), register, style, layout.

**Brochure/leaflet** Topic, content (factual and persuasive information), heading/sub-headings, register, style, layout.

**Guide (tourist)** Topic, content (factual and persuasive information), heading/sub-headings, register, style, layout.

**Instruction/recipe** Title/topic, structure, content (equipment, method), register, style, layout.

**Invitation** Statement of invitation, detail of event (event, date, place, time etc.), details for responding, register, style, layout.

**Journal entry** Date/place/time (as appropriate), structure (related to sequence of thought, events or importance), opening (often an evaluative comment), content (information/reflection/evaluation), conclusion, register, style, layout.

**Letter/postcard (social):** Address, date, salutation, greeting, body (content), farewell, signing off

**family, friend, acquaintance** (fictional name), register, style, layout.

**Letter (business)** Address, date, reference number or equivalent, salutation, greeting, body (content), farewell, signing off (fictional name), register, style, layout.

**Letter (to the editor)** Salutation, structure (introduction, body, conclusion), content, signing off (pseudonym and/or fictional name and address), register, style, layout.

**Message/email** Date, salutation, body (content), farewell, signing off (fictional name), register, style, layout.

**Profile** Title/heading, content (factual information), headings/sub-headings, register, style, layout.

**Report (newspaper)** Title, date, place, content, byline (fictional name), register, style, layout.

**Report (factual)** Topic, structure (introduction, body, conclusion), content, author (fictional name), register, style, layout.

**Report (supporting** Topic, structure (introduction body, conclusion), content, use of evidence,

**recommendations)** author (fictional name), register, style, layout.

**Résumé** Title, content (factual information), register, style, layout.

**Review/critique** Topic, structure, content, author (fictional name), register, style, layout.

**Story, short story** Title/topic, structure, content, author (fictional name), register, style, layout.

**Script (speech, report, sketch)** Title/topic, structure, content, register, style, layout.

Main characteristics of different kinds of writing

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

* Creates a sense of person/personality for the writer in the reader’s mind.
* Establishes a relationship/intimacy/empathy between the writer and the reader.
* Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
* Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
* Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
* May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

* Manipulates the reader’s response to the piece to create the desired impression or response; visual and/or emotional appeal.
* Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
* Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
* Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
* May break normal sequencing for added impact, such as in a flashback or in a final disclosure, which puts a different interpretation on preceding passages.

Persuasive writing:

* Manipulates the reader’s emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect, which is important to and selected by the writer.
* Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
* Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique is important.
* Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
* Sometimes uses exaggeration, extravagant language and humour to create a conspiratorial relationship between the writer and the reader.
* Often uses the second person for direct address and appeal.
* Sometimes employs direct speech and questions to intensify the relationship with the audience.
* May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

* Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
* Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
* Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
* Generally uses facts, examples, explanations and analogies, and sometimes uses statistical information, quotations and references, as evidence.
* Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
* Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

* Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
* Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
* Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
* Often includes expressions of cause, consequence, opposition and concession.

1. \*The employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future*, 2002), developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published by the (former) Commonwealth Department of Education, Science and Training. [↑](#footnote-ref-1)