

# English/English as a Second Language

Victorian Certificate of Education Study Design

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Latoya BARTON  
*The sunset* (detail)  
from a series of twenty-four  
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK  
*Visage* (detail)  
201.0 x 170.0 cm  
synthetic polymer paint, on cotton duck



Liana RASCHILLA  
*Teapot* from the *Crazy Alice* set  
19.0 x 22.0 x 22.0 cm  
earthenware, clear glaze, lustres



Nigel BROWN  
*Untitled physics* (detail)  
90.0 x 440.0 x 70.0 cm  
composition board, steel, loudspeakers,  
CD player, amplifier, glass



Kate WOOLLEY  
*Sarah* (detail)  
76.0 x 101.5 cm, oil on canvas



Chris ELLIS  
*Tranquility* (detail)  
35.0 x 22.5 cm  
gelatin silver photograph



Christian HART  
*Within without* (detail)  
digital film, 6 minutes



Kristian LUCAS  
*Me, myself, I and you* (detail)  
56.0 x 102.0 cm  
oil on canvas



Merryn ALLEN  
*Japanese illusions* (detail)  
centre back: 74.0 cm, waist (flat): 42.0 cm  
polyester cotton



Ping (Irene) VINCENT  
*Boxes* (detail)  
colour photograph



James ATKINS  
*Light cascades* (detail)  
three works, 32.0 x 32.0 x 5.0 cm each  
glass, fluorescent light, metal



Tim JOINER  
*14 seconds* (detail)  
digital film, 1.30 minutes



Lucy McNAMARA  
*Precariously* (detail)  
156.0 x 61.0 x 61.0 cm  
painted wood, oil paint, egg shells, glue, stainless steel wire

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1 and 2: 2007–2011

Units 3 and 4: 2008–2011

The accreditation period for Units 1 and 2 commences on 1 January 2007.

The accreditation period for Units 3 and 4 commences on 1 January 2008.

### **Other sources of information**

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

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

### **VCE providers**

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

# Introduction

## **RATIONALE**

The English language is central to the way in which students understand, critique and appreciate their world, and to the ways in which they participate socially, economically and culturally in Australian society.

The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills described in this study design underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

The study design draws on interstate and international models and reflects recent developments in the study of English. Students will continue the learning established through the Victorian Essential Learning Standards (VELS) in the key discipline concepts of texts and language, and the dimensions of reading, writing, speaking and listening.

This study design will assist teachers to implement an English curriculum that is interesting and challenging for students with a wide range of expectations and aspirations. Teachers have the opportunity to select texts which will reflect the needs and interests of their students. The study of texts focuses on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis.

## **AIMS**

This study is designed to enable students to:

- extend their competence in using Standard Australian English to meet the demands of further study, the workplace, and their own needs and interests;
- extend their language skills through thinking, reading, writing, speaking and listening;
- communicate ideas, feelings, observations and information effectively, both orally and in writing, to a range of audiences;
- extend their competence in planning, reviewing and re-shaping content of print, non-print and multimodal texts to ensure accuracy, and coherence of form, language, purpose, audience and context;

- understand, enjoy and appreciate language in its written, oral and multimodal forms;
- recognise the structures and features of a wide range of print, non-print and multimodal texts and demonstrate understanding of how authors choose these elements for particular purposes and effects;
- demonstrate in the creation of their own print, non-print and multimodal texts an ability to make considered and informed choices about form, language, purpose, audience and context;
- demonstrate an ability to use appropriate metalanguage to discuss their own and others' texts;
- identify and comment on the ideas or implied values that underpin texts;
- recognise the relationship between language and ideas, and the role of language in developing the capacity to express ideas.

## STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

A glossary defining terms used across Units 1 to 4 is included on page 34.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Eligibility for English as a Second Language (ESL) status at Units 1 and 2 level is a matter for school decision. At Units 3 and 4 level students need to meet the Victorian Curriculum and Assessment Authority criteria for enrolment in ESL. Schools should refer to the current year's *VCE and VCAL Administrative Handbook* for advice about student eligibility for ESL in Units 3 and 4. ESL students undertake the study as outlined in this study design. Schools should note where different requirements for ESL students are indicated. VCE English as a Second Language is suitable for students who will typically have English language proficiency at a minimum International English Language Testing System (IELTS) 4 level or its equivalent.

## DURATION

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

ESL students receiving instruction in an English class may require some additional scheduled classroom instruction.

## CHANGES TO THE STUDY DESIGN

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

### **MONITORING FOR QUALITY**

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of English/ESL 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 during the teaching year of schools and studies to be audited and the required material for submission.

### **SAFETY**

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

### **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

### **KEY COMPETENCIES AND EMPLOYABILITY SKILLS**

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

### **LEGISLATIVE COMPLIANCE**

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* 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 a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

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

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

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

## **AUTHENTICATION**

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

## **LEVELS OF ACHIEVEMENT**

### **Units 1 and 2**

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

### Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In English/ESL the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in English/ESL are as follows:

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

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

# Unit 1

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts. The term 'set text' refers to texts chosen by the school for the achievement of Outcomes 1 and 2.

## **TEXT SELECTION FOR UNITS 1 AND 2**

### **English students**

Where Units 1 and 2 are taken as a sequence, students must read and study at least four set texts. The term 'set text' refers to texts chosen by the school for the achievement of Outcomes 1 and 2 in Units 1 and 2. For the achievement of Outcome 1 in each unit, students must read and study at least one set text. For the achievement of Outcome 2 in each unit, students must read and study at least one set text or its equivalent in a collection of shorter set texts. At least one set text in each unit should be an imaginative print text such as a novel, a play or a collection of short stories or poetry.

### **ESL students**

Across the Unit 1 and 2 sequence, ESL students must read and study at least three set texts. The term 'set text' refers to texts chosen by the school for the achievement of Outcomes 1 and 2 in Units 1 and 2. For the achievement of Outcome 1 in each unit, ESL students must read and study at least one set text. For the achievement of Outcome 2, Unit 1, students must read and study at least one set text or its equivalent in a collection of shorter set texts. For the achievement of Outcome 2, Unit 2, students should read and study a range of shorter texts selected by the school. At least one set text in each unit should be an imaginative print text such as a novel, a play or a collection of short stories or poetry.

### **All students**

For all students, no more than one of the set texts may be a film text. Other multimodal and/or non-print texts may be used to supplement studies of print texts. At least one of the set texts must be by an Australian or about Australians. Students are encouraged to read widely in both Units 1 and 2 in order to support the achievement of all outcomes.

## AREA OF STUDY 1

### Reading and responding

This area of study includes an analysis of the ways in which structures and features are used by the authors of narrative texts to construct meaning. The text set as the focus of this area of study should have literary merit, be worthy of close study and be an excellent example of form and genre. It could be a fiction or non-fiction print, or film text. Students identify and discuss, for example, linear and non-linear narrative structures, and features such as point of view, the use of camera angles, symbolism, images and design features. Students also examine the ways in which readers construct meaning from texts through, for example, an awareness of context and purpose, and their knowledge of other texts. They will develop the ability to prepare and construct a response to a text, using appropriate metalanguage to facilitate their discussion.

### Outcome 1

On completion of this unit the student should be able to identify and discuss key aspects of a set text, and to construct a response in oral or written form.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

#### *Key knowledge*

This knowledge includes

- an understanding of the ideas, characters and themes constructed by the author and presented in the set text;
- the structures, features and conventions used by authors to construct meaning in relation to the development of character, ideas and themes of narrative texts;
- strategies for preparing, constructing and supporting a response to a text in the chosen form;
- appropriate metalanguage to discuss the structures and features of narrative texts;
- the conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

#### *Key skills*

These skills include the ability to

- identify and discuss the structure, features and conventions used by the authors of narrative texts to construct meaning in relation to the development of character, ideas and themes;
- discuss different ways of interpreting texts as well as the strategies used by readers to make meanings;
- take notes while reading, viewing or listening for use in writing about or discussing texts;
- construct a response to a text, including the use of appropriate metalanguage to discuss the textual features and textual evidence to support the response;
- use appropriate strategies to review and edit the response;
- listen actively and respond appropriately to others' views during discussion;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

## AREA OF STUDY 2

### Creating and presenting

In this area of study students' writing is informed by their reading of a range of texts relevant to one of the Contexts listed below. They are encouraged to read widely and to study at least one set text or a collection of shorter set texts in order to examine the effects of form, purpose, audience and context on the authors' choice of structure and language. They draw on the knowledge gained from this study to create their own written and/or multimodal texts in a process which includes planning, reviewing and editing.

The Context selected for Unit 1 can be continued in Unit 2. Alternatively, a different Context, selected from those described below, could be undertaken in Unit 2.

Teachers and students choose from the following Contexts:

- **Exploring and presenting themes or ideas**

In this Context students explore the ways in which particular themes or ideas (as determined by the school) are presented in set print, non-print and multimodal texts. Students draw on this exploration to create and present their own written and/or multimodal texts on the same theme or idea for a specific audience, purpose and context.

Examples of texts which could be used in addition to the set text to support this exploration include print, non-print and multimodal texts such as novels, drama, poetry, short stories, hyperfiction, websites, media texts, CD-ROMs, speeches, narrative film and documentaries, television drama, illustrated children's fiction, song lyrics, scripts for film, radio or television and oral presentations.

Examples of texts which could be created by students include essays, scripts for film, radio, stage or television, poetry, short stories, illustrated children's fiction, hyperfiction, websites, media texts and CD-ROMs.

- **Exploring technology and communication**

In this Context students explore the ways that different information and communication technologies influence the language and structure of particular texts and the ways we communicate. Students examine texts that have been created using information and communication technologies, explore issues relevant to the use of these technologies, and create and present their own written and/or multimodal texts for a specified audience, purpose and context.

Examples of texts which could be used in addition to the set text to support this exploration include media texts, websites, e-zines, sms, datashow presentations, extracts from discussion groups, online forums, CD-ROMs, computer games, hyperfiction, DVDs, video conferencing and email.

Examples of texts which could be created by students include essays, personal recounts, imaginative print texts, feature articles, commentary, websites, e-zines, datashow presentations, CD-ROMs and hyperfiction.

- **Exploring workplace communication**

In this Context students explore the ways in which language is used to communicate in and about the workplace. They read, listen to and view print, non-print and multimodal texts and they create their own print, non-print and/or multimodal texts for a specified audience, purpose and context.

Examples of texts which could be used in addition to the set text to support this exploration include novels, short stories, narrative films, documentaries, television programs, websites, interviews, speeches, careers section of the newspaper, reports, manuals, such as Occupational Health and Safety manuals, brochures, pamphlets and posters.

Examples of texts which could be created by students include essays, short stories, short instructional or informative videos, websites, scripts, text of speeches, personal recounts, feature articles for a workplace magazine, business letters, reports, digital job applications or portfolios, interviews, fax and email texts, instructions, pro formas, work experience reports or personal reflective journals, datashow presentations, brochures, pamphlets, catalogues and posters.

## Outcome 2

On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

### *Key knowledge*

This knowledge includes

- the structures, features and conventions of a range of print, non-print and multimodal texts created for different purposes; for example, personal and imaginative, informative, instructional, argumentative or persuasive;
- the effects of form, context, audience and purpose on the author's choice of structure and language;
- the visual, auditory and digital features used by authors to make meaning;
- strategies for planning and revising text responses for coherence of form, language, structure, audience and context;
- the metalanguage necessary to be able to discuss structures, features and forms of their own and others' texts;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

### *Key skills*

These skills include the ability to

- use accurately the structures, features and conventions of a range of print, non-print and multimodal texts;
- select text type, subject matter and language to suit a specific audience, purpose and context;
- draw on content suggested by set texts to develop and support ideas and arguments;
- experiment with visual, auditory and digital features, where relevant, to make meaning;
- plan and revise for coherence of form, language, structure, audience and context;
- use appropriate metalanguage to discuss structures, features and forms of their own and others' texts;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

## AREA OF STUDY 3

### **Using language to persuade**

The focus of this area of study is on the use of language in the presentation of a point of view. Students read texts the main purpose of which is to persuade readers and viewers to share a particular point of view. Texts could be print, non-print and multimodal, for example, editorials, letters to the editor, opinion columns, essays, reviews, speeches, segments from radio programs, CD-ROMs, television,

newspaper or magazine advertisements, cartoons, documentaries, e-zines and websites. Students identify and discuss how language, verbal and non-verbal (including visual), is used in the chosen texts to position readers and viewers in particular ways. For example, students identify the use in these texts of persuasive techniques such as use of repetition, sound effects (including music), association, colour, symbols, gestures, emotive appeals, logical appeals, active and passive voice, and omission and vocabulary choice, and discuss their intended effect on the reader or viewer.

### **Outcome 3**

On completion of this unit the student should be able to identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

#### *Key knowledge*

This knowledge includes

- an understanding of points of view presented in texts whose purpose is to persuade;
- how texts work to influence readers;
- examples of verbal and non-verbal (including visual) language used by authors of texts to persuade readers and viewers to share the point/s of view presented;
- appropriate metalanguage to discuss how language is designed to position readers and viewers;
- strategies for planning and revising for coherence of form, language, structure, audience and context;
- conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

#### *Key skills*

These skills include the ability to

- identify examples of verbal and non-verbal (including visual) language used by the authors of texts to persuade readers and viewers to share a point of view;
- use appropriate metalanguage to discuss how the use of language in a persuasive text is designed to position readers and viewers;
- plan and revise for coherence of form, language, structure, audience and context;
- listen actively and respond constructively to others' views during discussion;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

### **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

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

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

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

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Assessment tasks for this unit are:

- responses to text in written, oral or multimodal form;
- personal, imaginative, informative, instructional, argumentative or persuasive texts;
- role-play;
- an oral presentation, with or without datashow;
- a web page;
- a video with accompanying written text;
- a newspaper article;
- a feature magazine article;
- a radio program;
- discussion of the use of language and point/s of view in a persuasive text.

At least one assessment task must be undertaken for each of Outcomes 1 and 3.

Assessment tasks for Outcome 2 should include a collection of three to five texts created for the selected Context.

One assessment task, but no more than one task, in Unit 1 must be in oral form.



## Unit 2

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts. The term 'set text' refers to texts chosen by the school for the achievement of Outcomes 1 and 2.

### AREA OF STUDY 1

#### Reading and responding

In this area of study the range of texts expands to include a variety of text types and genres, including print, non-print and multimodal texts. The text set as the focus of this area of study should have literary merit, be worthy of close study and be an excellent example of form and genre. It could be a novel of a particular genre, an autobiography or a biography, or some other kind of imaginative print text (for example, anthologies of poetry or short stories, or scripts for radio, television or stage). Other text types could include, for example, narrative films, documentary films, CD-ROMs, and hyperfiction. Students discuss and analyse the structures and features used by the authors of these texts to construct meaning. They also examine the ways in which texts are open to different interpretations by different readers. They prepare and construct a response to a text, using appropriate metalanguage to facilitate their discussion, and evidence from the texts to support their response. They explore and use strategies for identifying the point of view and values of the author.

#### Outcome 1

On completion of this unit the student should be able to discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

#### *Key knowledge*

This knowledge includes

- an understanding of the ideas, characters and themes constructed by the author and presented in the set text;
- the structures, features and conventions used by authors to construct meaning in a range of text types and genres, including print, non-print and multimodal texts;

- strategies for identifying the point of view and values of the author of a text;
- features of texts that affect interpretation; for example, language, form and context;
- strategies and techniques for constructing and supporting a response to a text, including knowledge of an appropriate metalanguage to discuss the structures and features of the print, non-print or multimodal text;
- the conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

### *Key skills*

These skills include the ability to

- identify and analyse how the structures, features and conventions of a range of text types and genres are used by the authors to construct meaning;
- identify and discuss the values and ideas evident in a variety of texts;
- gather evidence from the text to support different interpretations of the same text;
- construct a response to the text, including the use of appropriate metalanguage to discuss textual features and appropriate evidence from the text to support the response;
- use appropriate strategies to review and edit the response;
- listen actively and respond appropriately to others' views during discussion;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

## AREA OF STUDY 2

### **Creating and presenting**

In this area of study students' writing is informed by their reading of a range of texts relevant to one of the Contexts listed below. They are encouraged to read widely and to study at least one set text or a collection of shorter set texts in order to examine the effects of form, purpose, audience and context on the authors' choice of structure and language. They draw on the knowledge gained from this study to create their own written and/or multimodal texts in a process which includes planning, reviewing and editing.

The Context selected for Unit 1 can be continued in Unit 2. Alternatively, a different Context selected from those described below, could be undertaken in Unit 2.

Teachers and students choose from the following Contexts:

- **Exploring and presenting themes or ideas**

In this Context students explore the ways in which particular themes or ideas (as determined by the school) are presented in set print, non-print and multimodal texts. Students draw on this exploration to create and present their own written and/or multimodal texts on the same theme or idea for a specific audience, purpose and context.

Examples of texts which could be used in addition to the set text to support this exploration include print, non-print and multimodal texts such as novels, drama, poetry, short stories, hyperfiction, websites, media texts, CD-ROMs, speeches, narrative film and documentaries, television drama, illustrated children's fiction, song lyrics, scripts for film, radio or television and oral presentations.

Examples of texts which could be created by students include essays, scripts for film, radio or television, poetry, short stories, hyperfiction, illustrated children's fiction, websites, media texts and CD-ROMs.

- **Exploring technology and communication**

In this Context students explore the way that different information and communication technologies influence the language and structure of particular texts and the ways we communicate. Students examine texts that have been created using information and communication technologies, explore issues relevant to the use of these technologies, and create and present their own written and/or multimodal texts for a specified audience, purpose and context.

Examples of texts which could be used in addition to the set text to support this exploration include media texts, websites, e-zines, sms, datashow presentations, extracts from discussion groups, online forums, CD-ROMs, hyperfiction, DVDs, video conferencing and email.

Examples of texts which could be created by students include essays, personal recounts, imaginative print texts, feature articles, commentary, websites, e-zines, datashow presentations, CD-ROMs and hyperfiction.

- **Exploring workplace communication**

In this Context students explore the ways in which language is used to communicate in and about the workplace. They read, listen to and view print, non-print and multimodal texts and they create their own print, non-print and/or multimodal texts for a specified audience, purpose and context.

Examples of texts which could be used in addition to the set text to support this exploration include novels, short stories, narrative films, documentaries, television programs, websites, interviews, speeches, careers section of the newspaper, reports, manuals, such as Occupational Health and Safety manuals, brochures, pamphlets and posters.

Examples of texts which could be created by students include essays, short stories, short instructional or informative videos, websites, scripts, text of speeches, personal recounts, feature articles for a workplace magazine, business letters, reports, digital job applications or portfolios, interviews, fax and email texts, instructions, pro formas, work experience reports or personal reflective journals, datashow presentations, brochures, pamphlets, catalogues and posters.

## **Outcome 2**

On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

### *Key knowledge*

This knowledge includes

- the structures, features and conventions of a range of print, non-print and multimodal texts created for different purposes; for example, personal and imaginative, informative, instructional, argumentative or persuasive;
- the effects of form, context, audience and purpose on the author's choice of structure and language;
- the visual, auditory and digital features used by authors to make meaning;
- strategies for planning and revising text responses for coherence of form, language, structure, audience and context;
- the metalanguage necessary to be able to discuss structures, features and forms of their own and others' texts;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

### *Key skills*

These skills include the ability to

- use accurately the structures, features and conventions of a range of print, non-print and multimodal texts;
- select text type, subject matter and language to suit a specific audience, purpose and context;
- draw on content suggested by set texts to develop and support ideas and arguments;
- experiment with visual, auditory and digital features, where relevant, to make meaning;
- plan and revise for coherence of form, language, structure, audience and context;
- use appropriate metalanguage to discuss structures, features and forms of their own and others' texts;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

## **AREA OF STUDY 3**

### **Using language to persuade**

The focus of this area of study is on the use of language in the presentation of a point of view. Students study a range of texts whose main purpose is to persuade readers and viewers to share a particular point of view. Texts could be print, non-print and multimodal, for example, editorials, letters to the editor, opinion columns, essays, reviews, speeches, segments from radio programs, talkback radio programs, CD-ROMs, television, newspaper or magazine advertisements, cartoons, documentaries, e-zines and websites. Students identify and discuss how language, verbal and non-verbal (including visual), is used in the chosen texts to position readers and viewers in particular ways. For example, students identify the use in these texts of persuasive techniques such as use of repetition, sound effects (including music), association, colour, symbols, gestures, emotive appeals, logical appeals, active and passive voice, and omission and vocabulary choice, and discuss and analyse their intended effect on the reader or viewer. Students further explore the use of persuasive language in the construction of a reasoned point of view on an issue of social or personal relevance and interest. This point of view may be presented in an oral, a written or a multimodal form.

### **Outcome 3**

On completion of this unit the student should be able to identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

### *Key knowledge*

This knowledge includes

- an understanding of the points of view presented in texts whose purpose is to persuade;
- structures, features and conventions of a range of persuasive texts constructed for different purposes and audiences;
- an understanding of the use of language in the presentation of ideas, arguments and evidence;
- strategies and appropriate metalanguage for identifying and analysing the ways in which verbal and non-verbal (including visual) language is used in a persuasive text to influence readers and viewers in particular ways;
- ways of planning and constructing a coherent and logical point of view in written, oral or multimodal form on a selected issue;

- the conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

### *Key skills*

These skills include the ability to

- critically analyse the use of language in the presentation of ideas, arguments and evidence;
- use appropriate metalanguage to identify and analyse how verbal and non-verbal (including visual) language is used by the authors of texts to persuade readers and viewers in particular ways;
- plan and construct a point of view in written, oral or multimodal form on a selected issue;
- listen actively and respond constructively to others' views during discussion;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

## **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

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

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

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

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Assessment tasks for this unit are:

- responses to text in written, oral or multimodal form;
- personal, imaginative, informative, instructional, argumentative or persuasive texts;
- role-play;
- an oral presentation, with or without datashow;
- a web page;
- a video with accompanying written text;
- a newspaper article;
- a feature magazine article;
- a radio program;
- discussion of the use of language and point/s of view in a persuasive text.

At least one assessment task must be undertaken for each of Outcomes 1 and 3.

Assessment tasks for Outcome 2 should include a collection of three to five texts created for the selected Context.

One assessment task, but no more than one task, in Unit 2 must be in oral form.

## Unit 3

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors. A list of prescribed Contexts will be published annually in the *VCAA Bulletin*.

### TEXT SELECTION FOR UNITS 3 AND 4

#### English students

Across the Units 3 and 4 sequence, English students must read and study at least four selected texts. The term 'selected text' refers to a text chosen from the Text List published annually by the Victorian Curriculum and Assessment Authority in the *VCAA Bulletin*. For the achievement of Outcome 1 in each unit, students must read and study at least one selected text from Text List 1. For the achievement of Outcome 2 in each unit, students must read and study at least one selected text from Text List 2. At least one of the selected texts in each unit should be an imaginative print text such as a novel, a play or a collection of short stories or poetry.

#### ESL students

Across the Units 3 and 4 sequence, ESL students must read and study at least three selected texts. The term 'selected text' refers to a text chosen from the Text List published annually by the Victorian Curriculum and Assessment Authority in the *VCAA Bulletin*. For the achievement of Outcome 1 in each unit, ESL students must read and study one selected text from Text List 1. For the achievement of Outcome 2, Unit 3, students must read and study at least one selected text from Text List 2. For the achievement of Outcome 2, Unit 4, students should read and study a range of shorter texts selected by the school. At least one of the selected texts in each unit should be an imaginative print text such as a novel, a play or a collection of short stories or poetry.

#### All students

For all students, no more than one of the selected texts may be a film text. Other multimodal or non-print texts may be used to supplement studies of print texts. A film text may be selected from either Text List 1 or Text List 2 for study in Area of Study 1 or Area of Study 2, but not for study in both areas of study. Students are not permitted to write on more than one film in the examination. At least one of the selected texts should be by an Australian or about Australians. Students are expected to read widely in order to support the achievement of all outcomes.

## AREA OF STUDY 1

### Reading and responding

This area of study focuses on the reading of a range of literary texts to develop critical and supported responses.

Students examine the structures, features and conventions used by authors of a range of selected texts to construct meaning. They identify, discuss and analyse these in order to explain how meaning is constructed through textual elements such as language and images. They also examine the ways in which the same text is open to different interpretations by different readers; for example, the ways in which a text can be read differently in a different time, place or culture. They describe and analyse the way in which social, historical and/or cultural values are embodied in texts, and develop oral and written responses to a selected text, using appropriate metalanguage. The term 'selected text' refers to a text chosen from the list of prescribed texts in Text List 1 published annually in the *VCAA Bulletin*.

### Outcome 1

On completion of this unit the student should be able to analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

#### *Key knowledge*

This knowledge includes

- an understanding of the ideas, characters and themes constructed by the author and presented in the selected text;
- the structures, features and conventions used by authors to construct meaning in a range of literary texts;
- methods of analysing complex texts and the social, historical and/or cultural values embodied in texts;
- the ways in which the same text is open to different interpretations by different readers;
- strategies and techniques for constructing a supported analysis of a text, including a knowledge of the metalanguage appropriate to the analysis and to the text type;
- key elements of oral language conventions and usage in a range of text types;
- features of spoken texts which successfully engage audiences;
- techniques for managing feedback and leading discussion;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

#### *Key skills*

These skills include the ability to

- critically analyse texts and the ways in which authors construct meaning;
- analyse the social, historical and/or cultural values embodied in texts;
- discuss and compare possible interpretations of texts using evidence from the text;
- use appropriate metalanguage to construct a supported analysis of a text;
- plan and revise written work for fluency and coherence;
- apply oral language conventions in a chosen oral text type;
- engage an audience through interested and varied language use;

- respond to audience interest and engagement;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

## AREA OF STUDY 2

### Creating and presenting

The focus in this area of study is on reading and writing and their interconnection.

A list of prescribed Contexts will be published annually in the *VCAA Bulletin*. The same Context should be the focus of study in both Units 3 and 4. Two texts, one in Unit 3 and one in Unit 4, will support this area of study. These texts must be selected from the list of prescribed texts in Text List 2 which will be published annually in the *VCAA Bulletin*. In addition to these selected texts, teachers are encouraged to consider student interests and to support the achievement of the outcome by providing students with opportunities to read other texts – print, non-print and multimodal – that explore ideas and/or arguments associated with the selected Context.

Students will read these texts in order to identify, discuss and analyse ideas and/or arguments associated with the selected Context. They will reflect on the ideas and/or arguments suggested by these texts, explore the relationship between purpose, form, audience and language, and examine the choices made by authors in order to construct meaning.

Students will then draw on the ideas and/or arguments they have gained from the texts studied to construct their own texts. They write for a specified audience and purpose and draw on their experience of exploring texts to explain their own decisions about form, purpose, language, audience and context.

### Outcome 2

On completion of this unit the student should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

### Key knowledge

This knowledge includes

- the relationship between purpose, form, language and audience in a range of print, non-print and multimodal text types, with close attention to authors' choices of specific structures and features; for example, style, images, design, point of view, tone and register;
- the ideas and/or arguments relevant to the chosen Context, including an understanding of the ideas and arguments presented in selected text/s;
- strategies for creating, reviewing and editing;
- metalanguage to discuss and analyse their own and others' creative choices;
- the conventions of spelling, punctuation and syntax of Standard Australian English.



### *Key skills*

These skills include the ability to

- analyse the relationship between purpose, form and audience in a range of text types, with close attention to authors' choices of structures and features;
- select and shape information, ideas and argument appropriate to the chosen form, audience, purpose and context;
- draw on ideas and/or arguments presented in selected text/s;
- use appropriate strategies to review and edit texts for fluency and coherence;
- use appropriate metalanguage to discuss and analyse their own and others' authorial choices;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

## **AREA OF STUDY 3**

### **Using language to persuade**

The focus of this area of study is on the analysis and comparison of the use of language in texts that debate a topical issue which has appeared in the Australian media since 1 September of the previous year. Students read, view and listen to texts such as feature articles and opinion columns, cartoons, editorials, letters to the editor, interviews on current affairs programs, websites and CD-ROMs, speeches, excerpts from online focus and discussion groups, and advertisements in magazines and newspapers, and on websites and television. They analyse and compare the ways in which verbal and non-verbal (including visual) language of these texts is used to persuade readers and viewers to share the point/s of view being presented.

Drawing on their study of the use of language to persuade, students construct a piece of sustained and reasoned writing in which they put forward their own point of view on the selected issue in written or oral form.

### **Outcome 3**

On completion of this unit the student should be able to analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

### *Key knowledge*

This knowledge includes

- the structures, features and conventions of a range of persuasive texts from the Australian media – print, non-print and multimodal – constructed for different audiences and contexts;
- techniques for the critical analysis of ideas, arguments and evidence presented in persuasive texts;
- strategies and metalanguage for identifying, analysing and comparing the use of verbal and non-verbal (including visual) language designed to position readers in particular ways;
- strategies for constructing a sustained, coherent and logical argument;
- the conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

### *Key skills*

These skills include the ability to

- identify the structures, features and conventions of a range of persuasive texts from the Australian media – print, non-print and multimodal – constructed for different audiences and contexts;
- use strategies and appropriate metalanguage for identifying, analysing and comparing the use of verbal and non-verbal (including visual) language to position readers in particular ways;
- gather, organise, analyse and synthesise information and ideas into a sustained, coherent and logical argument;
- listen actively and respond appropriately to others' views during discussion;
- acknowledge sources accurately and appropriately where relevant;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

## **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

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

### **Assessment of levels of achievement**

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

#### *Contribution to final assessment*

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

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

### **School-assessed coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<p><b>Outcome 1</b> Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.</p>	30 ESL students 35	<p><b>For all students:</b></p> <ul style="list-style-type: none"> <li>a response to a selected text, either orally or in writing.**</li> </ul>
<p><b>Outcome 2</b> Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.</p>	All students 30	<p><b>For English students:</b></p> <ul style="list-style-type: none"> <li>at least one sustained written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>three to five shorter texts created for a specific audience/s and context/s with a written explanation of decisions about form, purpose, language, audience and context.</li> </ul> <p><b>For ESL students:</b></p> <ul style="list-style-type: none"> <li>at least one sustained written text created for a specific audience and context</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>three to five shorter texts created for a specific audience/s and context/s.</li> </ul>
<p><b>Outcome 3</b> Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.</p>	20	<p><b>For English students:</b></p> <ul style="list-style-type: none"> <li>writing which analyses the use of language in three or more persuasive texts that debate a current issue in the Australian media</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>a sustained and reasoned point of view on the selected issue in written or oral form.**</li> </ul>
	20	
	ESL students 35	<p><b>For ESL students:</b></p> <ul style="list-style-type: none"> <li>a sustained and reasoned point of view on the selected issue that demonstrates the persuasive use of language. This may be in written or oral form.**</li> </ul>
<b>Total marks</b>	<b>100</b>	

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

\*\*One task, but no more than one task, in Unit 3 must be in oral form.

# Unit 4

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

## AREA OF STUDY 1

### Reading and responding

This area of study builds on Area of Study 1 in Unit 3. Students identify, discuss and analyse the structures, features and conventions of a range of texts to explore how these elements have been chosen by authors in order to construct meaning and how they affect interpretation. In identifying and analysing explicit and implied values embodied in texts, students examine the ways in which readers or viewers are invited to respond to the texts. They develop and justify a detailed written interpretation of a selected text. The term ‘selected text’ refers to a text chosen from the list of prescribed texts in Text List 1 published annually in the *VCAA Bulletin*.

### Outcome 1

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

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

### *Key knowledge*

This knowledge includes

- an understanding of the ideas, characters and themes constructed by the author and presented in the selected text;
- the structures, features and conventions used by authors to construct meaning in a range of literary texts;
- the ways in which authors express or imply a point of view and values;
- the ways in which readers’ interpretations of texts differ and why;
- strategies and techniques for constructing a detailed written interpretation of a text, supported by textual evidence and including appropriate metalanguage;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

### *Key skills*

These skills include the ability to

- develop sustained interpretive points of view about texts, supported by detailed textual analysis and reference to features, structures and conventions;
- analyse the ways in which authors express or imply a point of view or values;
- use appropriate metalanguage to support a detailed interpretation of a text;
- plan and revise written work for fluency and coherence;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

## **AREA OF STUDY 2**

### **Creating and presenting**

The focus in this area of study is on reading and writing and their interconnection.

A list of Contexts will be published annually in the *VCAA Bulletin*. The same Context should be the focus of study in both Units 3 and 4. Two texts, one in Unit 3 and one in Unit 4, will support this area of study. These texts must be selected from the list of prescribed texts in Text List 2 which will be published annually in the *VCAA Bulletin*. In addition to these selected texts, teachers are encouraged to support the achievement of the outcome by providing students with opportunities to read other texts – print, non-print and multimodal – that explore ideas and arguments associated with the selected Context.

Students will read these texts in order to identify, discuss and analyse ideas and/or arguments associated with the selected Context. They will reflect on the ideas and/or arguments suggested by these texts, explore the relationship between purpose, form, audience and language, and examine the choices made by authors in order to construct meaning.

Students will then draw on the ideas and/or arguments they have gained from the texts studied to construct their own texts. They write for a specified audience and purpose and draw on their experience of exploring texts to explain their own decisions about form, purpose, language, audience and context.

### **Outcome 2**

On completion of this unit the student should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

### *Key knowledge*

This knowledge includes

- the relationship between purpose, form, language and audience in a range of print, non-print and multimodal text types, with close attention to authors' choices of specific structures and features; for example, style, images, design, point of view, tone and register;
- the ideas and/or arguments relevant to the chosen Context, including an understanding of the ideas and arguments presented in selected text/s;
- strategies for creating, reviewing and editing;
- metalanguage to discuss and analyse their own and others' creative choices;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

### *Key skills*

These skills include the ability to

- analyse the relationship between purpose, form and audience in a range of text types, with close attention to authors' choices of structures and features;
- select and shape information, ideas and argument appropriate to the chosen form, audience, purpose and context;
- draw on the ideas and/or arguments presented in selected text/s;
- use appropriate strategies to review and edit texts for fluency and coherence;
- use appropriate metalanguage to discuss and analyse their own and others' authorial choices;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

## **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

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

### **Assessment of levels of achievement**

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

#### *Contribution to final assessment*

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

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

### **School-assessed coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<p><b>Outcome 1</b> Develop and justify a detailed interpretation of a selected text.</p>	50	<p><b>For all students:</b></p> <ul style="list-style-type: none"> <li>an extended written interpretation of one selected text.</li> </ul>
<p><b>Outcome 2</b> Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.</p>	50	<p><b>For English students:</b></p> <ul style="list-style-type: none"> <li>at least one sustained written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>three to five shorter texts, created for a specific audience/s and context/s, with a written explanation of decisions about form, purpose, language, audience and context.</li> </ul> <p><b>For ESL students:</b></p> <ul style="list-style-type: none"> <li>at least one sustained written text created for a specific audience and context</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>three to five shorter texts, created for a specific audience/s and context/s.</li> </ul>
<b>Total marks</b>	<b>100</b>	

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

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

#### **Description**

All outcomes and the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable. The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority.

#### ***Reading and responding***

Students will be required to write a response to one of two texts selected from English/ESL Text List 1 published annually by the Victorian Curriculum and Assessment Authority for Outcome 1.

#### ***Creating and presenting***

Students will be required to write for a nominated audience and purpose drawing on ideas suggested by their selected Context drawing directly from at least one text selected from English/ESL Text List 2 published annually by the Victorian Curriculum and Assessment Authority for Outcome 2.

#### ***Using language to persuade***

Students will be required to analyse the use of language in unseen persuasive text/s.

**ESL students***Reading and responding*

ESL students will be provided with a modified set of questions and will be required to write a response to one text selected from English/ESL Text List 1 published annually by the Victorian Curriculum and Assessment Authority.

*Creating and presenting*

ESL students will be required to refer to one text selected from English/ESL Text List 2 published annually by the Victorian Curriculum and Assessment Authority in response to a modified task that will examine Outcome 2.

*Using language to persuade*

ESL students will be provided with modified unseen persuasive text/s and a modified task.

**Conditions**

The examination will be completed under the following conditions:

- Duration: three hours.
- Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.
- The examination will be marked by assessors appointed by the Victorian Curriculum and Assessment Authority.

**Contribution to final assessment**

The examination will contribute 50 per cent to the study score.



## GLOSSARY

For the purposes of this study design the following definitions will apply.

Term	Definition
Author	In this study, 'author' is used in the broadest sense, to mean the creators of print, non-print and multimodal texts.
Blog	A contraction of weblog. A blog is an online journal containing chronological entries in print, visual and auditory form.
E-zine	An electronic magazine, delivered either via a website or in an email newsletter.
Metalanguage	A language used to discuss language conventions and use; for example, the terms and definitions used in the various grammars to describe the functions of words in sentences and the terms used to describe and categorise structural features of different kinds of texts.
Multimodal texts	In English, the modes of language are reading (including viewing), writing (including composing electronic texts), speaking and listening. Multimodal texts are those that combine, for example, print visuals, text, sound and spoken word as in film or computer presentation media.
Non-print texts	In this study, non-print texts are texts which have no print or visual images, as in a speech or radio program.
Non-verbal language	In this study, non-verbal language is used to refer to the way in which meaning is constructed and conveyed by, for example, body gesture and facial expression, as well as the visual language of layout and design, the choice of font and colour, and the use of framing, camera angles and shots and sound effects.
Print texts	In this study, print texts are texts which comprise print only or print and visual images, as in novels, plays, short stories, poetry, scripts for television, radio, film or the stage, transcripts of radio talkback programs, etc.
Verbal language	In this study, verbal language is used to refer to the use of words, either written or oral. It includes word choice and sentence structure and features such as tone, voice, register and style.

# Advice for English and ESL teachers

## **DEVELOPING A COURSE**

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

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

Underpinning the achievement of outcomes in all units is the development of students' skills in using Standard Australian English. Students will benefit from the practice of drafting responses and from explicit teaching related to these skills. Some activities in this section include specific suggestions for doing this.

### **Units 1 and 2**

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

### **Units 3 and 4**

In Units 3 and 4, assessment is more structured. For some outcomes, or aspects of an outcome, the assessment tasks are prescribed. The contribution that each outcome makes to the total score for school-assessed coursework is also stipulated.

### **Advice for ESL Teachers**

English as a Second Language Students in mainstream classes will require some additional teaching time to work on developing skills which first language learners acquire in earlier years of schooling. How this is provided is a school decision. It could be provided by the English teacher or an ESL specialist as an additional timetabled lesson each week. An ESL teacher could be timetabled to provide student support in class. Separate advice is provided for English and ESL teachers. Activities listed in the Advice to ESL Teachers section will often be suitable for some English classes, especially those with ESL students, and activities listed in the Advice to English Teachers section will often be suitable for some ESL students.

### Allocation of time

The time allocated to each area of study and outcome is a school decision, but teachers may base their decisions on the perceived demands of the outcome or on the emphases they may wish to give, taking into account the prior knowledge and experiences of their students. In the case of Units 3 and 4, the relative weighting of tasks should give an indication of the amount of time they may require. In all units teachers may choose to have students working concurrently on different outcomes, for example some classes could be spent on a selected text, others on using language to persuade. The table below shows a possible time allocation for Units 3 and 4.

Outcomes	Allocated marks English students	Time (approximate weeks)	Allocated marks ESL students	Time (approximate weeks)
Unit 3 Outcome 1	30	6	35	6
Unit 3 Outcome 2	30	5	30	5
Unit 3 Outcome 3	20 + 20	6	35	6
Unit 4 Outcome 1	50	7	50	7
Unit 4 Outcome 2	50	7	50	7

### USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for English/ESL, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimodal texts and the World Wide Web, where appropriate and applicable to teaching and learning activities.

### KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
<b>Text response (interpretive, analytical, discursive)</b>	Planning and organisation, written communication, initiative and enterprise
<b>Presentation of a point of view</b>	Planning and organisation, written communication, problem solving, initiative and enterprise
<b>Analysis of language</b>	Planning and organisation, written communication, initiative and enterprise
<b>Personal, imaginative responses</b>	Planning and organisation, written communication, problem solving, initiative and enterprise, self-management
<b>Sustained written text</b>	Planning and organisation, written communication, problem solving, initiative and enterprise
<b>Multimodal presentation/report</b>	Use of information and communications technology, self management, initiative and enterprise, planning and organisation, communication
<b>Oral presentation</b>	Planning and organisation, oral communication, initiative and enterprise

In completing work for this study, students may also demonstrate other key competencies and employability skills, such as working with others and in teams.

# Advice for English teachers

## TEXT SELECTION

### Units 1 and 2

In Units 1 and 2 text selection is entirely a school decision, and should be made in accordance with the guidelines described on page 12. The selected texts must also meet the requirements of each area of study.

#### An example of a teacher's text selection for Unit 1:

Area of study	Set text	Outcome
1. Reading and responding	Williamson, David, <i>Brilliant Lies</i> (play) (set text)	1
2. Creating and presenting: For example: Exploring and presenting themes or ideas: <i>Survival</i> . Teacher/student selection of range of texts, including one set text.	Ung, Loung, <i>First They Killed My Father</i> (set text) Additional reading and viewing could include: <i>Life is Beautiful</i> (film) A selection of war poems and short stories; <a href="http://mnw.eas.slu.edu/Earthquake_Center/">http://mnw.eas.slu.edu/Earthquake_Center/</a> (Earthquake Centre – Saint Louis University)	2
3. Using language to persuade: Texts should be selected which allow students to understand a range of points of view and a variety of language techniques.	Editorials, letters to the editor, opinion columns from daily or weekly newspapers or magazines. Segments from radio or television current affairs programs, speeches. Documentaries, e-zines and websites.	3


### Units 3 and 4

A total of four selected texts across the Units 3 and 4 sequence must be chosen from the Text List prescribed by the Victorian Curriculum and Assessment Authority each year and published in the *VCAA Bulletin*. For the achievement of Outcome 1 in each unit, students must read and study at least one selected text from Text List 1. For the achievement of Outcome 2 in each unit, students must read and study one selected text from Text List 2. No more than one of the four selected texts may be a film text. At least one of the selected texts should be by an Australian or about Australians. Additional texts should be selected in addition to selected texts for Outcome 2 and additional multimodal and/or non-print texts may be used to supplement the study of print texts.

### An example of a teacher's text selection for Unit 3:

Area of study	Selected text	Outcome
1. Reading and responding	One selected text from Text List 1	Unit 3 Outcome 1
2. Creating and presenting: Context selected from the list published annually by the Victorian Curriculum and Assessment Authority with the Text List.	One selected text from Text List 2 A range of relevant shorter texts could include: A short story Poems Website Extracts from a selection of television programs	Unit 3 Outcome 2
3. Using language to persuade: Selection of range of Australian media texts presenting points of view on a topical issue which has appeared in the Australian media since 1 September of the previous year.	Extracts from feature articles, opinion columns, cartoons, editorials and letters to the editor published in daily or weekly newspapers, radio or television current affairs programs, websites, e-zines and online focus and discussion groups	Unit 3 Outcome 3

### LEARNING ACTIVITIES

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

There is scope in all areas of study for teachers to select learning activities which will engage their students and challenge them appropriately. All learning activities can be adapted to explore relevant texts and allow students to develop the required knowledge and skills.

Learning activities and assessment tasks should also provide opportunities for students to develop oral skills in a variety of authentic contexts (for example, small group discussions, interviews, role-play).

## Unit 1


### AREA OF STUDY 1: Reading and responding


#### Outcome 1

Identify and discuss key aspects of a set text, and to construct a response in oral or written form.

#### Examples of learning activities

*Students could:*


 annotate a passage from the set text using the 'Comments' feature in a word-processing program; identify features such as imagery, analogy, perspective, tone and voice

 write a report card of the set text and identify and comment on the language, perspectives, imagery and characterisation; use this as the basis for writing a review of the text and present in written, oral or multimodal form

form small groups; each member adopts the persona of a character or narrator in the set text and, as part of a panel discussion, discusses the character's role (for example: their relationship with other characters, events and themes; how the reader/viewer knows about the character; what the narrator has chosen to include or omit from the text and why)

construct an alternative ending or a scene from an alternative point of view; present it as a script and performance; in writing, justify the choices made with reference to evidence from the text

write five assertions about the events and characters in the set text; pass these around the class and collect information about whether others agree with the statements and reasons for the view presented; collect original statements, collate the information and write a summary of the different responses

 keep a journal, or a blog, while reading, to record brief responses to the set text; reflect on early and later responses to the text

complete vocabulary-building exercises to establish the key terms used in the text as well as the metalanguage required to discuss the text

respond to a proposition about the characters, themes or ideas in the text in a scaffolded essay style, i.e. begin with mind mapping the topic, then organising ideas in a sequence, followed by developing each idea into a paragraph which incorporates detailed evidence from the text

**Detailed example**

## VOCABULARY-BUILDING

- Using the text, a thesaurus and a dictionary, find vocabulary from the text to describe the following:
  - The characters
  - The setting
  - The mood/atmosphere
  - The relationships between characters
 Highlight words which are new or difficult to spell.
- As a class, pool the words and create a list of thirty words for all class members.
- Have a discussion about the text in which every person needs to contribute a thought which integrates a word from the 'list of thirty'.
- Make a list of themes and ideas explored within the text. Match a list of words provided by the teacher with the themes and ideas. Compare answers with peers.
- Define metalinguistic terms required to discuss the text (e.g. narrative, perspective, metaphor, theme, characterisation etc.). Check definitions against dictionary definitions.
- Make a crossword or quiz to test knowledge of the metalinguistic terms.
- Integrate the terms in a written or oral discussion of a set text.


**AREA OF STUDY 2: Creating and presenting****Outcome 2**

Create and present texts taking account of audience, purpose and context.

**Examples of learning activities**


several relevant texts are positioned around the classroom; visit each text 'site' as though it is an archeological site; record details about each text under headings such as form, purpose, audience, context, visual features and personal reaction; compare notes in small groups and prepare a report on one of the texts to present to the class


*Students could:*

 using an appropriate software program, prepare a pamphlet containing instructions on how to construct certain types of texts, particularly noting the stylistic requirements (including visual features) of different forms and genres

change a text or part of a text to make it suitable for a new audience, purpose or context; explain and justify the changes made

**Exploring and presenting themes or ideas**

 compare the way a particular theme is explored in a number of different texts (plays, poetry, websites etc.); examine whether themes are explicit, symbolic, visual etc.

 using a grid or table in a word-processing or spreadsheet program, collect evidence from a number of texts which develop a similar idea; compare the evidence and create a mind map illustrating the ways different texts reveal ideas

in a small group, develop and perform a script for a series of short scenes set in a familiar contemporary context that explores the themes and ideas being considered

### Exploring technology and communication



research and compare different uses of language in different kinds of websites; make judgments about the intended audience and purpose of different websites and explain these evaluations



examine the use of codes, symbols and the development of technological language in texts such as websites, computer games, emails, online focus groups, e-zines



consider the ways language is altered for different technologies (see Don Watson's *Death Sentence*, Random House, 2004); evaluate Watson's assertions with reference to websites, datashow presentations and emails



consider how the development of forms of Internet-based communication such as email, web-discussions and online focus groups have expanded opportunities for discussion



construct emails, websites and contributions to an online discussion for a designated audience and purpose; swap these with a partner and make judgments about the intended audience and purpose of each other's writing



examine personal and creative writing published on the Internet; evaluate its quality in terms of structure, language and style; given the freedom enjoyed to publish writing on the Internet, is creative writing enhanced or devalued?

### Exploring workplace communication

from the student's part-time workplace, or with the assistance of an employed person, collect a series of authentic documents written for use in the workplace; examine these documents for stylistic features such as tone, control of language and visual features

view episodes of 'The Office' and explore the dynamics of communication in this workplace



use the templates in a word-processing program to show how different kinds of letters have to take into consideration context, purpose and audience

complete a mock or authentic job application process including the completion of an application, writing a resume, writing a letter arguing suitability for the position and preparing and participating in an interview; evaluate the performance in terms of how well the student demonstrated his or her employability

### Detailed example 1

#### EXPLORING TECHNOLOGY AND COMMUNICATION

1. Students will need to have access to computers and the Internet. Depending on resources, they could work individually or in pairs.
2. Ask students to choose eight websites – two each of .gov, .edu, .com, .org
3. Prepare a table with the following headings: Web URL; Language features; Audience; Purpose.
4. When students have filled in their table, ask them to draw some conclusions about the language use they have observed on these different types of sites.



**Detailed example 2**

## EXPLORING WORKPLACE COMMUNICATION


1. View two episodes of 'The Office'. Use the first episode as a familiarisation exercise – characters, setting etc. For the second episode, divide students into groups and assign them different aspects to observe.
2. Different groups look at: language use; modes of communication; body language; relationships and characterisation.
3. Group discussion: ask each group to organise their notes and observations into a combined summary. Ask them to share this with the rest of the class.
4. Ask each group to speak with a person they know who works in an office about different modes of communication.
5. Compare and contrast the information you have gathered from the person who works in an office with the episode of 'The Office'.
6. On the basis of what you have discovered through this exercise, develop a digital poster of typical office-based communications.

**AREA OF STUDY 3: Using language to persuade****Outcome 3**

Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.


**Examples of learning activities**

*Students could:*

 in small groups, examine famous speeches such as those on [www.historychannel.com/speeches](http://www.historychannel.com/speeches) and identify the persuasive techniques used; present a datashow explaining the impact of the speech in terms of the language used by authors to affect readers in particular ways


examine a series of informative texts (such as newspaper reports, websites, radio transcripts or current affairs reports on television) on a topic and rate them in terms of their persuasiveness

select a letter to the editor on a current issue and identify different features of the language used to persuade the audience

 using the comments feature in a word-processing program, and appropriate metalanguage, annotate a persuasive text indicating the persuasive devices used

reduce a persuasive text to its main contention and then 'build' it to its complete state adding an argument or a linguistic device one by one; comment on the purpose and effect of each addition

in a class discussion, compare the treatment of an issue on two television current affairs or news programs, and then in groups, create a storyboard of an alternative presentation for a specified audience; justify the choices made regarding the use of verbal and visual language

 compare the presentation of an issue in the print media and in an online journal such as [www.crikey.com.au](http://www.crikey.com.au) or [www.newmatilda.com](http://www.newmatilda.com); make lists of the similarities and differences in terms of the tone, arguments and language

analyse and discuss the presentation of a breaking news story in a newspaper

**Detailed example****BREAKING NEWS STORY**

This activity will help students locate essential information in an article, make notes and use these to discuss the effect of choices made in the presentation of an issue.

1. Teachers collect resources to illustrate how a breaking news story has been presented in a newspaper.
2. Students examine one article, identifying headings and sub-headings.
3. Students respond to True/False statements about the article, using the headlines to predict the content. After reading the article, discuss how helpful the headlines were in predicting the content.
4. Students identify difficult vocabulary, suggest meanings and use a dictionary to verify meanings.
5. Select another article and assist students to identify ways in which an informative piece may also be persuasive, and how language and other features have been used to achieve this in the article.
6. Follow-up activities could include asking students to make a dot point summary of the article, or to construct their own list of questions about the content of the article.

**Unit 2****AREA OF STUDY 1: Reading and responding**

The learning activities listed above for Unit 1, Area of Study 1 are also appropriate for Unit 2.

**Outcome 1**

Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.

**Examples of learning activities**

*Students could:*


discuss in groups the conversion of a set text to another form and create a storyboard, script or outline suggesting appropriate changes to the structure of the text; justify these changes in terms of the development of the characters, themes and ideas developed in the text

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


in small groups take on the persona of the author of the text and field questions from a panel of journalists in order to explore the point of view and values of the author; discuss the strategies for identifying the views and values of the author (e.g. language, tone, omissions, the views of characters, use of narrator, etc.)

construct a grid that illustrates the different points of view of characters on the same event or theme; have a panel discussion in which students take on the role of different characters and explain their different views

identify the cultural and historical values implicit in a set text; discuss the values the text would be likely to reflect if written in a different time or cultural context

 research the historical and cultural context of a set text using the Internet; record findings in a brochure or website providing information for tourists about the setting of the text

develop and present an oral tutorial to the class, or to a small group, arguing for a particular interpretation of a set text and presenting supporting evidence from the text

 use email and online discussion groups to argue for and against different interpretations of a text

respond to a set text creatively: take on the role of a character and reflect on events in the text in oral or written form; imagine a future, past or omitted scene or conversation between characters; relocate the events and characters and re-create events in an alternative setting; carefully select evidence from the text to support a creative interpretation

use a 'round robin' approach to gathering evidence from a set text to support a number of assertions about characters, events and views in the text

make a personal checklist of strategies for reviewing and editing written oral and multimodal work; share this with the class and agree on a collective list; apply both strategies to a piece of work for assessment

select several quotations from a set text which have a common theme; write a paragraph about the treatment of the theme making reference to the quotations; edit the work until the quotations are fluently integrated into the writing

### ***Detailed example***

#### **ROUND ROBIN**

1. Write a number of assertions about characters, events and views in a set text on separate sheets of paper.
2. In small groups, students respond to the assertions in one or more of the following ways:
  - provide evidence from the text to support the assertion
  - provide evidence from the text to contradict the assertion
  - analyse the view or value of the author revealed by the aspect of the text referred to in the assertion.
3. When all groups have responded to each assertion, each group takes one assertion and synthesises the responses in an oral or written report.
4. As part of their report, groups should try to analyse how different interpretations of the text have been formed.
5. Students can be given a glossary of metalanguage to use when preparing the report.

**AREA OF STUDY 2: Creating and presenting**

The learning activities listed in Unit 1 for this area of study are also appropriate for Unit 2.

**Outcome 2**

Create and present texts taking account of audience, purpose and context.

**Examples of learning activities**


Unit 2 provides an opportunity for teachers to continue and further develop the work completed as part of Unit 1 (Area of Study 2).

Alternatively, teachers or schools may select a second Context from the list.

**AREA OF STUDY 3: Using language to persuade****Outcome 3**

Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

**Examples of learning activities**

 after exploring the impact of active and passive voice, use a resource like [http://owl.english.purdue.edu/handouts/grammar/g\\_actpass.html](http://owl.english.purdue.edu/handouts/grammar/g_actpass.html)

after gaining a firm grasp of active and passive voice, select a newspaper piece and analyse this aspect of language use; students rewrite a particular passage in the opposite voice; discuss how this alters the persuasive impact

*Students could:*

listen to a formal presentation, e.g. a radio lecture, a broadcast speech, and then present the same information informally to a group of peers; explain the changes made to the structure and language

examine examples of community campaign advertisements and comment on the associations, omissions and emotive appeals


watch segments of satirical documentaries; analyse the persuasive techniques; critique the arguments presented paying particular attention to the structure of the argument and the evidence presented

without using sound, view video segments of well-known people or media identities to analyse body language, and then add the sound for analysis of spoken language

in small groups, prepare and perform a panel discussion between representatives of organisations with differing views about an issue

read a letter to the editor and prepare a response, expressing an alternative point of view

write a letter to a local newspaper presenting a reasoned point of view on a local issue

 plan a multimodal presentation for the class on an issue relevant to students; survey their opinions before and after the presentation; evaluate the effectiveness of the presentation

**Detailed example****ALTERNATIVE POINT OF VIEW**

1. Select a brief letter to the editor on a current issue from a daily metropolitan newspaper.
2. Identify the main argument and strategy used by the writer to present the point of view.
3. Now write a letter to the editor of the same length arguing for an alternative point of view. You must also use an alternative strategy to that used in the original letter. (You may need to conduct some research to find evidence to support your argument/s.)
4. Exchange the two letters with a classmate. Each member of class compares the strategies and techniques used in the two letters and comments on the effectiveness of the arguments presented.

**Unit 3****AREA OF STUDY 1: Reading and responding****Outcome 1**

Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

**Examples of learning activities**

the Think-aloud strategy is used to make explicit the process of interpretation that is occurring as a text is read: a commentary is provided as a passage is read, modelling how an expert reader constructs meaning from the text, e.g. visualising what they are reading, recognising tip-offs that something may be important to understanding the text, making inferences about the text's meaning based on their own experiences and other texts they have read, making predictions, asking questions, etc.

select a key scene in the text where most characters are involved; working in small groups, each member takes on the role of one of the characters involved; assign one person to act as interviewer; conduct a panel interview for the class that draws out the feelings, responses and perspectives of each of the characters within the context of the chosen scene

select a range of passages from the text that demonstrate the different tones the writer employs; explore how the writer has created the particular tone; each student delivers their readings and commentaries as an oral presentation to the class

*Students could:*

use a variety of concept maps, charts and diagrams to develop a detailed knowledge of the main characters in the selected text

focus on developing profiles of minor characters, asking the following questions:

Who are the minor or secondary characters?

What is their role in the story?

How do the minor characters relate to, impact upon or contrast with the main characters?

make thorough notes on the ways in which the author explores themes in the selected text through:


- a. the characters – their thoughts, actions, experiences and relationships
- b. the actions or events in the story
- c. the setting
- d. the social, political and cultural world represented in the text
- e. the title
- f. the tone used

examine the narrative stance or point of view in the selected text; discuss the impact of this; select a critical event or moment from the text and reinterpret this from a different point of view

develop a dramatic monologue that might be spoken at a key moment by one of the main characters in the selected text

draw up two columns; label the first 'Values endorsed in the selected text' and the second 'Examples of how this value is endorsed'; fill in this table

create character timelines that plot the changes in each character over time; link these changes to key events or key moments in the selected text; note how the author conveys these changes through symbolism, change in tone etc.

 use hypertext (or the Comment function in Microsoft Word) to analyse and comment on a single passage from a text, noting where it occurs in the selected text, what is revealing about a character or characters, the mood of the passage, particular words, lines and images which are significant and how the passage conveys the text's major concerns

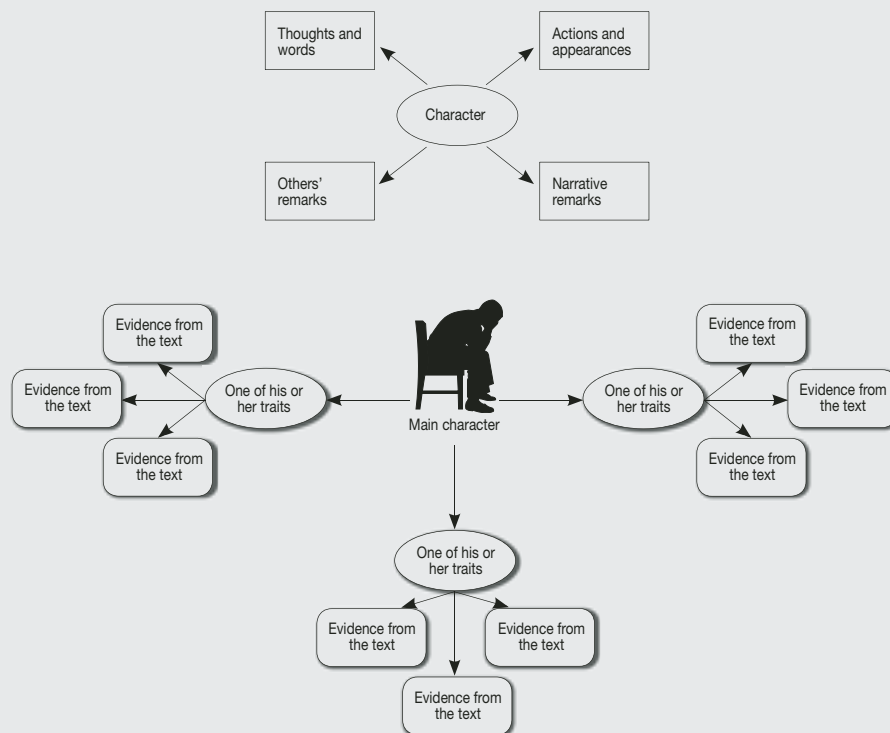
practise matching short quotations to key ideas about the set text; write each of these into a sentence that integrates the quotation or part of the quotation as evidence

**Detailed example**

**PLOTTING CHARACTERS**

Students choose one of the following diagrams to record and develop key information about particular characters.

When the work is completed, arrange for the diagrams to be displayed for the rest of the class. In addition to developing knowledge of the text, this activity could help students to develop note-taking skills, build vocabulary and be more specific in choice of vocabulary.



Character	One word description	Appearance	Significance to the story

continued

**Detailed example (continued)**

Description of character at the beginning of the text	
Event 1	The character feels...
Event 2	The character feels...
Event 3	The character feels...
Event 4	The character feels...
Event 5	The character feels...
Event 6	The character feels...
Description of character at the conclusion of the text	

**AREA OF STUDY 2: Creating and presenting****Outcome 2**

Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

**Examples of learning activities**


create some question dice; on one cube have the question beginnings: how, what, where, why, who, when; on the other cube use: is, can, do/does, has/have, might, would

take it in turns to roll the dice – with each roll a new question stem is generated; complete the question, making reference to the Context being considered

select a particular text type and audience, and a topic related to the chosen Context; prepare a Class Plan; write an individual finished piece

post a number of controversial statements about an aspect of the selected Context on large sheets of paper around the room; using post-it notes students move around the room and post comments/perspectives/questions on each of the statements; when completed, form small groups and give each group one of the statement sheets to prepare a summary report on the responses to the rest of the class

*Students could:*

 search for advice on the Internet which is a useful source of informative material about the writing process on elements such as choosing appropriate form and language for a selected audience; use the information to review a piece of writing already produced about the chosen Context


select a range of text types on a common topic; in small groups speculate about the audience and purpose for each piece; as a class, discuss what clues were used to make these judgments; assess how successful each of the pieces is in the light of the discussions




write a cycle of poems that reflect the ideas developed about key aspects of the chosen Context

keep an individual scrapbook of articles, cartoons, visuals, art works, song lyrics etc. that are relevant to the selected Context; make annotations about the connection between the item and the selected Context

using the ideas gleaned from the selected text and other texts studied, write a script for a short scene (which will be performed) that explores a significant aspect of the chosen Context in a contemporary setting

 present a discussion of an aspect of the chosen Context and support it with visuals only (art works, images etc) – these can be presented using PowerPoint or a similar software package

 keep a 'blog' while reading about, studying and discussing the different aspects of the chosen Context; when study and reflection is completed, use blog entries as the basis of a formal essay on an aspect of the chosen Context

prepare a selection of short creative texts (poetry, extract from a script, short reflective piece etc.) which develop a response to an aspect of the selected Context; explain, in written or oral form, the choices made in creating these texts

a couple of starting points:

<http://owl.english.purdue.edu/handouts/general/index.html>

<http://writingworkshop.edtec.unsw.edu.au/topics.html>

write a conversation between two characters from the selected text and another text students have read; in the conversation, exchange views about an aspect of the chosen Context; ask a classmate to review the work, making suggestions for alterations and checking for accurate expression

compile extracts from different text types and analyse how to present aspects of the selected Context

### **Detailed example**

#### CONTEXT AND CONTROVERSY

1. You will need some large sheets of paper and blocks of 'post-it' notes.
2. Compose a number of controversial statements about aspects of the chosen Context. Write one of these in large print on each sheet. Post them at intervals around the room.
3. Provide students with a small block of 'post-it' notes. Ask them to move around the room and post comments/perspectives/questions on each of the statements.
4. Divide students into small groups when they have completed the posting process. Give each group one of the sheets that now comprises the controversial statement and a range of responses on the post-it notes.
5. The group's task is to read through the responses, organise them and prepare a summary report to present to the rest of the class.

### AREA OF STUDY 3: Using language to persuade

#### Outcome 3

Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

#### Examples of learning activities

a media text is selected and a copy prepared in which key words have been deleted; ask students to work in groups to suggest words to fill the gaps; compare the suggestions from different groups, and discuss the impact of different word choices on the point of view being presented in the text

make a video recording of the first 10 minutes of each of the TV news services on a particular day; have students create a running sheet for each program; compare and contrast the running sheets; what conclusions can be drawn about the similarities and differences between the clips?

select four different media texts; divide the class into groups of four; give sufficient time for each member of the group to read the article; explain that each person will begin with one piece and have 60 seconds to make annotations about how language is used to persuade; pass the piece on to the next person; they will have 60 seconds to make annotations; repeat the process so that each member of the group has commented on each piece; ask groups to share their annotations

collect a selection of letters to the editor that represent a range of views about an issue; each student selects one letter and writes a reply, supporting or challenging the letter writer's view; read the replies aloud to the class; discuss the extent to which the recipients of the replies might change their viewpoint

*Students could:*


in groups, prepare and present a class forum on a topical issue, with individuals role-playing the key stakeholders

collect three editorials, one from each of the metropolitan dailies, about the same issue; compare the points of view represented and the way language is used to influence readers

in small groups construct a series of interview questions for different stakeholders interested in your issue; where possible, carry out these interviews

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

conduct a PMI (plus, minus, interesting) exercise to canvas all the possible arguments relevant to the issue

 using the Comments feature in a word-processing program, and appropriate metalanguage, annotate a persuasive text indicating the persuasive strategies used; place this work on a discussion board and invite comments from others in the class

select a short persuasive text; rework the material for two different audiences; write an analysis of why certain features of the piece were changed

**Detailed example**

## CLASS FORUM

1. Identify a current issue and list the groups or organisations that are key stakeholders that may be involved or have an interest in the issue.
2. For each group or organisation discuss the following and make notes:
  - how they define the issue, the position they take on it, and the terms and language they use to discuss the issue
  - the main arguments used to support their position
3. Each member of the class is allocated to one group or organisation involved with the issue.
4. Conduct a class forum on the issue where each group or organisation presents its point of view on the issue, responds to questions and criticisms of their position, and takes issue with the statements of other groups.
  - the ways in which they appeal to their audience.

**Unit 4****AREA OF STUDY 1: Reading and responding****Outcome 1**

Develop and justify a detailed interpretation of a selected text.

**Examples of learning activities**

each student writes a question about the set text that puzzles him or her most on an index style card; these are used as the basis of discussion with the whole class

*Students could:*



conduct a web search on the set text; try to locate a range of different responses to it; analyse these different responses, making a list of reasons for the different perspectives presented

keep a 'key moments' diary for the selected text; head the section with a summary description of the moment, then below this draw up three columns: Who? What do they do? Why do they do it?

in groups, create a tableau to represent a selected key moment in the selected text; explain to the class why they have positioned people as they have, what the facial expressions are to suggest etc.; compare the different tableau – is there a dominant interpretation of the scene? Which presentation did they find most convincing and why?

construct an alternative ending or a scene omitted from the selected text; read or perform it for the rest of the class; having done this, explain how what was created fits in with the overall interpretation of the text

view a film adaptation of the selected text, if this exists; write a review of the film analysing the ways in which ideas are presented and dealt with, and discuss to what extent this accords with the reading of the text; construct a values map of the text; plot the values that are endorsed and rejected and note how this is achieved

**Detailed example**

## INTERPRETATIVE TABLEAU

1. Working in small groups, take the key moment or scene from the text that has been selected and present it to the class as a static tableau.
2. Design the physical 'set' into which you will place your characters. Select props carefully to reinforce your interpretation of the scene. Be very specific about the location and direction of objects (e.g. chairs).
3. Discuss together the costuming requirements for each character.
4. For each character, decide upon their physical pose and facial expression.
5. Prepare an oral report for the class that 'deconstructs' your tableau. Before you present the report, ask the class for comments on the interpretation you have created.

**AREA OF STUDY 2: Creating and presenting**

The learning activities listed in Unit 3, Area of Study 2 are also appropriate for Unit 4.

**Outcome 2**

Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

**Examples of learning activities**

Unit 4 provides an opportunity for teachers to continue and further develop the work completed as part of Unit 3, Area of Study 2.

## SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks will be published by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher's assessment program for English using a selection of the tasks from the Units 3 and 4 assessment tables. Refer to page 71 for an ESL example.

Outcomes	Marks allocated	Assessment tasks
<b>Unit 3</b>		
<b>Outcome 1</b> Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values and is open to a range of interpretations.	30	An oral text response.
<b>Outcome 2</b> Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.	30	At least one sustained* written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context.
<b>Outcome 3</b> Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.	20	Writing which analyses the use of language in three or more persuasive texts that debate a current issue in the Australian media
	20	<b>and</b> A sustained and reasoned point of view on the selected issue in written form.
<b>Total marks for Unit 3</b>	<b>100</b>	
<b>Unit 4</b>		
<b>Outcome 1</b> Develop and justify a detailed interpretation of a selected text.	50	An extended written interpretation of one selected text.
<b>Outcome 2</b> Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse their decisions about form, purpose, language, audience and context.	50	Three to five shorter** texts created for a specific audience/s and context/s, with a written explanation of decisions about form, purpose, language, audience and context.
<b>Total marks for Unit 4</b>	<b>100</b>	

\*A sustained response should be approximately between 900–1200 words in total.

\*\*The length of shorter texts should reflect the form and purpose of the text and be approximately between 1000–1500 words in total.

# Advice for ESL teachers

## TEXT SELECTION

As detailed in the study design, ESL students study three set texts across the Unit 1 and 2 sequence, and three selected texts across the Unit 3 and 4 sequence. Texts for ESL students need to be cognitively demanding as well as culturally and linguistically appropriate. In choosing texts for ESL students consider the accessibility of the language. Factors such as dialects using non-standard spelling and the idiomatic use of language may reduce accessibility for some students. Change of narrator or time frame could also be difficult. Texts with clear themes and issues are recommended for ESL students. Collections of short stories are appropriate if there is a connecting theme.

### Units 1 and 2

In Units 1 and 2 text selection is entirely a school decision, which should be made in accordance with the guidelines described on page 12. The selected texts must also meet the requirements of each area of study.

#### An example of a teacher's selection for Unit 1:

Area of study	Set text	Outcome
1. Reading and responding	Williamson, David, <i>Brilliant Lies</i> (play) (set text)	1
2. Creating and presenting: Exploring and presenting themes or ideas. For example: <i>Survival</i> . Teacher/student selection of range of texts, including one set text/s	Ung, Loung, <i>First They Killed My Father</i> (set text) Other texts could include: <i>Life is Beautiful</i> (film) a selection of war poems <a href="http://mnw.eas.slu.edu/Earthquake_Center/">http://mnw.eas.slu.edu/Earthquake_Center/</a> (Earthquake Centre – Saint Louis University)	2
3. Using language to persuade: Texts should be selected which allow students to understand a range of points of view and a variety of language techniques.	Reports, editorials, feature articles, letters to the editor and advertisements from daily or weekly newspapers. Extracts from radio or television current affairs programs, websites, e-zines and online forums.	3


### Units 3 and 4

A total of three selected texts across the Units 3 and 4 sequence must be selected in accordance with guidelines on page 23 and chosen from the prescribed Text List published each year in the *VCAA Bulletin*. For the achievement of Outcome 1 in each unit, ESL students must read and study one selected text from Text List 1. For the achievement of Outcome 2 in Unit 3, students must read and study one selected text from Text List 2. For the achievement of Outcome 2, Unit 4, student should read and study a range of shorter texts selected by the school. No more than one of the selected texts may be a film text. At least one of the selected texts should be an imaginative print text such as a novel, a play or a collection of short stories or poetry. Additional texts should be selected in addition to the selected text for Outcome 2 and additional multimodal and/or non-print texts may be used to supplement the study of print texts.

#### An example of a teacher's text selection for Unit 3:

Area of study	Selected text	Outcome
1. Reading and responding	One selected text from Text List 1	Unit 3 Outcome 1
2. Creating and presenting: Context selected from the list published annually by the Victorian Curriculum and Assessment Authority with the Text List.	One selected text from Text List 2 A range of relevant shorter texts could include: A short story Poems Website Extracts from a selection of television programs	Unit 3 Outcome 2
3. Using language to persuade: Selection of a range of Australian media texts presenting points of view on a topical issue which has appeared in the Australian media since 1 September of the previous year.	Extracts from feature articles, opinion columns, cartoons, editorials and letters to the editor published in daily or weekly newspapers, radio or television current affairs programs, websites, e-zines and online focus and discussion groups	Unit 3 Outcome 3

### LEARNING ACTIVITIES

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

There is scope in all outcomes for teachers to select learning activities which will engage their students and challenge them appropriately. All learning activities can be adapted to explore relevant texts and allow students to develop the required knowledge and skills. Offering students a broad range of learning activities will enhance their engagement with a variety of texts.

In Units 1 and 2, learning activities and assessment tasks should provide opportunities for students to develop oral skills in a variety of authentic contexts (e.g. small group discussions, interviews, role-play).

ESL students have as much variety in learning styles as English background students do. However, they vary widely in their level of literacy in English, their general knowledge background and their educational experience in their first language. Awareness of these differences can assist teachers to prepare more appropriate teaching and learning activities for ESL students. It is recommended that ESL students be encouraged to value and share their first language and culture as a resource in learning English.

As building a vocabulary in English can be a challenge, teachers need to include a focus on common prefixes and suffixes to assist in developing word recognition. Most topics and themes can be used to practise a range of English language skills and appropriate language functions.

Speaking and interaction in class need to be taught. It cannot be assumed that ESL students will contribute to discussion if they are not taught these skills, including what is appropriate in forms of non-verbal communication.

Resources for teachers seeking to understand the specific learning needs of ESL students are indicated by an asterisk in the list of suitable resources.

Approaches to support ESL students include:

- Use visual support as much as possible – pictures, diagrams, listing points clearly on the board. Engage students in discussion which ensures that the pictures and diagrams give the intended message.
- Provide opportunities for discussion of any text, task or topic before formal writing begins.
- Wherever possible arrange group or pair work so that ESL students can interact with supportive English speakers. ESL students need to be confident about oral participation in class but too much focus on accurate pronunciation may be discouraging. Pronunciation needs to be intelligible to the listener and sometimes it will be appropriate to provide opportunities for structured practice of unfamiliar sounds.
- Select text material carefully. Some written and audiovisual materials are highly idiomatic and use slang, jargon, and cultural references which may be incomprehensible for some ESL students. Introduce such materials in a context which enables ESL students to learn from the diversity of language use rather than be overwhelmed by it.
- Provide necessary background information and key terms associated with texts or topics to be used with ESL students. The provision of handouts or board notes will enable ESL students to participate more meaningfully in most class work.
- Provide specific tasks with clear instructions, broken down into small steps. Ensure that students have sufficient time to complete tasks, as most tasks take longer for students working in a second language.



## Unit 1


### AREA OF STUDY 1: Reading and responding

#### Outcome 1


Identify and discuss key aspects of a set text, and to construct a response in oral or written form.

#### Examples of learning activities

*Students could:*

 visually represent the changes and development in characters in the set text (for example, using Microsoft Excel or freehand diagrams, create graphs, cartoons, symbols etc.)

re-sequence jumbled sentences which summarise the story to demonstrate understanding of the timeline of events in the narrative

 annotate a passage from the set text using the 'Comments' feature in a word-processing program; identify features such as imagery, analogy, perspective, tone and voice


build knowledge of the text by adopting the persona of a character or narrator in the set text and, as part of a panel discussion, discussing the character's role (for example, his or her relationship with other characters, events and themes; discussing how the reader/viewer knows about the character; what the narrator has chosen to include and omit from the text and why)

construct an alternative ending or a scene from an alternative point of view, e.g. write a short scene from the viewpoint of a character other than the narrator

divide into groups according to who sympathises and who does not sympathise with a particular character; then construct reasons for the views presented and try to persuade others to join their group

write five assertions about the events and characters in the set text; pass these around the class and collect information about whether others agree with the statements and reasons for the view presented; collect original statements, collate the information and write a summary of the different responses

prepare questions and then role-play an interview with a character from the set text

 keep a journal, or a blog, while reading, to record brief responses to the set text; reflect on early and later responses to the text

complete vocabulary-building exercises to establish the key terms used in the text as well as the metalanguage required to discuss the text

respond to a proposition about the characters, themes or ideas in the text in a scaffolded essay style, i.e. begin with mind mapping the topic, then organising ideas in a sequence, followed by developing each idea into a paragraph which incorporates detailed evidence from the text

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

**Detailed example**

## VOCABULARY-BUILDING


1. Assist students to find vocabulary from the text to describe the following:
  - The characters
  - The setting
  - The mood/atmosphere
  - The relationships between characters
2. Have students use the text and a dictionary (one which has meanings in context) to find the meaning of these words. Students highlight words which are new or difficult to spell.
3. Use this word list to play games such as bingo, spelling bees and word association.
4. Have students use their dictionaries to find different grammatical forms of selected vocabulary, e.g. marry, marriage, marital, and use them in sentences.
5. Have a discussion about the text in which every person needs to contribute a thought using a word from this list.
6. Make a list of themes and ideas explored within the text. Match a list of words provided by the teacher with the themes and ideas. Compare answers with peers.
7. Provide the meanings of metalinguistic terms required to discuss the text (e.g. narrative, perspective, metaphor, theme, characterisation etc.).
8. Make a crossword or quiz to test knowledge of the metalinguistic terms.
9. Integrate the terms in a written or oral discussion of a set text.

**AREA OF STUDY 2: Creating and presenting****Outcome 2**

Create and present texts taking account of audience, purpose and context.

**Examples of learning activities**

several relevant texts are positioned around the classroom; visit each text 'site' as though it is an archaeological site; record details about each text under headings such as form, purpose, audience, context, visual features and personal reaction; compare notes in small groups and prepare a report on one of the texts to present to the class

 use a prepared, professional model to teach the stylistic requirements of the different forms, enabling students to prepare a pamphlet containing instructions on how to construct certain types of texts, particularly noting the stylistic requirements (including visual features) of different forms and genres

*Students could:*

develop a main point into a topic sentence, and then develop further into a paragraph by adding related details and/or explanations


change a text or part of a text to make it suitable for a new audience, purpose or context; explain the changes made

develop strategies for editing and revising writing; where possible assist students to evaluate their own writing using these strategies


### Exploring and presenting themes or ideas


examine how a particular theme is developed in a number of texts through the use of prose, poetry, dialogue, visual images, music etc.

prepare a selection of short creative texts (poetry, extract from a script, short reflective piece, etc.) which develop a theme

 design an advertisement for a film using text, graphics and downloaded images, then present it to the class and identify the market they have aimed for

### Exploring technology and communication

 consider how the development of forms of Internet-based communication such as email, web-discussions and online focus groups have expanded opportunities for communication with people from other countries; discuss how these forms of communication allow for participation in a global community

 construct emails, websites and contributions to an online discussion for a designated audience and purpose


in pairs, teach each other a skill and then report to the class on the effectiveness of the communication process

### Exploring workplace communication

with the assistance of an employed person, collect a series of authentic documents written for use in the workplace; examine these documents for stylistic features such as tone, control of language and visual features

view episodes of 'The Office' and explore the dynamics of communication in this workplace

convert a workplace document such as a job application to a text written for a different purpose and audience (e.g. a letter to inform a friend about the job or to persuade a friend to apply for a similar job); discuss the changes made to the structure, features and vocabulary of the document

 use the templates in a word-processing program to show how different kinds of letters have to take into consideration context, purpose and audience

complete a mock or authentic job application process including the completion of an application, writing a resume, writing a letter arguing suitability for the position and preparing and participating in an interview; evaluate the performance in terms of how well the student demonstrated his or her employability

**Detailed example**

## EXPLORING WORKPLACE COMMUNICATION

1. View two episodes of 'The Office'. Use the first episode as a familiarisation exercise – characters, setting etc. For the second episode, divide students into groups and assign them different aspects to observe.
2. Different groups look at: language use; modes of communication; body language; relationships and characterisation.
3. Group discussion: ask each group to organise their notes and observations into a combined summary. Ask them to share this with the rest of the class.
4. Ask each group to speak with a person they know who works in an office about different modes of communication.
5. Compare and contrast the information you have gathered from the person who works in an office with the episode of 'The Office'.
6. On the basis of what you have discovered through this exercise, develop a digital poster of typical office-based communications.

**AREA OF STUDY 3: Using language to persuade****Outcome 3**

Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

**Examples of learning activities**

*Students could:*

identify persuasive texts from a collection of texts including feature articles, letters to the editor, emails, magazine articles, websites

re-sequence jumbled paragraphs to focus on the logical development of an argument

examine a series of informative texts (such as newspaper reports, websites, radio transcripts or current affairs reports on television) on a topic and rate them in terms of their persuasiveness

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



using the comments feature in a word-processing program, and appropriate metalanguage, annotate a persuasive text indicating the persuasive devices used

reduce a persuasive text to its main contention and then 'build' it to its complete state by identifying the arguments and linguistic strategies one by one; comment on the purpose and effect of each as they are identified

watch several advertisements without sound and then listen to them without pictures; record reactions and discuss in groups the purpose and effects of the visual language and the soundtracks

in a class discussion, compare the treatment of an issue on two television current affairs or news programs, and then in groups, storyboard an alternative presentation for a specified audience; justify the choices made regarding the use of verbal and visual language

analyse and discuss the presentation of a breaking news story in a newspaper

**Detailed example****BREAKING NEWS STORY**

This activity will help students locate essential information in an article, make notes and use these to discuss the effect of choices made in the presentation of an issue.

1. Teachers collect resources to illustrate how a breaking news story has been presented in a newspaper.
2. Students examine one article, identifying headings and sub-headings.
3. Students respond to True/False statements about the article, using the headlines to predict the content. After reading the article, discuss how helpful the headlines were in predicting the content.
4. Students identify difficult vocabulary, suggest meanings and use a dictionary to verify meanings.
5. Select another article; assist students to identify ways in which an informative piece may also be persuasive and how language and other features have been used to achieve this in the article.
6. Follow-up activities could include asking students to make a dot point summary of the article, or to construct their own list of questions about the content of the article.

**Unit 2****AREA OF STUDY 1: Reading and responding**

The learning activities listed above for Unit 1, Area of Study 1 are also appropriate for Unit 2.


**Outcome 1**

Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.

**Examples of learning activities**

*Students could:*


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

 select a short passage from the set text in which the values of the author are revealed; each class member inserts a comment and sends the text and comments around the group for online discussion

take on the persona of the author of the text and field questions from a panel of journalists in order to explore the point of view and values of the author; discuss the strategies for identifying the views and values of the author (e.g. language, tone, omissions, the views of characters, etc.)

construct a grid that illustrates the different points of view of characters on the same event or theme; have a panel discussion in which students take on the role of different characters and explain their different views

identify the cultural and historical values implicit in the set text; discuss the values the text would be likely to reflect if written in a different time or cultural context

 research the historical and cultural context of a set text using the Internet; record findings and report to class

respond to a set text creatively: take on a character and reflect on events in the text in oral or written form; imagine a future, past or omitted scene or conversation between characters

use a 'round robin' approach to gathering evidence from a set text to support a number of assertions about characters, events and views in the text

select several quotations from the set text which have a common theme; write a paragraph about the treatment of the theme making reference to the quotations; edit the work until the quotations are fluently integrated into the writing

### **Detailed example**

#### **ROUND ROBIN**

1. Write a number of assertions about characters, events and views in the text on separate sheets of paper.
2. In small groups, students respond to the assertions in one or more of the following ways:
  - provide evidence from the text to support the assertion
  - provide evidence from the text to contradict the assertion
  - analyse the views or values of the author revealed by the aspect of the text referred to in the assertion.
3. When all groups have responded to each assertion, each group takes one assertion and synthesises the responses in an oral or written report.
4. Students can be given a glossary of metalanguage to use when preparing the report.

Provide students with sentence stems appropriate for this task.

### **AREA OF STUDY 2: Creating and presenting**

The learning activities listed in Unit 1 for this area of study are also appropriate for Unit 2.

#### **Outcome 2**

Create and present texts taking account of audience, purpose and context.

#### **Examples of learning activities**

Unit 2 provides an opportunity for teachers to continue and further develop the work completed as part of Unit 1 (Area of Study 2).

Alternatively, teachers or schools may select a second Context for exploration from the list.

### AREA OF STUDY 3: Using language to persuade

#### Outcome 3

Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

#### Examples of learning activities



after exploring the impact of active and passive voice, use a resource like [http://owl.english.purdue.edu/handouts/grammar/g\\_actpass.html](http://owl.english.purdue.edu/handouts/grammar/g_actpass.html)

after gaining an understanding of active and passive voice, use short newspaper pieces to analyse this aspect of language use; students rewrite particular items in the opposite voice; discuss how this alters the persuasive impact

provide two or more short pieces of persuasive writing, written in different styles, on a familiar issue; work with students to identify the features of each and how different writing styles, such as the use of the passive or emotive language, are persuasive

*Students could:*

write short persuasive pieces in response to topical issues in the day's news using different writing styles, practising what has been modeled and discussed with the teacher

without using sound, view video segments of well-known people or media identities to analyse body language, and then add the sound for analysis of spoken language

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

prepare and present a speech giving a reasoned point of view on an issue

write a letter to a local newspaper presenting a reasoned point of view on a local issue



plan a multimodal presentation for the class on an issue relevant to students; survey their opinions before and after the presentation; evaluate the effectiveness of the presentation



create a mind map of an issue as a PowerPoint slide or overhead and then explain it to the group

#### Detailed example

##### PREPARED PERSUASIVE SPEECH

- Students collect information on an issue that interests them: an early news report, an editorial, two letters to the editor (presenting different points of view on the issue).
- Students summarise the main information in the news story under headings: who, what, where, when, why and how?
- Students identify the contention and the supporting arguments in the opinion pieces.
- Students identify persuasive language features. Provide a sentence template to explain the intended effect, e.g. When the writer uses the words \_\_\_\_\_ he/she wants the reader to \_\_\_\_\_.
- Students choose their own point of view, frame a contention and write down three reasons to support it.
- Provide a template for the arrangement of the order and content of the oral presentation. Students and the teacher develop criteria for assessing the speech.
- Students present their speeches. After presentations, discuss the effectiveness of the use of persuasive language and clear up any mistaken analysis.

## Unit 3

### AREA OF STUDY 1: Reading and responding

#### Outcome 1

Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

#### Examples of learning activities

select a key scene in the selected text where most characters are involved; working in a small group, each member takes on the role of one of the characters involved; assign one person to act as interviewer; conduct a panel interview for the class that draws out the feelings, responses and perspectives of each of the characters within the context of the chosen scene

assist students to make and use a glossary of relevant technical and general vocabulary to support writing about texts

*Students could:*

use a variety of concept maps, charts and diagrams to develop a detailed knowledge of the main characters in the selected text

focus on developing profiles of minor characters, asking the following questions:

Who are the minor or secondary characters?

What is their role in the story?

How do the minor characters relate to, impact upon or contrast with the main characters?

make thorough notes on the ways in which the author explores themes in the selected text, through:


- the characters – their thoughts, actions, experiences and relationships
- the actions or events in the story
- the setting
- its social, political and cultural world represented in the text
- the title
- the tone used

examine the narrative stance or point of view in the set text; discuss the impact of this; select a critical event or moment from the text and reinterpret this from a different point of view

develop a dramatic monologue that might be spoken at a key moment by one of the main characters in the selected text

draw up two columns; label the first 'Values endorsed in the selected text' and the second 'Examples of how this value is endorsed'; fill in this table

create character timelines that plot the changes in each character over time; link these changes to key events or key moments in the selected text; where appropriate, show how the author uses images to reflect these changes

 use hypertext (or the Comment function in Microsoft Word) to analyse and comment on a single passage from a text, noting where it occurs in the selected text, what is revealing about a character or characters, the mood of the passage, particular words, lines and images which are significant and how the passage conveys the text's major concerns



in small groups discuss the symbols and/or imagery used in the selected text; consider how the writer uses symbols and/or imagery; what is their function in the text as a whole?

practise matching short quotations to key ideas about the selected text; write each of these into a sentence that integrates the quotation or part of the quotation as evidence

### **Detailed example**

Refer to detailed examples: *Plotting characters*, on pp. 48–49 (English Advice) as excellent examples of activities for ESL students.

## **AREA OF STUDY 2: Creating and presenting**

### **Outcome 2**

On completion of this unit the student should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

### **Examples of learning activities**



the Internet is a useful source of informative material about the writing process

a couple of starting points:

<http://owl.english.purdue.edu/handouts/general/index.html>

<http://writingworkshop.edtec.unsw.edu.au/topics.html>

teachers could use these as a resource to construct their own activities for extending students' range of vocabulary for the writing process as well as their knowledge of punctuation and syntax; they are also a useful source of self-directed activities for students to work on building written language skills

create some question dice; on one cube have the question beginnings: how, what, where, why who, when? on the other cube use: is, can, do/does, has/have, might, would; students take it in turns to roll the dice – with each roll a new question stem is generated – students complete the question, making reference to the Context they are considering

*Students could:*

select a particular text type and topic related to the chosen Context; prepare a class plan; write an individual finished piece

select a range of text types on a common topic; in small groups speculate about the audience and purpose for each piece; as a class discuss what clues were used to make these judgments; for some groups, significant teacher input will be needed


using the ideas gleaned from the selected text, write a short scene that explores a significant aspect of the chosen Context

keep an individual scrapbook of articles, cartoons, visuals, art works, song lyrics etc. that are relevant to the selected Context; make annotations about the connection between the item and the selected Context

write a conversation between two characters from the selected text in which they exchange views about an aspect of the chosen Context

post a number of controversial statements about an aspect of the selected Context around the room; provide students with a set of Post-It Notes and ask them to make responses to each statement

present a discussion of an aspect of the chosen Context and support it with visuals only (art works, images etc.) – these can be presented using PowerPoint or a similar software package

 prepare a selection of short creative texts (poetry, extract from a script, short reflective piece etc.) which develop a response to an aspect of the selected Context; explain, in written or oral form, the choices made in creating these texts

### **Detailed example 1**

#### DEVELOPING A PARTICULAR TEXT TYPE

1. Select a specific text type and a topic related to an aspect of the selected Context.
2. The aim of this exercise is to prepare a class plan and write a finished piece.
3. The teacher takes on the role of guide asking questions, confirming responses and offering necessary explanations about the purpose of the text, the form of the text and the expected writing conventions.
4. During the process the teacher ‘thinks-aloud’ about the decisions and reasoning behind those decisions, modelling and explaining the processes involved in researching the topic, sharing and putting ideas together, and scaffolding the students’ understanding of the structure of the text type.
5. When this process has been completed each student writes the text that has been scaffolded in detail by the whole class.

### AREA OF STUDY 3: Using language to persuade

#### Outcome 3

Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

#### Examples of learning activities

a media text is selected and a copy prepared in which key words have been deleted; ask students to work in groups to suggest words to fill the gaps; compare the suggestions from different groups, and discuss the impact of different word choices on the point of view being presented the text

make a video recording of the first 5–10 minutes of each of the TV news services on a particular day; have students create a running sheet for each program; compare and contrast the running sheets; what conclusions can be drawn about the similarities and differences between the clips?

collect a selection of letters to the editor that represent a range of views about an issue; each student selects one letter and writes a reply, supporting or challenging the letter writer's view; read the replies aloud to the class; discuss the extent to which the recipients of the replies might change their viewpoint

*Students could:*

in groups, prepare and present a class forum on a topical issue, with individuals role-playing the key stakeholders

collect three editorials – one from each of the metropolitan dailies – about the same issue; compare the points of view represented and the way language is used to influence readers

in small groups construct a series of interview questions for different stakeholders interested in your issue

conduct a PMI (plus, minus, interesting) exercise to canvas all the possible arguments relevant to your issue

research the major text types used in the print media as vehicles for persuasion; prepare a summary statement for each one that lists its typical structure and features



using the Comments feature in a word-processing program, and appropriate metalanguage, annotate a persuasive text indicating the persuasive strategies and language used; place this work on a discussion board and invite comments from others in the class

#### Detailed example

##### CLASS FORUM

1. Identify a current issue and list the groups or organisations that are key stakeholders that may be involved or have an interest in the issue.
2. For each group or organisation discuss the following and make notes:
  - how they define the issue, the position they take on it, and the terms and language they use to discuss the issue
  - the main arguments used to support their position
  - the ways in which they appeal to their audience.
3. Each member of the class is allocated to one group or organisation involved with the issue.
4. Conduct a class forum on the issue where each group or organisation presents its point of view on the issue, responds to questions and criticisms of their position, and takes issue with the statements of other groups.

## Unit 4

### AREA OF STUDY 1: Reading and responding

The learning activities listed above for Unit 3, Area of Study 1 are also appropriate for Unit 4, Area of Study 1. In addition, to these, the following activities are suggested.

#### Outcome 1

Develop and justify a detailed interpretation of a selected text.

#### Examples of learning activities

each student writes a question about the set text that puzzles him or her most on an index style card; these are used as the basis of discussion with the whole class

assist students to construct a values map of the text; plot the values that are endorsed and rejected and note how this is achieved

*Students could:*



conduct a web search on the selected text; try to locate a range of different responses to it; analyse these different responses, making a list of reasons for the different perspectives presented; this may need teacher guidance

keep a 'key moments' diary for the selected text; head the section with a summary description of the moment, then below this draw up three columns: *Who?* What do they do?, *Why* do they do it?

view a film adaptation of the selected text, if this exists; write a review of the film analysing the ways in which ideas are presented and dealt with, and to what extent this accords with the reading of the text

brainstorm a list of words A–Z associated with the text

#### Detailed example

##### A–Z TEXT REVIEW

This simple revision activity can help ESL students to practise using appropriate vocabulary to express their ideas about a text.

1. Have students compile an alphabetical list of terms associated with the text, e.g. about characters, setting, themes, images, techniques.
2. Students share responses and discuss the ideas associated with each of these words.
3. Reflect on how this exercise has increased understanding of the text.

**AREA OF STUDY 2: Creating and presenting**

The learning activities listed in Unit 3 for this area of study are also appropriate for Unit 4.

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**Outcome 2**

Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse their decisions about form, purpose, language, audience and context.

***Examples of learning activities***

Unit 4 provides an opportunity for teachers to continue and further develop the work completed as part of Unit 3, Area of Study 2.

## SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks will be published by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher's assessment program for ESL using a selection of the tasks from the Units 3 and 4 assessment tables. Refer to page 54 for an example for English.

Outcomes	Marks allocated	Assessment tasks
<b>Unit 3</b>		
<b>Outcome 1</b> Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values and is open to a range of interpretations.	35	An oral text response.
<b>Outcome 2</b> Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.	30	Three to five shorter* texts created for a specific audience/s and context/s.
<b>Outcome 3</b> Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.	35	A sustained** and reasoned point of view on the selected issue that demonstrates the persuasive use of language in written form.
<b>Total marks for Unit 3</b>	<b>100</b>	
<b>Unit 4</b>		
<b>Outcome 1</b> Develop and justify a detailed interpretation of a selected text.	50	An extended written interpretation of one selected text.
<b>Outcome 2</b> Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse their decisions about form, purpose, language, audience and context.	50	Three to five shorter texts created for a specific audience/s and context/s.
<b>Total marks for Unit 4</b>	<b>100</b>	

\*The length of shorter texts should reflect the form and purpose of the text and be approximately between 1000–1500 words in total.

\*\*A sustained response should be approximately between 900–1200 words in total.

## SUITABLE RESOURCES

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

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

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

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

### BOOKS

Anderson, A, Brown, G, Shilcock, R & Yule, G 1985, *Teaching Talk: Strategies for Production and Assessment*, Cambridge University Press, New York, USA.\*

Alverman, DE (ed.) 2002, *Adolescents and Literacies in a Digital World*, Peter Lang, New York, USA.

Barnsley, G 1996, *Information Problems: Using Computers to Process Solutions, Teacher Manual*, Macmillan Education Australia, Melbourne, Australia.

Bechervaise, N 1996, *Language, Power and the Press*, Addison Wesley Longman, Melbourne, Australia.

Benton, M & Fox, G 1985, *Teaching Literature: Nine to fourteen*, Oxford University Press, Oxford, UK.

Butt, D, Fahey, R, Spinks, S & Yallop, C 1996, *Using Functional Grammar: An Explorer's Guide to English*, Macquarie University, Sydney, Australia.\*

Bygate, M 1989, *Speaking*, Oxford University Press, New York, USA.\*

Cope, B & Kalantzis, M (eds) 2000, *Multiliteracies*, Macmillan, Melbourne, Australia.\*

Cox, P & Goldsworthy, F 1995, *Featuring Film*, Vol 1 & 2, Oxford University Press, Melbourne, Australia.

Crossman, F & Laidlaw, M 2000, *Make Your Mark: VCE English a skills approach*, Nelson Thompson Learning, Melbourne, Australia.\*

Curriculum Corporation 1996, *Talking our Way into Literacy*, Curriculum Corporation, Victoria, Australia.\*

Doecke, B, Homer, D & Nixon, H (eds) 2003, *English Teachers at Work: Narratives, Counter Narratives and Arguments*, Australian Association for the Teaching of English, Norwood, South Australia.

Doecke, B & Parr, G 2005, *Writing=Learning*, Australian Association for the Teaching of English, Norwood, South Australia.

Eagleton, T 1996, *Literary Theory: An Introduction*, 2nd edn, Basil Blackwell, Oxford, UK.

Eather, G 1998, *In Focus: Reading and Viewing Film and Video Texts*, Heinemann, Reed International Books, Port Melbourne, Australia.

English as a Second Language Curriculum Project 1993, *Teaching and Learning Strategies for ESL Learners R-12*, Education Department of South Australia, South Australia.\*

Gerot, L 1995, *Making Sense of Text*, Antipodean Educational, Cammeray, NSW, Australia.\*

Gillard, G 2003, *Empowering Readers: Ten Approaches to Narrative*, Wakefield Press, Australian Association for the Teaching of English, Norwood, South Australia.

Gold, E & Sawyer, W (eds) 2004, *Reviewing English in the 21st Century*, Phoenix Education, Melbourne, Australia.

Healy, A & Honan, E (eds) 2004, *Text Next: New Resources for Literacy Learning*, Primary English Teaching Association Publications, NSW, Australia.\*

Herret, M 2003, *Textual Journeys Exploring Senior English*, Nelson Thomson Learning, Australia.

Kist, W 2005, *New Literacies in Action: Teaching and Learning in Multiple Media*, Teachers College Press, New York, USA.

Kress, G, Jewitt, C, Bourne, J, Franks, A, Hardcastle, J, Jones, K & Reid, E 2004, *English in Urban Classrooms: A multimodal perspective on teaching and learning*, Routledge Falmer, London, UK.

Kroll, B (ed.) 1990, *Second Language Writing: Research Insights for the Classroom*, Cambridge University Press, New York, USA.\*

Lankshear, C 1997, *Changing Literacies*, Oxford University Press, Oxford, UK.

Leech, GN, Cruickshank, B & Ivancic, R 2001, *An A-Z of English Grammar and Usage*, 2nd edn, Pearson Education, UK.\*

Leki, I 1992, *Understanding ESL Writers: A Guide for Teachers*, Boynton/Cook Publishers, New Hampshire, UK.\*

- Lock, G 1995, *Functional English Grammar: An Introduction for Second Language Teachers*, Cambridge University Press, UK.
- MacLachlan, G & Reid, I 1994, *Framing and Interpretation*, Melbourne University Press, Victoria, Australia.
- Martino, W & Mellor, B 1995, *Gendered Fictions*, Chalkface Press, Western Australia.
- McCarthy, M & Carter, R 1993, *Language as Discourse: Perspectives for Language Teaching (Applied Linguistics and Language Study)*, Longman, London, UK.
- McKay, S 1993, *Second Language Literacy*, Cambridge University Press, Cambridge, UK.
- Mellor, B & Patterson, A 1996, *Investigating Texts*, Chalkface Press, Western Australia.
- Mellor, B, Patterson, A & O'Neill, M 1991, *Reading Fictions*, Chalkface Press, Western Australia.
- Moon, B 1998, *Studying Poetry*, Chalkface Press, Western Australia.
- Moon, B 2004, *Viewing Terms: A Practical Glossary for Film and TV Study*, Chalkface Press, Western Australia.
- Munro, D 1993, *Reading Literature*, Macmillan Education, Melbourne, Australia.
- Nettelbeck, D 2005, *Computers, Thinking and Learning: Inspiring Students with Technology*, ACER Press, Victoria, Australia.
- Pahl, K & Rowsell, J, 2005, *Literacy and Education: Understanding the New Literacy Studies in the Classroom*, SAGE Publications, London, UK.
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- Snyder, I 1996, *Hypertext: The Electronic Labyrinth, Interpretations*, Melbourne University Press, Melbourne, Australia.
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- Travers, M 1995, *Talking with Confidence*, Cambridge University Press, Melbourne, Australia.
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- Watson, Don 2004, *Death Sentence*, Random House, Australia.
- English Education*, Journal of the National Council of Teachers of English, USA.
- English in Australia*, Journal of the Australian Association for the Teaching of English, Australia.
- English in Education*, Journal of the National Association for Teaching of English, UK.
- English Journal*, Journal of the National Council of Teachers of English, USA.
- English Teaching: Practice and Critique*, online journal published by The University of Waikato.
- Essential Teacher*, magazine for P-12 ESL and EFL workplaces, Teachers of English to Speakers of Other Languages, USA.\*
- Idiom*, Journal of the Victorian Association for the Teaching of English, Australia.
- Lucas, T & Katz, A 1994, 'Reframing the debate: the roles of native languages in English-only programs for language minority students', *TESOL Quarterly*, Vol. 28, No. 3, USA.\*
- Metro Magazine*, Australian Teachers of Media, Victoria, Australia.
- TESOL in Context*, Journal of the Australian Council of Teachers of English to Speakers of Other Languages Associations, USA.\*
- TESOL Quarterly*, Teachers of English to Speakers of Other Languages, USA.\*

## AUDIOVISUAL

- AustLit: The Resource for Australia Literature* 1992, The University of Queensland, Brisbane, Australia.
- Moving Pictures as Text – An Introduction to the Language of Film and Television (video/dvd)* 1997, Video Education Australasia, Victoria, Australia.
- Writing Styles* (IBM) 1998, McLean, D & Duncan, N, Video Interaction, Melbourne, Australia.

## WEBSITES

- AustLit: The Resource for Australian Literature  
The University of Queensland  
[www.austlit.edu.au](http://www.austlit.edu.au)
- The Australian Association for the Teaching of English  
[www.aate.org.au](http://www.aate.org.au)
- Australian Centre for the Moving Image  
[www.acmi.net.au](http://www.acmi.net.au)
- The Australian Council of TESOL Associations\*  
[www.tesol.org.au/index.html](http://www.tesol.org.au/index.html)
- Australian Libraries Gateway  
National Library of Australia  
[www.nla.gov.au/libraries](http://www.nla.gov.au/libraries)
- Australian Literature: Selected Websites  
National Library of Australia  
[www.nla.gov.au/oz/litsites.html](http://www.nla.gov.au/oz/litsites.html)
- Australian Media Online  
Yahoo  
[dir.yahoo.com/Regional/countries/australia/news\\_and\\_media](http://dir.yahoo.com/Regional/countries/australia/news_and_media)



Breaking News English\*  
Ready-to-use EFL/ESL Lesson Plans and Podcast  
[www.breakingnewsenglish.com](http://www.breakingnewsenglish.com)

Discovery Education  
website with diverse resources  
Discover Communications, Inc.  
<http://school.discovery.com/schrockguide/arts/artiit.html>

EServer  
collection of electronic books and resources, Iowa State University  
[www.eserver.org](http://www.eserver.org)

eZINE.com  
website with diverse resources  
[www.ezine.com](http://www.ezine.com)

The Internet Movie Database  
[www.us.imdb.com](http://www.us.imdb.com)

Macquarie Dictionary  
Australia's National Dictionary  
[www.macquariedictionary.com.au](http://www.macquariedictionary.com.au)

Online newspapers  
Thousands of world newspapers at your fingertips  
[www.onlinenewspapers.com](http://www.onlinenewspapers.com)

OzLit  
Australian Literature site  
Vicnet – Victorian Community Information Portal  
<http://home.vicnet.net.au/~ozlit/index.html>

SOFweb  
Department of Education & Training, Victoria  
[www.sofweb.vic.edu.au](http://www.sofweb.vic.edu.au)

Storyspace  
A site for writing stories in hypertext, Eastgate Systems Inc.  
[www.eastgate.com/storyspace/index.html](http://www.eastgate.com/storyspace/index.html)

TeachIt.co.uk  
English Teaching Online  
website with diverse resources  
[www.teachit.co.uk](http://www.teachit.co.uk)

Victorian Association of TESOL and Multicultural Education Inc.  
[www.vatme.vic.edu.au](http://www.vatme.vic.edu.au)

Victorian Education Channel  
public access and discovery of educational resources  
[www.education.vic.gov.au/ch](http://www.education.vic.gov.au/ch)

The Victorian Web  
Developed literary site with many links  
National University of Singapore  
[www.victorianweb.org](http://www.victorianweb.org)

Web English Teacher  
Website with diverse resources  
[www.webenglishteacher.com](http://www.webenglishteacher.com)

## ORGANISATIONS

The Age Education Unit  
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Website: [www.education.theage.com.au/educationunit.asp](http://www.education.theage.com.au/educationunit.asp)

Australian Centre for the Moving Image (ACMI)  
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Website: [www.acmi.net.au](http://www.acmi.net.au)

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The Herald Sun, Education Services  
Tel: (03) 9292 1876  
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Email: [hslearn@heraldsun.com.au](mailto:hslearn@heraldsun.com.au)  
Website: [www.heraldsun.news.com.au/learn](http://www.heraldsun.news.com.au/learn)

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Website: [www.vatme.vic.edu.au](http://www.vatme.vic.edu.au)