Foundation English

Victorian Certificate of Education **Study Design**

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, flourescent 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

Contents

IMPORTANT INFORMATION

Accreditation period

Units 1–2: 2007–2011

The accreditation period commences on 1 January 2007.

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

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.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

RATIONALE

The Foundation English course is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their post-compulsory secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English/ESL, VCE Literature, or VCE English Language Units 1–4 and in other VCE studies.

The study design draws on and strengthens the skills gained and the knowledge students have acquired about texts and language in the English domain of the Victorian Essential Learning Standards. It integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students' knowledge about the structures and functions of written and oral language. The course allows students to improve their skills in comprehending and responding to a variety of texts, and to enhance their communication skills.

Foundation English may be viewed as a bridging course into the VCE or for students completing technically orientated courses, as well as providing an opportunity for students to develop stronger connections between the Employability Skills Framework and Key Competencies and their English studies. There are various pathways that students may follow after completing Foundation English Units 1 and 2. Some students may proceed to VCE English/ESL, VCE Literature, or VCE English Language Units 1 and 2 and subsequently to Units 3 and 4 in any of the English group studies. Alternatively, after completing Foundation English Unit 1, students could proceed to English/ESL, Literature, or English Language Unit 2 and from there to Units 3 and 4 in one of the English group of studies. It is also possible, but less likely, that a student could proceed directly from Foundation English Units 1 and 2 to English/ESL, Literature, or English Language Units 3 and 4. It should be noted that no more than two units at Units 1 and 2 level selected from Foundation English, English/ESL, English Language or Literature may count towards the English requirement. Further details on the VCE English requirement are published in the current year's *VCE and VCAL Administrative Handbook*.

AIMS

This study is designed to enable students to:

- strengthen and extend their competence and confidence in using Standard Australian English in meeting the demands of further study, the workplace and their own needs and interests;
- strengthen and extend their language skills through thinking, reading, writing, speaking and listening;
- communicate ideas and information effectively using the conventions of written and spoken language;
- speak and listen in a range of informal and formal settings for different purposes;
- read a range of texts to construct personal, creative, comparative and critical responses;
- read accurately to locate, extract, understand, organise and synthesise ideas and information;
- control the conventions of Standard Australian English in order to edit and proofread their writing to enhance accuracy of expression and clarity of meaning;
- acquire a vocabulary to talk precisely about language and texts.

STRUCTURE

The Foundation English course is designed around one compulsory area of study, Essentials of English, and five optional areas of study from which one must be selected for study in each unit. These areas of study are not discrete. Each contains aspects of other areas of study and the modes of language – speaking and listening, reading and writing – define the outcomes, key knowledge, key skills and learning activities in all areas of the course.

Compulsory area of study in both Units 1 and 2:

Area of study 1: Essentials of English.

Optional areas of study:

Two of the following areas of study must be selected for study, one in each of Units 1 and 2.

Area of study 2: Communication and the workplace

Area of study 3: Technology and communication

Area of study 4: The study of texts

Area of study 5: The analysis and construction of argument

Area of study 6: Information literacy.

ENTRY

There are no prerequisites for entry to Units 1 and 2. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of 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 Foundation English 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.

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.

Unit 1

AREA OF STUDY 1: ESSENTIALS OF ENGLISH

This area of study focuses on developing learning strategies and literacy skills. It describes the fundamental understandings and processes students need in order to read and write effectively and identifies learning strategies designed to enhance achievement in English.

Reading

This facet of the Essentials of English area of study focuses on developing knowledge and skills in reading for information and ideas. It draws on a range of reading strategies to support students' understanding and appreciation of fictional, factual, media and computer-generated texts.

The area of study includes the reading of texts in order to identify, extract and synthesise specific ideas and information. The purposes, structures and features of different texts are examined, for example narratives, arguments, explanations, reports, recounts and procedures. A knowledge of layout and format of a range of texts will assist students to locate, read and extract information and ideas using, for example, the index, headings, subheadings, chapter titles, section summaries. Techniques and strategies for skimming, scanning and note-taking are explored, as are strategies that enable students to identify, organise, synthesise and summarise, using techniques such as concept maps, bullet points and flow charts, as well as prose summaries.

Outcome 1

On completion of this unit the student should be able to write summaries of short texts.

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

Key knowledge
This knowledge includes
- the layout and structures of texts, such as short stories, poems, newspaper articles, documentary films and hypertext;
- the ways in which the purposes for reading influence reading strategies and the selection of relevant material;
- techniques and strategies for skimming, scanning and note-taking;

- techniques for identifying levels of meaning within texts;
- the different ways in which information and ideas can be presented in summary form;
- techniques and strategies for organising and synthesising information and ideas.

Key skills

These skills include the ability to

- identify the layout and structure of particular texts (for example, index, headlines, graphics and visuals, subheadings, chapter titles, section summaries) and use these structures and features to focus and guide reading;
- draw on a range of reading strategies such as varying rate of reading for different purposes and text difficulty, skim reading for general understanding, and scanning to identify key words and phrases and to locate key information;
- read actively through questioning and predicting, and guide reading by using headings, subheadings or topic sentences as well as illustrations, tables, charts, diagrams, cartoons and other visuals;
- make connections between information and ideas in different sections of a text;
- identify the main idea, argument or theme of a text;
- construct summaries by drawing on techniques and strategies such as underlining, highlighting or jotting down and linking key words or phrases to assist recall; use key words, headings, numbering or lettering systems to structure note-making.

Writing

This facet of the Essentials of English area of study focuses on the structures and features of written language.

This area of study includes an examination of how purpose, audience and context influence the structure and language of texts. It focuses on the conventions of spelling, punctuation, syntax, paragraphing and text structure. Emphasis is placed on the processes of planning, drafting, revising and editing written work for clarity, coherence and style.

Outcome 2

On completion of this unit the student should be able to write for a specific purpose for a workplace, personal or community audience.

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

Key knowledge

This knowledge includes

- the ways in which purpose, audience and context influence the structure and language of texts;
- the organisation of texts;
- the process of planning, drafting, revising, editing and proofreading written work;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

These skills include the ability to

- identify the purpose, audience and context of the writing;
- use planning strategies to identify existing knowledge and ideas, or generate issues and topics, or group and order ideas;

- organise writing to ensure logical progression of ideas and information, and a coherent structure;
- revise writing using techniques such as adding or deleting details or explanations to clarify meaning, rearranging words, sentences and paragraphs to improve or clarify meaning, checking accuracy of spelling and punctuation, checking syntax to ensure clarity of clauses and sentences.

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 four outcomes. Outcomes 1 and 2 in area of study 1, Unit 1, and Outcomes 1 and 2 in one selected area of study.

The selected area of study can be chosen from one of the following: Area of Study 2: Communication and the workplace, Area of Study 3: Technology and communication, Area of Study 4: The study of texts, Area of Study 5: The analysis and construction of argument or Area of Study 6: Information literacy.

Demonstration of achievement of Outcome 1 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:
- prose summaries;
- concept maps;
- visual or diagrammatic representations.

Demonstration of achievement of Outcome 2 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:
- a piece of informative writing;
- a piece of narrative writing;
- a piece of personal writing.

Unit 2

AREA OF STUDY 1: ESSENTIALS OF ENGLISH

This area of study focuses on developing learning strategies and literacy skills. It describes the fundamental understandings and processes students need in order to read and write effectively and identifies learning strategies designed to enhance achievement in English.

Reading

This facet of the Essentials of English area of study includes the reading of texts for enjoyment, information and critical interpretation.

This area of study includes the examination of the generic conventions of different texts to enable students to identify and discuss their purposes and intended audiences. Techniques for identifying and discussing the themes, issues, ideas, characters and arguments in texts are explored as well as strategies for developing well supported written responses to fictional, factual, media and computer-generated texts.

Outcome 1

On completion of this unit the student should be able to discuss key aspects of a short literary, everyday or media text, in a written response.

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

Key knowledge

This knowledge includes

- the language structures, features, purposes and intended audiences of different texts;
- techniques for identifying and responding to the main ideas or issues, themes or characters in texts;
- techniques for selecting and using evidence to support or illustrate a view;
- conventions of language used to construct a response to a text.

Key skills

These skills include the ability to

- identify the main ideas or issues, themes or characters in texts;
- make notes while reading, to use in writing or discussion about texts;
- select appropriate evidence to support or illustrate a view;
- construct clear and coherent written responses to key aspects of a text.

Writing

This facet of the Essentials of English area of study focuses on writing for different purposes and audiences and in a variety of forms.

This area of study includes the exploration of how purpose, audience and context influence the structure and language of texts which entertain, explain, instruct, inform and persuade. It focuses on techniques that use the appropriate language, tone and style to construct coherent, fluent and effective written texts for different purposes and audiences. Students examine strategies for planning, drafting, editing and proofreading to achieve intended purposes. The conventions of Standard Australian English are emphasised.

Outcome 2

On completion of this unit the student should be able to write for a range of purposes for workplace, personal or community audiences.

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

Key knowledge

This knowledge includes

- the ways in which purpose, audience and context influence the structure and language of texts;
- the structures and features of narratives, arguments, explanations, procedures and reports;
- different tones and styles and how they influence the effect of a written text;
- the process of planning, drafting, revising, editing and proofreading written work;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

These skills include the ability to

- identify the purpose, audience and context of the writing;
- select the appropriate text type for the purpose and audience;
- apply the conventions of language, including accurate spelling, and use appropriate vocabulary for the intended purpose and audience;
- adopt the appropriate tone and style for the intended purpose and audience;
- apply planning and review strategies to select and present ideas and information clearly and effectively.

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 four outcomes: Outcomes 1 and 2 in area of study 1, Unit 2, and Outcomes 1 and 2 in one selected area of study.

The selected area of study can be chosen from one of the following: Area of Study 2: Communication and the workplace, Area of Study 3: Technology and communication, Area of Study 4: The study of texts, Area of Study 5: The analysis and construction of argument or Area of Study 6: Information literacy.

Demonstration of achievement of Outcome 1 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:

- an analysis of an aspect or aspects of a text in response to a set topic;
- short answers on an aspect or aspects of a text;
- a review of a short text.

Demonstration of achievement of Outcome 2 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:

- a piece of personal writing;
- a piece of argumentative writing;
- a piece of informative writing;
- a piece of instructional writing.

Unit 1 or 2

AREA OF STUDY 2: COMMUNICATION AND THE WORKPLACE

This area of study focuses on developing the skills of effective workplace communication. It describes the ways in which students comprehend, compose and respond to oral and written texts in the context of the workplace.

The area of study includes the examination of the structures, features and conventions of different oral and written work-related texts. Students focus on the process of planning, drafting, editing and proofreading, with particular emphasis on the conventions of spelling, punctuation and syntax. Emphasis is placed on the clarity, coherence, and appropriateness of work-related texts. Students learn techniques for active listening, note-taking and oral communication.

Outcome 1

On completion of this unit the student should be able to write work-related documents.

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

Key knowledge

This knowledge includes

- a range of work-related written texts and the language appropriate to those texts;
- the conventions and layout of different work-related texts;
- the process of planning, drafting, revising, editing, proofreading written work and presenting for clarity, coherence, style and appropriateness;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

These skills include the ability to

- select the appropriate text type and clearly identify the audience and purpose;
- use the appropriate language, tone and style for the audience and purpose;
- convey accurate subject matter or content;

- plan, draft, revise, edit and proofread to ensure correct language, structure, spelling, punctuation and syntax;
- follow conventional format, layout and style to enhance readability and impact of work-related texts such as business letters, manuals, emails, faxes, agendas, reports, minutes, applications, résumés.

Outcome 2

On completion of this unit the student should be able to make an oral presentation for a work-related 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 conventions of different types of spoken texts and the demands of different speaking and listening situations in the workplace, such as in an interview situation, participating in a meeting, describing or explaining a work-related process, presenting a team decision, taking accurate telephone messages, participating in a problem-solving situation;
- the features of spoken texts which interest and engage audiences, including verbal and non-verbal cues;
- techniques for participating in, planning and preparing individual and group oral presentations related to the workplace;
- techniques for listening and responding appropriately.

Key skills

These skills include the ability to

- select the appropriate oral text type to achieve the particular purpose and meet the needs of the workplace situation and audience/participants;
- select the appropriate language and register for the context;
- engage listeners through interesting and varied language use and non-verbal techniques;
- convey information, ideas or instructions clearly, using aids, as appropriate, to clarify and support meaning;
- respond appropriately to the views and ideas of others, for example interacting with an audience, responding to questions, building on the ideas of others in discussion.

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 area of study students are required to demonstrate achievement of two outcomes.

Demonstration of achievement of Outcome 1 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 outcome are:

- a business letter;
- an email and fax;
- a job application and résumé.

Demonstration of achievement of Outcome 2 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 outcome are:

- role-play of an interview or a problem-solving situation;
- active participation in or leadership of a meeting;
- description and explanation of a work-related process.

Unit 1 or 2

AREA OF STUDY 3: TECHNOLOGY AND COMMUNICATION

This area of study focuses on strategies for using information and communications technology to enhance and improve students' knowledge of the structures and features of various information technologies. It examines strategies for using the technologies to explore, record, process and present ideas and information. Students consider the importance of the four phases of the technology process: investigation, design, production and evaluation; with the emphasis on using technology for a range of purposes. Students use a selection of technologies to present and produce information, solve communication problems and communicate with others. Students also develop broader literacy skills in relation to the range of texts explored.

Outcome 1

On completion of this unit the student should be able to present to an audience ideas and information in print and non-print form, using information and communications technology.

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

Key knowledge

This knowledge includes

- strategies for identifying sources and locating information using information and communications technology;
- strategies for using information and communications technology to record and process ideas and information;
- ways to convey ideas and information to an audience effectively;
- strategies for evaluating the reliability and credibility of a variety of computer-generated texts, such as web pages and their links;
- strategies for using information technology in the composing/producing process, including planning, drafting, revising, editing and proofreading.

Key skills

These skills include the ability to

- use information and communications technology, such as email, online conferences, discussion groups, Internet, CD-ROMs, to identify sources and locate information for specific purposes;
- apply knowledge and skills of a range of information and communications technology to locate, produce and convey ideas and information to an audience;
- evaluate the reliability and credibility of a variety of computer-generated texts;
- plan, draft, revise, edit and proofread using information technology software.

Outcome 2

On completion of this unit the student should be able to make an oral presentation using information and communications technology.

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

Key knowledge

This knowledge includes

- a range of information technology software tools that support and enhance oral presentations;
- the ways in which purpose, audience and context affect the structure, content and language of different types of presentation;
- technology-based techniques for planning and preparing oral presentations;
- technology-based techniques for delivering information and ideas clearly and appropriately to a specified audience;
- the features of oral presentations which engage and interest audiences and how these are enhanced using information and communications technology.

Key skills

These skills include the ability to

- select the appropriate technological tools to achieve the particular purpose and meet the needs of the situations and audience;
- plan, prepare and present information, ideas or instructions clearly, using appropriate learning technologies (for example, make a video, develop a multimodal presentation, use sound/music/lighting to enhance a presentation, deliver a datashow presentation);
- use a range of verbal, non-verbal and visual techniques to engage and respond to the needs of the audience.

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 area of study students are required to demonstrate achievement of two outcomes.

Demonstration of achievement of Outcome 1 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 outcome are:

- a web page;
- a video clip with accompanying written text;
- a newspaper, magazine or e-zine;
- a multimedia presentation.

Demonstration of achievement of Outcome 2 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 outcome are:

- a datashow presentation;
- a radio program;
- a formal presentation using information and communications technology.

Unit 1 or 2

AREA OF STUDY 4: THE STUDY OF TEXTS

This area of study focuses on developing the skills required to read a range of texts, including literary, factual, media, multimodal, visual and everyday texts, and develop oral and written responses.

This area of study involves the reading and interpretation of a range of texts. Students explore strategies and techniques for reading and interpreting different texts. They examine the structures and features of a range of short texts such as poems, prose fiction, plays, films, newspaper articles, CD-ROMs, children's picture books, instructional texts and reference materials, and consider the ways readers respond to and make meaning from texts. This area of study includes strategies for making oral and written responses to texts with an emphasis on the language and techniques necessary for interpreting and comparing texts.

Outcome 1

On completion of this unit the student should be able to identify and comment on similarities and differences between short literary, everyday or media texts, in written responses.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 4.

Key knowledge

This knowledge includes

*   the structures and features of different or similar texts, such as two short stories, texts by the same author or in the same genre, a poem and a newspaper article, a novel and its film version, a picture book and a factual text, a CD-ROM and a coffee table book;
*   the ways readers make meaning from and respond to texts;
*   strategies and techniques for reading different texts and reading for different purposes;
*   strategies and techniques for comparing and evaluating texts, including the language used to compare and contrast;
*   strategies for preparing and constructing written responses to texts;
*   the process of planning, drafting, revising, editing and proofreading written texts;
*   the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

These skills include the ability to

- identify ideas, information and issues in texts;
- draw texts together to comment on themes, issues, characterisation and genre;
- use appropriate detail and convincing evidence to make and support assertions about texts;
- use appropriate terms to talk about the structures and features, tone and style of texts;
- develop a point of view in response to a text;
- plan, draft, revise, edit and proofread written texts to ensure clarity and coherence and correct language, structure, spelling, punctuation and syntax.

Outcome 2

On completion of this unit the student should be able to present and give considered reasons for an oral interpretation of a key aspect of a short literary, everyday or media text.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 4.

Key knowledge

This knowledge includes

- strategies for the close reading of particular key aspects of texts;
- strategies for identifying, interpreting and selecting evidence to support an interpretation of a key aspect of a text;
- the language for discussion of, for example, poetry, film, picture books, newspaper articles;
- ways of structuring considered opinion and evidence;
- the ways in which aspects, such as purpose, audience and context, affect the structure, content and language of an oral presentation, for example, a monologue, a debate, leadership of a discussion group, a dramatic performance;
- the conventions of different speaking and listening situations such as turn-taking, responding to questions and comments, collaborating and negotiating, questioning others;
- the importance in speaking and listening situations of volume, pronunciation, emphasis, tone, body language and eye contact.

Key skills

These skills include the ability to

- select the appropriate technological tools to achieve the particular purpose and meet the needs of presenting information and evidence to support an interpretation of a text;
- select the appropriate oral text to achieve the particular purpose and meet the needs of the audience;
- select the appropriate language and register for the context;
- engage listeners through interesting and varied language use and non-verbal techniques;
- listen actively and respond as appropriate to the views and ideas of others.

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 area of study students are required to demonstrate achievement of two outcomes.

Demonstration of achievement of Outcome 1 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 outcome are:
- comparing different types of texts dealing with similar content, themes or issues;
- comparing similar types of texts to identify common structures and features;
- comparing texts dealing with the same or similar themes or issues across different times, places or cultures.

Demonstration of achievement of Outcome 2 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 outcome are:
- active participation in or leadership of a discussion group;
- an oral presentation;
- presentation of a role-play plus a short oral commentary.

Unit 1 or 2

AREA OF STUDY 5: THE ANALYSIS AND CONSTRUCTION OF ARGUMENT

This area of study focuses on developing the ability to analyse the oral and written arguments of others, and the skills to structure a logical and supported argument of one's own, orally and in writing.

The area of study includes an examination of the structures and features of a range of argumentative or persuasive texts, including non-print texts, constructed for different purposes and audiences. Students explore strategies for reading, viewing or listening to persuasive texts. They examine the persuasive techniques used by writers and speakers, and the language required to talk about and to analyse persuasive texts. Students compare and contrast different types of arguments to highlight the similarities and differences of texts constructed for particular purposes and audiences. They also explore techniques for constructing a written analysis of an argument and for presenting a reasoned point of view orally.

Outcome 1

On completion of this unit the student should be able to comment in writing on the oral and written arguments of others.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 5.

Key knowledge

This knowledge includes

- the structures and features of a range of persuasive texts constructed for different purposes and audiences;
- a vocabulary for identifying and analysing the structures and features of persuasive texts;
- strategies for reading and/or actively listening and commenting on texts;
- techniques and strategies for constructing a written commentary on a persuasive text/s;
- the process of planning, drafting, revising, editing and proofreading written work, for clarity and coherence;
- the conventions of spelling, punctuation and syntax of Standard Australian English.

Key skills

These skills include the ability to

- read, view and listen to a range of persuasive texts;
- use appropriate vocabulary to identify and discuss the structures and features of persuasive texts;
- develop a commentary on a persuasive text/s using evidence to support a viewpoint;
- plan, draft, revise, edit and proofread written texts to ensure clarity and coherence;
- apply the conventions of grammar, spelling and punctuation to construct a clear and accurate piece of writing.

Outcome 2

On completion of this unit the student should be able to effectively deliver a reasoned point of view in an oral presentation to a familiar audience.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 5.

Key knowledge

This knowledge includes

- the ways in which purpose, audience and context influence the structure, content and language of an oral presentation;
- the conventions of different speaking and listening contexts, for example small/large group, formal/informal situations, individual presentation;
- features of spoken texts, which engage and persuade audiences;
- techniques for planning and preparing oral presentations;
- techniques for delivering a reasoned point of view clearly and appropriately to a specified audience.

Key skills

These skills include the ability to

- plan and prepare appropriately for the context of delivery;
- adjust oral language for different purposes, audiences and contexts;
- engage an audience through interesting and varied language use and non-verbal strategies;
- use supporting evidence to substantiate a reasoned point of view and argue coherently;
- use appropriate aids to clarify meaning and support a reasoned point of view.

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 area of study students are required to demonstrate achievement of two outcomes.

Demonstration of achievement of Outcome 1 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 outcome are:

- a written short-answer analysis of an argument;
- a written response to an argument, putting forward a reasoned point of view;
- a short written evaluation of the effectiveness of an argument.

Demonstration of achievement of Outcome 2 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 outcome are:

- active participation in or leadership of a group discussion;
- an oral presentation;
- presentation of a role-play plus a short oral commentary.

Unit 1 or 2

AREA OF STUDY 6: INFORMATION LITERACY

This area of study focuses on developing in students the ability to recognise the need for credible information in an age when sources are becoming more varied, in some cases transient and increasingly multimodal. Students learn the strategies necessary to access that information, and to evaluate and synthesise to communicate for a given purpose and audience.

Students are encouraged to recognise that accurate and complete information is the basis for effective and informed decision making. Students develop skills in information literacy – the ability to understand and interpret information rather than merely reproduce it – as an essential aspect of effective communication.

Outcome 1

On completion of this unit the student should be able to draw on credible sources to provide written information to a specified audience about a topic of their choice.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 6.

Key knowledge

This knowledge includes

- strategies for selecting a topic, issue or problem to investigate;
- strategies for locating possible sources of information;
- the structures and features of a range of persuasive texts constructed for different purposes;
- strategies for identifying the usefulness and evaluating the reliability of possible sources of information;
- strategies for extracting and recording relevant information from a range of written, visual and oral texts;
- strategies for choosing an appropriate form of presentation for the specified audience and synthesising of information to suit the chosen form and audience.

Key skills

These skills include the ability to

- formulate questions related to their information needs and identify associated key words and phrases;
- use online catalogues, print indexes, bibliographies, electronic databases and internet search strategies to locate information in identified sources;
- identify useful types of information sources (reference materials, books, articles, newspapers, magazines, websites, CD-ROMs, databases) and evaluate their reliability by, for example, considering their dates of publication, authorship and use of evidence;
- identify, extract and record relevant information from information sources (for example, skimming and scanning of the texts for relevant information; note-taking, using graphic organisers; graphic or oral recording of information);
- synthesise information accurately and appropriately for the chosen form and audience.

Outcome 2

On completion of this unit the student should be able to present an oral report to an audience reflecting on the learning involved in locating relevant information on a topic.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 6.

Key knowledge

This knowledge includes

- strategies for monitoring and recording the processes of researching information on a topic;
- the role and purpose of each of the strategies used to locate, identify, access, record and evaluate relevant information from a range of written, visual and oral texts;
- ways of reflecting upon and evaluating learning experiences and achievements;
- techniques for planning and preparing oral presentations;
- techniques for delivering information and ideas clearly and appropriately to a specified audience.

Key skills

These skills include the ability to

- describe and justify the strategies used to locate, identify, access, evaluate and record relevant information from a range of written, visual and oral texts;
- reflect upon and evaluate the learning processes involved, including discussion of key issues, events, achievements and difficulties which illustrate valuable learning experiences;
- select a form of oral presentation appropriate for the audience and context, and use appropriate aids to illustrate, support and clarify meaning;
- engage listeners through interesting, varied and appropriate language use and non-verbal techniques.

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 area of study students are required to demonstrate achievement of two outcomes.

Demonstration of achievement of Outcome 1 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 outcome are:

- a feature article;
- a website;
- a written report.

Demonstration of achievement of Outcome 2 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 outcome are:

- a group discussion;
- an oral presentation;
- a datashow presentation.

Advice for 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 describe 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 area of study.

For Foundation English, teachers must select assessment tasks from the list provided. Tasks should provide variety to reflect the fact that different types of tasks suit different knowledge and skills. Tasks do not have to be lengthy to enable a decision to be made about student demonstration of achievement of an outcome.

Flexibility in course development

Teachers should construct their courses in Foundation English to maximise the integration of the areas of study and promote cross fertilisation of learning experiences and classroom practices.

The learning activities associated with Area of Study 4, 'The study of texts', can be linked with the learning activities and outcomes in all other areas of study. For example, a study of the texts associated with the language of persuasion provides links to the 'Analysis and construction of argument' (Area of Study 5); the study of instructional texts could be linked to the examination of workplace instructions and directions in 'Communication and the workplace' (Area of Study 2); an exploration of the language, layout and structure of computer-generated texts could be linked to with 'Technology and communication' (Area of Study 3). The learning activities associated with Area of Study 6, 'Information literacy', can be linked with the learning activities and outcomes in 'Technology and communication' (Area of Study 3); especially in evaluating the quality of websites and in the creation of web pages or multimodal presentations.

Kinds of texts

Texts set the context of every area of study in Foundation English. The term 'text' is used to mean any communication involving language (spoken, print and non-print) and includes the communications composed on, or transmitted by, computers or other technological tools such as CD-ROMs, websites, email. The study of a range of diverse texts encourages active and critical reading, an appreciation of language and ideas and the development of personal and interpretative responses.

Students undertaking Foundation English should be given opportunities to read and respond to various kinds of texts. While the emphasis should be on accessible and shorter texts likely to engage the cohort, the range of texts should include texts that have literary merit, be worthy of close study and be an excellent example of form and genre.

Literary texts are those which involve the use of language and imagination to represent, re-create, shape and explore human experience. Literary texts can be based on fiction or fact and include short stories, plays, novellas, novels, poetry, biography and autobiography.

Everyday texts include spoken, print and non-print texts that are part of daily life, both personal and public. Everyday texts include letters, messages, telephone messages, email, informational texts, notes and summaries associated with the specialised demands of schooling as well as, for example, meeting procedures, interviews and applications and public speaking relevant to students' preparation for civic life, further education and training, and work.

Mass media texts are those spoken, non-print and electronic texts that communicate with a public audience. These texts include newspaper reports, advertising, television documentaries, radio broadcasts, films and videos, computer-mediated texts, CD-ROMs and hypertexts, as well as cartoons, posters and magazines.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

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

Students can use information and communications technology to assist with their thinking processes, to present their understandings of issues, concepts and ideas, and to share ideas.

Visualising thinking tools, such as graphic organisers like concept maps, Venn diagrams and cause-and-effect organisers, enable students to link symbols, such as words, images and shapes in such a way that constructs a visual representation of the thoughts, ideas, patterns and associations that students are forming in their minds.

When demonstrating their understanding of key concepts, themes and issues, students should use hardware and software that processes a range of different data, such as images (still and moving), databases (text, image, numeric), word processing (text, image) multimodal and web authoring (text, numeric, image, sound), presentation (image, text, sound) and image-editing (image). Hardware items include computers, digital cameras (still and moving) and mobile phones.

These understandings can be presented in form of printed and on-screen products such as websites, presentation files, charts, newsletters, brochures, reports.

Communications technology can be used to exchange ideas and considered opinions through email, online forums, blogs, SMS messaging and websites. Students should be encouraged to exploit the capabilities of this technology to foster knowledge building among teams.

OUTCOMES AND THE LANGUAGE MODES

Foundation English aims to develop and improve students' language and literacy proficiency, and the modes of language – speaking, listening, reading and writing – are therefore integral to all areas of study and all learning outcomes.

Speaking

Students will need to use oral language when communicating with others for practical purposes – asking questions, providing information, exchanging ideas, providing advice, giving instructions, delivering presentations – and when engaging in dialogue with others in an attempt to solve problems or explore issues and ideas.

Teachers should provide students with opportunities to, for example:

- participate in group discussions leading to collaborative decision making;
- actively solicit another person's comment or opinion;
- offer own opinion assertively without dominating, and give reasons for that opinion;
- display appropriate turn-taking behaviours;
- predict outcomes and compare views;
- explore ideas or issues through role-play or simulation;
- respond appropriately to comments and questions;
- clarify, illustrate, or expand on a response when asked to do so and ask others for similar expansion;
- shape information to achieve a particular purpose and to appeal to the interests and background knowledge of the audience;
- use notes and other support materials or presentation aids as appropriate;
- identify the ways purpose, participants and the context of the situation affect the content and language used, for example, sharing an opinion about a film with a friend or writing a review of the same film for the local newspaper;
- experiment with volume, pronunciation, emphasis, tone, body language and eye contact in a variety of contexts.

Listening

Effective listening is a critical learning strategy and should be the main focus of a range of specific learning activities.

Teachers should provide students with opportunities to, for example:

- participate in a group discussion;
- participate in a variety of oral activities involving listening to others;
- explore ideas or issues through role-play or simulation;
- identify and analyse verbal and non-verbal methods of communication;
- identify key words, phrases, discourses markers and verbal cues in spoken texts;
- paraphrase another speaker's information/point of view, summarise that viewpoint or information and confirm that summary with the speaker;
- listen to and comment upon public speaking performances;
- take notes on key points and information from spoken texts;
- accurately summarise spoken texts;
- identify types of oral arguments and how language is used to persuade or inform;
- employ active listening skills through specific activities, for example, the dictogloss technique.

Reading

Students should be able to use a range of reading strategies to support their understanding of a range of texts.

Prior to reading, students should be able to, for example:

• assess their own information needs and identify their purpose in completing the reading task;

• identify the layout of a range of specific text types such as letters, reports, memos, newspaper articles;

• identify the layout and structure of a written text (for example, index, headings, subheadings, chapter titles, section summaries) and use these to focus reading;

• identify the layout and structure of a website or CD-ROM package and use appropriate search functions to locate information;

• skim read for general understanding;

• identify key words and phrases;

• scan for words or sentences to locate key information in texts, for example, by focusing on the first and last sentence of a paragraph in expository texts;

• identify common text patterns such as compare/contrast, cause/effect, problem/solution.

While reading, students should be able to, for example:

• vary rate of reading for different purposes and text difficulty;

• pause to think and review what has been read;

• read actively through questioning and predicting;

• use headings, subheadings or topic sentences to guide reading;

• jot down key words or phrases to assist recall, understand commonly accepted abbreviations;

• use visual support, if present, such as illustrations, tables, charts, diagrams, cartoons, summaries or end questions, to assist comprehension.

Following reading, students should be able to, for example:

• talk with others about what has been read;

• relate new ideas and information to prior knowledge and experience;

• use key words or headings to structure note-taking;

• organise and collate factual information into categories to facilitate storage and retrieval;

• summarise the reading undertaken by developing a structured overview or concept map;

• make connections to related issues, ideas, topics or information.

Writing

Students should be able to draw on a range of processes and strategies to write a range of texts for different purposes, audiences and contexts.

In preparing for writing, students should be able to, for example:

• identify the purpose, audience and context of the writing;

• identify the appropriate text type for the purpose and audience;

• identify existing knowledge and ideas and generate issues and topics;

• create a framework/plan for writing by grouping or ordering ideas in logical sections;

• draw a concept map or mind map as a way of planning;

• locate, collect and collate information from a variety of sources, including interviews, the Internet, newspapers, reference texts;

- record bibliographic details with care;
- synthesise information appropriate to the task.

When composing texts, students should be able to, for example:

- use a text type, style and vocabulary appropriate to the intended audience and purpose;
- organise writing to ensure logical progression of ideas and information and a coherent structure;
- vary sentence beginnings;
- include quotations or visual or graphic support to clarify, prove or illustrate the discussion if appropriate;
- monitor spelling, punctuation and sentence structure.

When editing and revising their own writing, or the writing of others, students should be able to, for example:

- add or delete details to make the intended message more effective;
- add or delete explanations to clarify meaning;
- rearrange words, sentences and paragraphs to improve or clarify meaning;
- use a dictionary or thesaurus to refine and broaden vocabulary;
- check accuracy of spelling and punctuation;
- check syntax to ensure clarity of clauses and sentences;
- check the appropriateness of the text type, style and vocabulary for the purpose and audience.

LEARNING STYLES

Students undertaking Foundation English are likely to need time and support to achieve the specified outcomes. These students would benefit from time spent exploring issues related to learning – understanding their own learning styles and the learning styles of others – and exploring and experimenting with techniques to improve their repertoire of learning strategies. Teachers of Foundation English can respond to the needs of particular students by structuring learning contexts to support and strengthen a variety of learning styles.

APPROACHES TO TEACHING

The suggested approaches to teaching which follow are not intended to privilege any particular theoretical position or pedagogical approach to the teaching of English. Their purpose is to guide or remind teachers about particular strategies for teaching to enhance students' knowledge of language and literacy skills. Teachers may wish to consider the following:

- Reid, Forrestal and Cook's model of learning, which promotes a framework that enables students to move from 'information towards understanding'.
- Sharpe and Reid et al. ideas on exploratory talk used to explore information and ideas and encourage interpretation and association.
- Freebody's ideas concerning literacy learners' need to develop and sustain four related roles: Code-breaker, Text-participant, Text-user, Text-analyst.
- Morris and Stewart-Dore's suggestion that students need to know how to prepare for reading, how to think through reading, how to extract and organise information and how to translate that information into new knowledge and skills. Morris and Stewart-Dore's three-level reading guide has long been regarded as a means of improving comprehension.

- Deriwianka's description of the four stages advocated by supporters of a functional approach to language teaching. Negotiating the field or Preparation, Deconstruction or Modelling, Joint construction and the final stage, Independent construction.

Details of these learning models can be found in publications listed in the Resources.

ESL CONSIDERATIONS

ESL students may benefit from the additional language focus provided by the Foundation English course. Most of the approaches outlined in this section for English speaking background (ESB) students will also support those from an ESL background. However, there are some further ESL specific issues that need to be considered.

ESL students may vary widely in terms of how long they have been learning English, their level of English literacy, their general background knowledge and their educational experience in their first language. For example, some recently arrived ESL students may have a limited command of spoken English and yet have highly developed literacy skills in their first language which, with support, they can transfer to the tasks of reading and writing in English.

Other ESL students may have been in Australia long enough to have relatively well-developed listening and speaking skills in English which can mask significant problems with reading and writing.

Specific approaches to support ESL students include:
- presenting tasks and information as visually as possible, using pictures, diagrams and clear presentations on the board; for example, follow up or accompany a class discussion with a list of key points covered on the board;
- ensuring that students talk about the topic, text or task before writing so they can begin by practising the language they know (commonsense language) before moving to more formal language;
- organising students to work in pairs and small groups, ensuring that ESL students in mixed classes work with supportive native speakers;
- selecting resources and texts that are accessible and appropriate, for example, some written and audiovisual materials may be highly idiomatic, laden with jargon, slang and cultural references which may be incomprehensible for some ESL students;
- previewing texts and topics thoroughly and providing necessary background information and key terms on the board and/or in handouts;
- ensuring extended tasks such as research tasks are accompanied with clear handouts where the task is broken down into small, discrete steps;
- ensuring that students have sufficient time to complete a task, as most tasks take longer for students working in a second language.

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 .

Unit 1

AREA OF STUDY 1: Essentials of English

Outcome 1	***Examples of learning activities***
Write summaries of short texts.	in pairs, identify difficult words in an article, extract and check meanings in a dictionary
	make predictions about the content of a text from the title or headline
	identify the topic sentences in a short text
	discuss the difference between a main point and supporting evidence or illustrative examples in a short persuasive text
	write a dot point summary of a pamphlet or a passage from a textbook
	summarise in dot points three different letters to the editor on the same issue, identifying the main points of the writers' positions
	use word-processing software to make a diagram of the structure of a newspaper article
	produce a datashow presentation of a short text
	summarise a chapter of a textbook or encyclopedia entry in no more than ten numbered points
	identify the topic of an extract from a factual text and write sub-headings for each paragraph
	practise note-taking skills by working in groups of three, each person recording as accurately as possible the discussion taking place; the notes should be checked by all group members

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Detailed example

DOT POINT SUMMARY

This activity should be completed as a whole class to allow for discussion, comparison and cross-referencing. It will be necessary to select a short text that includes headings and sub-headings, for example an information pamphlet or an extract from a textbook.

- Identify difficult vocabulary and suggest meanings.
- Verify suggested meanings in a print or electronic dictionary.
- Examine the text, identifying headings and sub-headings, scanning the text for key words and skimming to locate topic sentences. In previewing the text, establish a sense of the content and purpose of the text.

- Read the text through together as a class. Then read the text again individually, underlining key terms, phrases, etc.
- In pairs, retell the text to each other to check understanding and clarify any confusion.
- Using headings, sub-headings and topic sentences as a framework, make a dot point summary of the text. It is best to give a specific number of dot points as guidance.
- Share and cross check with partner before reviewing points, deleting and rewriting as appropriate. If possible, reduce the number of summary points.
- Pairs re-confer and then join another pair to compare results, or the class can reconvene to jointly produce a dot point summary of the text on the board or on an overhead.

VCE STUDY DESIGN

Outcome 2	*Examples of learning activities*
Write for a specific purpose for a workplace, personal or community audience.	plan a brief informative piece outlining its main ideas and sequence
	construct a wordbank of key terms and commonly used phrases for a particular topic, ensuring correct spelling and comprehension of meaning in context
	use the thesaurus to locate alternatives for a wordbank of key words/terms for a topic or issue; use these words in sentences
	participate in a spelling competition or a word quiz based on the key words in a text or topic
	participate in Writers' Sports or other writing improvisation activities, e.g. write for five minutes with a given opening sentence and then swap and continue writing another student's story
	identify intended audience and purpose of a text and discuss the appropriateness of the chosen language (e.g. feature article in a magazine)
	edit and correct passages of own and others' writing, paying particular attention to vocabulary choice, spelling, punctuation and paragraphing
	develop a main point into a topic sentence, and further develop a topic sentence into a paragraph by adding related details and/or further explanation
	develop a dot point summary of main ideas into a piece of prose
	focus on particular aspects of language identifying, for example, the use and impact of adjectives and adverbs in short literary texts
	in pairs develop passages of simple dialogue, paying particular attention to using quotation marks, commas and full stops correctly
	develop a series of paragraphs using different points of view on the same topic, e.g. a description of a school social from the point of view of a student, a teacher and the cleaner
	key the main events of a story, then scramble the events by cutting and pasting before asking a partner to re-sequence and compare with the original
	draft three different introductions to a piece of writing for three different audiences

Unit 2

AREA OF STUDY 1: Essentials of English

Outcome 1	***Examples of learning activities***
Discuss key aspects of a short literary, everyday or media text, in a written response.	predict from the title and accompanying artwork or photograph what the text will be about
	prior to reading a text, complete a vocabulary activity associated with the reading, e.g. match the key terms with their definitions
	predict the ending of a short text, e.g. a short story, and compare the versions
	highlight all the adjectives in an extract of a literary text and explain their meanings and how they add to the text
	select a key theme or concept explored in a short literary text and select three quotations from the text which illustrate that concept
	ICT use the cut and paste function on a word-processing program to re-sequence scrambled poems, short stories, newspaper articles or factual texts, discuss possible sequences in a small group
	for performance in front of the class, workshop scenes of a play script, with particular attention to voice, movement and gesture
	form a 'film club' to share views and opinions about films, write a review
	read a newspaper and discuss its organisation and structure
	ICT select two favourite poems and, using the annotation function on a word-processing package, write a commentary for each one; share these with a small group
	read a chapter of a textbook that has had the headings deleted; develop appropriate headings for each section and then compare with the original
	ICT read and comment on the layout and design of an Internet site and its links, e.g. colour, sound, graphics and ease of navigation
	ICT in graphic form represent the growing tension or changing mood in a short horror or mystery story
	complete a cloze exercise of selected passages from texts
	select a key passage from a text and annotate with questions and comments
	read and then retell a short passage to a partner
	rewrite sections of a text from the point of view of a marginalised character
	rewrite sections of a short story or novel as a play script
	examine the portrayals of women or particular cultural groups in a series of television or magazine advertisements
	write a series of questions about a text; swap these questions with a partner's questions and then answer, correct and discuss responses

Outcome 2	*Examples of learning activities*

Outcome 2

Write for a range of purposes for workplace, personal or community audiences.

write a 'travelling story' in small groups – one group writes the introduction, another the middle, another the conclusion and another group edits and proofreads

in small groups discuss how an advertisement would need to be altered to appeal to a different audience

use a planning guide to help in the development of an imaginative piece of writing

discuss the purposes and intended audiences of a range of different types of texts, e.g. a staff bulletin, a classified advertisement, a tourist brochure, a journal entry

discuss types of texts and topics as a checklist for a writing portfolio

in pairs, select a topic and then develop two introductions for different purposes and audiences, e.g. cross country skiing: an instructional piece for beginners and a descriptive piece for inclusion in a ski magazine

collect examples of the 'Odd Spot' (from the *Age* newspaper), select a favourite and plan a longer piece of writing using it as a basis

plan a series of different texts for different purposes on the same topic

construct a mind or concept map of a selected topic, and use this to plan a piece of writing

in pairs, discuss ideas associated with a particular topic; bundle and organise these into a plan for writing

compile a wordbank of key terms and phrases associated with a particular topic or issue

use a thesaurus or dictionary to refine vocabulary

underline or circle problem spellings and check using a dictionary or vocabulary list

edit using a word-processing program own or model texts, deleting or rearranging words, sentences or paragraphs to improve clarity

Detailed example

USING A PLANNING GUIDE

Read a number of models of writing and discuss their structure. Provide a format to assist in thinking through and planning a piece of writing or to use as a checklist once students have independently planned their piece.

When working on a narrative, for example, provide students with a simple framework of questions to guide their planning. These may include:

- Main characters: Age? Gender? Nationality? Occupation? Any special features or characteristics?
- Minor characters: Are other characters important to the story? What is their relationship to the main character or significance to the plot?
- Problem or conflict situation: What complicates the lives of the main character/s?
- Events, things that happen: What events help to develop the plot and build up interest or suspense?

- What are the turning points in the story? What events take place as a result of these turning points? How is the problem/situation resolved?
- Resolution: How does the story turn out? What is the climax of the story?

Once the plan has been discussed and the basic structure agreed upon, elements such as dialogue, effective openings and conclusions, descriptions, mood, style can be introduced. Students confident with the 'typical' structure of narratives may choose to experiment with the genre and develop unorthodox structures.

(Adapted from *Bridges to the VCE*, Directorate of School Education, Victoria, 1993.)

Unit 1 or 2

AREA OF STUDY 2: Communication and the workplace

Outcome 1	*Examples of learning activities*
Write work-related documents.	examine and comment upon the language of, for example, information brochures, course information booklets, positions vacant advertisements, health and safety notices
	read and compare job advertisements, describe the type of workplace suggested by each advertisement
	read and compare a selection of business letters; identify the typical layout and structure
	ICT establish a portfolio of work-related documents and collect different types of texts, e.g. emails, faxes, job advertisements, staff bulletins, reports, agendas for meetings
	prepare a short survey in preparation for a report to staff on a work-related issue (e.g. safety in the workplace)
	establish a set of criteria for writing letters of application

identify the purposes of different types of work-related texts, e.g. health and safety regulations, human resources forms, minutes of meetings

locate three advertisements for the same type of job and note similarities and differences

draft an agenda for a meeting, ensuring that correct headings are used

collect examples of the minutes of meetings and discuss the structure and features

select a job advertisement from the newspaper, note specifications, qualifications and requirements and plan a letter of application, paying particular attention to correct layout, spelling and punctuation

ICT conduct research on the Internet in preparation for writing a dossier on an intended career/job

ICT prepare an outline of a technical document with suitable graphic, photographic and electronically generated visual material

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Detailed example

CRITERIA FOR LETTERS OF APPLICATION

1. As a class, read and discuss a number of models of letters of application, attempting to identify similarities in structure, tone, content, layout.

2. In pairs, draft a list of 'must do's' for writing letters of application.

3. Join with other pairs to read and compare lists. Refine, combine and organise the lists as criteria for writing letters of application.

4. Each group presents their list to the class. The aim is to construct an agreed class set of criteria.

5. Select a suitable job from the newspaper and present this on an overhead for the class to read and discuss.

6. The two groups of pairs join to draft a model letter of application for the position advertised.

7. The groups present their model to the class and the best one is selected.

8. A class representative is selected to show the model letter to the careers teacher or a Personnel/HR officer from a local company for comment and critique.

9. The feedback is used by the class to modify and revise the letter.

10. The edited and completed letter is photocopied and distributed for each student to keep in their portfolio of work-related documents.

(Adapted from *In Fact, Reading and Viewing Everyday Texts,* Lyndall Hough, Heinemann, 1998.)

Outcome 2

Make an oral presentation for a work-related context.

Examples of learning activities

answer telephone calls with correct forms of greeting and identification and take messages

discuss the purposes of meetings in different workplace contexts and identify the main organisational structures of meetings

divide the class into two groups; one group participate in a problem-solving task and the other group act as observers who monitor contributions and the process of the discussion

in pairs, practise interviewing techniques, taking turns at both asking and responding to questions

in small groups, participate in discussion of a topic with which everyone is familiar, ensuring that all contribute, take turns and respond to questions as appropriate

videotape a small group discussing a work-related problem, replay the tape and identify processes

observe an interview and evaluate performance using criteria generated and agreed by the whole class

videotape a series of mock interviews and analyse similarities and differences in style and substance, e.g. role-play a worst case scenario and compare it with ones considered successful

considering mock interviews, present orally a brief report that evaluates the process, the students' performances and their learning

role-play a conversation with a customer/client, one with a co-worker and one with the CEO of the organisation and note the difference in register

generate a datashow appropriate to a workplace on an issue of interest to that workplace, e.g. a Health and Safety document

recognise and explain common workplace signage in order to understand how print and visual language are used to communicate meaning

give simple and routine instructions, e.g. changing the ink cartridge in a printer, programming numbers into the commander system or sending a 'broadcast' fax, and check on the results

give simple and routine instructions without the benefit of visuals or demonstrations, e.g. over the telephone

work as part of a team to provide solutions to a work-related problem

Unit 1 or 2

AREA OF STUDY 3: Technology and communication

Outcome 1	*Examples of learning activities*
Present to an audience ideas and information in print and non-print form, using information and communications technology.	use email, online conferences and discussion groups to establish conversations and exchange information and ideas with students from other schools
	develop a set of criteria for evaluating the validity and authority of Internet sites
	in pairs, produce the same texts for different audiences, e.g. birthday cards, magazine covers, invitations, television guides; use cut and paste, clip art, different fonts and sizes and text boxes
	create an electronic file containing a personal dictionary of words which are difficult to spell; add to it throughout the semester
	strengthen spelling skills by using software programs such as interactive dictionaries
	write an email message containing a number of questions on a text studied in class; email these to another student asking for responses to be emailed back
	locate and note information and ideas on texts and issues from computer screens/ non-linear texts
	use key search terms to locate specific information on the Internet and download files
	using a word-processing program prepare a poem for reading aloud; use upper case, italics, underlining, different fonts and styles to enhance or emphasise particular words or phrases

Detailed example

EVALUATING INTERNET SITES

In using the Internet for research determine the key search terms by focusing on specific words or phrases and synonyms. This advance planning will guide the search for relevant information.

Information on websites should be evaluated and decisions made about its usefulness for different purposes. Note that anyone can publish on the Internet without qualifications, expertise, editorial checks or referees.

Ask:

- What is the site about?
- How was this site reached?
- Who provided the information and why?
- Is the site associated with a particular organisation or institution?
- What expertise or authority does the author have?
- When was the information put on the site?
- When was it last updated?
- How useful is the information for research purposes?

- Can the information be verified from another source? (a print text, for example, or another site not linked to this one)

Log this information in a chart as part of record keeping or submit it as part of the assessment process. Do not simply download articles or pages without reading or thinking about the material. Establish databases, which include bibliographic details and a brief abstract summarising the most important ideas and information from the site.

Learn how to cite the URL correctly in a bibliography and indicate when the site was accessed. For example:

Hawaii Education and Research Network (HERN) 95 Library Resource Team.

'Cybercitations in Hawaii's Schools' Rev. March 1997. Online

<http://kalama.doe.hawaii.edu/hern95/rt007/> Accessed 23 July 1997.

(Adapted from 'E.plagiarism – halting the outbreak!', Georgia Phillips, *Literacy Learning: Secondary Thoughts*, Volume 6, Number 1, February 1998.)

Outcome 2	**Examples of learning activities**
Make an oral presentation using information and communications technology.	in small groups, develop a succinct set of instructions to help others use, for example, an overhead projector, a tape recorder, a video camera, a datashow
	following discussions in small groups, prepare a set of criteria to evaluate oral presentations
	using a commonly agreed set of criteria, evaluate a series of oral presentations, e.g. political speeches on television or radio, addresses to the nation, introductions to current affairs stories, speeches from the comedy debates; discuss evaluations
	in small groups, discuss what to do and what not to do when delivering an oral presentation to a large group
	discuss the different strategies used when delivering a presentation to a small group compared with delivering to a large group
	in pairs, discuss and plan the steps involved in moving from a written text to one being presented orally
	audiotape oral presentations and check pronunciation, pauses, pace and timing
	videotape speakers who are preparing for a debate and check for distracting mannerisms, eye contact with audience, use of cards/prompts and gestures as well as structure and content of speeches

Unit 1 or 2

AREA OF STUDY 4: The study of texts

Outcome 1	*Examples of learning activities*
Identify and comment on similarities and differences between short literary, everyday or media texts, in written responses.	explore how symbols are used in television and magazine advertisements; identify commonly agreed meanings
	in small groups, discuss the way language is used in different texts, e.g. football commentaries on the radio or extracts from a short story
	in small groups, discuss examples of a particular film genre and draw up a list of criteria to describe the genre
	ICT develop a wordbank of particular literary terms, e.g. imagery, personification, simile, metaphor, onomatopoeia, symbolism, mood and atmosphere; provide definitions
	ICT develop a wordbank of particular filmic terms, e.g. camera angle: zoom, tilt, high and low angle; camera shots: close-up, long range, medium-range; lighting; framing; costuming; props
	in pairs, compare and contrast nursery rhymes, riddles, limericks and haiku; discuss similarities and differences
	ICT identify the structural and linguistic features of different texts types, e.g. newspaper articles, poems, CD-ROMs, picture books, short stories
	listen to texts or extracts of texts read aloud; predict what will happen next; make connections with previously read texts; and make notes about character, setting, plot and theme
	in small groups, compare and contrast visual texts with their print counterparts or 'similar' print texts; for example, Transport Accident Commission television commercials with the newspaper display reflecting a similar incident, or the film *Titanic* with factual accounts of its sinking
	collect a series of newspaper cartoons and discuss their similarities and differences
	in groups, prepare a press release to advertise the premiere of a new film, making direct comparisons with other films of similar genre
	formulate a list of questions to ask the key characters in two texts which explore a similar theme; role-play a 'hot seat' activity
	argue a case for a short literary text receiving an award, e.g. Children's Book Council Awards, making specific comparisons to other texts in the competition
	ICT make an audio recording of two short texts or extracts and follow the reading with a comparative commentary on, for example, the language used, the way dialogue suggests character traits, how mood is established in the description of the setting

Detailed example

COMPARING CARTOONS

Select a cartoon on a current social or political issue, which incorporates well-known individuals; as a class, carefully analyse the cartoon by asking questions such as:

*   Who is the cartoonist?
*   What issue is raised in this cartoon?
*   What characters/caricatures are represented?
*   Where is the cartoon set?

*   What is the literal meaning of the dialogue or captions?
*   What is the symbolic meaning or significance?
*   What point of view is the cartoonist expressing?
*   How is humour used, e.g. satire, black humour, parody, irony, pun, double meaning?

Collect three cartoons by different cartoonists in different publications on the same issue and, using the above questions, develop a chart to note the similarities and differences between them.

Outcome 2	Examples of learning activities
Present and give considered reasons for an oral interpretation of a key aspect of a short literary, everyday or media text.	in small groups, role-play scenes from a literary text, or workshop situations or conversations arising from an issue; compare interpretations with other groups

Outcome 2

Present and give considered reasons for an oral interpretation of a key aspect of a short literary, everyday or media text.

Examples of learning activities

in small groups, role-play scenes from a literary text, or workshop situations or conversations arising from an issue; compare interpretations with other groups

ICT workshop a series of radio advertisements to raise community awareness and concern about an issue

use extracts from a biography or autobiography to orally present 'snapshots' of the key figure at different stages of his/her life

in small groups discuss the themes and issues explored in three of the current 'Top 10' songs

role-play key scenes from a literary text; read the scene in a variety of different tones; discuss how this changes the interpretation of the scene

as a class, watch a film and role-play a new scene or a sequel; compare interpretations

conduct 'book club' meetings and read extracts; discuss themes and issues and recommend texts

workshop readings of poems and short stories as readers' theatre; pay particular attention to tone, volume, pace and pausing

as a publisher's representative, convince a book store owner to order in copies of the latest release

Unit 1 or 2

AREA OF STUDY 5: The analysis and construction of argument

Outcome 1	*Examples of learning activities*
Comment in writing on the oral and written arguments of others.	identify all the emotive words and phrases used in a letter to the editor; discuss their impact on the argument
	scan two major newspapers identifying the opinion pieces; note if they are presented differently to news reports
	construct a 'for and against' chart and list the arguments related to a particular issue
	prepare a dot point summary of two contrasting views in relation to an important school or local issue
	using a word-processing program, scramble and then re-sequence the paragraphs of a written argument or a transcript of a spoken one, paying particular attention to how the argument develops
	listen to comments made in relation to a particular issue on talkback radio, noting the words used to indicate opinion and the tone used by the speaker
	identify all the topic sentences in a written argument and list the supporting or illustrative evidence as dot points
	transcribe a television or radio advertisement in order to identify how the 'argument' is structured and how the words are used to influence the reader/ viewer
	scan texts for words which signal an opinion or point of view
	read a number of editorials and identify the organisational structure of this type of persuasive writing
	collect three or four newspaper cartoons associated with a particular issue and, in small groups, identify the argument or point of view
	establish a wordbank of key terms/vocabulary used to describe the tone of language used in persuasive texts, e.g. sarcastic, ironic, savage, authoritative
	establish a wordbank of key terms/vocabulary used to describe the language used in persuasive texts, e.g. colloquial, clichéd, emotive, formal and informal
	summarise two letters to the editor on the same topic and identify their structure and the arguments used
	in pairs, identify all the conjunctions and connectives in a political address or debate speech and discuss how the argument is constructed
	discuss how statistics, surveys and opinion polls are used to support a particular point of view
	with reference to models of argument, identify effective linguistic techniques, e.g. inclusive language, analogy, use of active or passive voice, comparison and contrast

Outcome 2	*Examples of learning activities*

Effectively deliver a reasoned point of view in an oral presentation to a familiar audience.

watch a series of oral presentations on television or video or the Internet, or listen to a guest speaker; identify effective strategies or techniques used, e.g. adjusting tone to emphasise an important point, using humour or an anecdote

prepare a set of criteria for a successful oral presentation

workshop simple scenarios where a point of view is being articulated, e.g. an argument over football teams or a debate over the best band; discuss the strategies used by the speakers to advance their position

establish a wordbank of key terms and phrases used by writers and speakers to persuade, and draw on these as appropriate

in pairs, conduct a written debate on the computer screen; orally summarise the other's point of view and discuss the accuracy of the summary

present a one-minute talk giving a point of view on a topical issue, concentrating on looking at the audience, projecting voice and altering tone for effect

in groups, workshop different versions of the same argument to influence different audiences

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Detailed example

A SET OF CRITERIA FOR AN ORAL PRESENTATION

1. Role-play an oral presentation of a reasoned point of view.
2. In pairs, identify and list the 'good' features of the presentation.
3. As a class, construct a list of those features, e.g. appropriate detail, use of evidence, use of logical connectives, and organisation, appropriate conclusion.

4. Discuss these features and, as a class, prepare a set of criteria to guide preparation of a successful oral presentation.

Unit 1 or 2

AREA OF STUDY 6: Information literacy

Outcome 1

Draw on credible sources to provide written information to a specified audience about a topic of their choice.

Examples of learning activities

- choose a range of issues and practise simplifying them into manageable components for investigation by using a variety of graphic organisers such as a Lotus matrix, fishbone diagram, directed questions using the 5w's, or a question matrix

- practise searching for information on topics/issues by identifying key words or phrases related to specific topics; check their meaning by using a standard or online dictionary; compare the results using the Internet

- select a variety of topics: form small groups and have each member search for information from a different source such as newspapers, books, the Web, CD-ROMs, the library; share findings and then make conclusions about the availability of resources according to the topic and the suitability of different sources of information

- choose an issue that has different points of view; identify key words and phrases used in relation to the issue and conduct several searches using different search engines (include one metasearch engine such as Mamma); discuss findings with the group and draw conclusions

- in small groups, develop a set of criteria for evaluating the quality of websites, e.g. identify author/s is and when the site was last updated, discuss the criteria with the class and devise an agreed set of criteria

- select several websites relating to a particular topic; using established criteria, assess the quality of each one; make comparisons with 'other' types of resources, e.g. articles, texts, CD-ROMs

  assess the quality of information from various resources on a common topic by checking the author, time of publication, accuracy of information, etc; after discussing the findings in groups, draw conclusions about what makes 'valuable and credible' information

- read a short text and make a summary of it in various forms, e.g. 10 dot points, a storyboard, graphical representation, flowchart, a data chart; remembering to look for essential information only, noting key words and phrases, dates, names and times

- organise and report summarised information in various forms, such as a piece of prose, a poster, a PowerPoint presentation, a brochure

  discuss the purposes of several texts and their relationship to the expected audiences noting the format in which the information would be presented; a childcare centre advertising its services, for example, would have a likely audience of young parents and probably use a colourful brochure to advertise its facilities

prepare an advertisement for a new breakfast cereal, Honey Oat Pops, for three different audiences (e.g. children, teenagers, women 25+); construct a table that records all three audiences and the different images, words, slogans and key messages appropriate to each audience

in small groups, select an issue or topic that interests the group, conduct research using a variety of print and electronic sources and compare the information found

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Detailed example

COMPARING SOURCES

- In a small group, select an issue or topic that interests the group.
- Prepare a list of what the group knows about the topic and what it would like to find out.
- Design a set of ten questions based on what the group wants to find out.
- Identify several key words and phrases associated with the topic.
- Use a search engine such as Google, and the group list of words, to locate 'valuable' information about the chosen topic.

- Search through texts, articles and other types of resources for relevant information; draw some conclusions about the credibility of the information found in different resources.
- Which sources are easiest to understand?
- Using a quality tool such as a Lotus matrix, concept map, data chart, etc., organise and record the information that has been gathered, noting the source.
- Choose an appropriate format to present the findings: what makes a source credible?

Outcome 2	*Examples of learning activities*
Present an oral report to an audience reflecting on the learning involved in locating relevant information on a topic.	discuss and develop a set of agreed class rules for discussion and interaction, e.g. attentive listening, mutual respect, the right to pass
	in pairs, one member listens to the other member speak for a few minutes on a selected topic; each member then paraphrases for the class what their partner spoke about
	brainstorm a list of possible topics suitable to research and outline the types and sources of research that might be useful for each topic
	conduct a class discussion on various visualising thinking tools such as graphic organisers, e.g. Lotus diagrams and concept maps; list the advantages and disadvantages of using the various tools for sorting and analysing information while conducting research
	as a class, discuss and suggest questions for reflection after completing a research task including questions about what was interesting, difficult, easy; draw conclusions about the important aspects of conducting research
	based on class discussions, develop an evaluation sheet that can be used by all members of the class to appraise a variety of sources of information

conduct exercises practising body language techniques in small groups; discuss its place in oral presentations; discuss tone and expression and their place in oral presentations

discuss visual and multimodal materials that could accompany a presentation and the purpose and advantages in using them

choose one topic and three different audiences and settings; prepare a presentation adjusting the language to suit each of the different audiences and settings

brainstorm a list of topics, audiences and settings, and prepare an appropriate oral presentation

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Detailed example

PREPARE AN ORAL PRESENTATION

1. Select a topic for group exploration.

2. In groups discuss what you already have on the topic, what further information you want and where it can be located.

3. Brainstorm ideas including resources needed to complete the task.

4. Define how each aspect of the topic could be researched (e.g. interview, Internet, library, books videos, etc.) and who will be responsible for conducting the research.

5. Develop and initiate an action plan for locating the relevant information.

6. Post research – discuss within the group the discoveries you made and explore appropriate methods of presenting the information.

7. Prepare a presentation for the class that reflects upon the processes and strategies involved in locating, collating, evaluating, and presenting relevant information on the topic.

8. Reflection questions may include:

   - What was easy/difficult about the task?
   - Why was it difficult?
   - How did you overcome problems?
   - What difference does a team approach make?
   - What skills did you use, what new skills did you learn?
   - What ingredients are needed for a successful project?
   - What value did you get out of this activity?

APPROACHES TO ASSESSMENT

In Units 1 and 2 of the study teachers must select assessment tasks from those designated for each outcome.

Unit 1

AREA OF STUDY 1: Essentials of English

Outcome 1	***Designated assessment tasks***
	• prose summaries;
	• concept maps;
	• visual or diagrammatic representations.

Examples of assessment tasks

Outcome 1
- develop a timeline or a flowchart plotting the main events in a short text
- using the dates in a short biography, construct a summary of the key events in that person's life
- develop a concept map of a factual text, for example, an extract from a travel guide
- write a prose summary of a short story
- using the key terms or concepts in a short media text draw a semantic map or web
- use graphic software to illustrate a summary of the main events in a character's life
- summarise the contents of a textbook using the headings and subheadings
- write a prose summary of a short text (approx. 400 words) in, for example, two hundred words, then use the cut and paste functions to rewrite it in 100 words and then 50 words.

Outcome 2	*Designated assessment tasks*

- informative writing;

- narrative writing;

- personal writing.

Examples of assessment tasks

Outcome 2
- write a letter to a friend sharing your plans and aspirations for the future
- write a short narrative paying particular attention to sequence and characterisation

- write an informative text, for example a brochure, conveying ideas and information about a person, an event or a place
- write a personal response to a text read or viewed
- write a Fact Sheet about a particular job or course of study or interest.

Unit 2

AREA OF STUDY 1: Essentials of English

Outcome 1	*Designated assessment tasks*

- an analysis of an aspect or aspects of a text in response to a set topic;

- short answers on an aspect or aspects of a text;

- a review of a short text.

Examples of assessment tasks

Outcome 1
- clip all the advertisements from two contrasting magazines, e.g. *Dolly* and *Business Review Weekly*; *Extreme Sports* and *New Idea*; write a short piece discussing the audience and purpose of particular advertising texts
- answer questions on the characters, plot and setting of a short story

- write a short piece discussing the themes and issues explored in a selection of poetry
- write a character profile, using evidence from the text, to illustrate or support the interpretation
- write a review of a film or television program paying particular attention to the storyline, casting, characterisation, performances, script and setting.

Outcome 2   *Designated assessment tasks*

- personal writing;

- argumentative writing;

- informative writing;

- instructional writing.

Examples of assessment tasks

Outcome 2
- write a young person's guide to the local area
- write a letter of complaint to the Council, paying particular attention to the use of an appropriate form and tone
- write a report on a pressing school problem, detailing the problem, reasons, positions and proposed solutions
- use authoring software to construct a hypertext presentation

- design an advertisement for inclusion in the local newspaper, promoting the school
- write a brief biography of a family member
- cooperate with another student in the writing of a CD review for a magazine
- write different texts on the same topic for different audiences and purposes.

AREA OF STUDY 2: Communication and the workplace

Outcome 1   *Designated assessment tasks*

- a business letter;

- an email and fax;

- a job application and résumé.

Examples of assessment tasks

Outcome 1
- write simple workplace correspondence, for example, internal memos, emails, faxes, a staff manual
- write a letter of application for a specific position and compile a CV indicating your educational and work experience to date
- write a business letter paying particular attention to correct content, address and layout as well as appropriate language and tone
- write a workplace procedural document on a subject with which students are familiar or

interested, for example, answering incoming calls, closing the shop, organising a staff luncheon; produce an audiovisual presentation based on the written text

- prepare a 'How to survive work experience document' for Year 10 students; include information on approaching a potential employer, what to wear, how to ask questions, how to get the most out of the experience, what not to do, and include quotations from students and employers.

Outcome 2

Designated assessment tasks

- role-play of an interview or a problem-solving situation;

- participation in or leadership of a meeting;

- description and explanation of a work-related process.

Examples of assessment tasks

Outcome 2

- role-play an employer reprimanding an employee for tardiness or an employee asking for a salary increase or dealing with a complaint from a customer

- interview a parent, older sibling, other relative or neighbour about their work and orally present a summary of the interview to the class

- participate in a small group discussion or formal meeting procedure to reach agreement on a workplace-related issue

- cooperate with team members to solve a work-related problem, for example, an E-team activity.

AREA OF STUDY 3: Technology and communication

Outcome 1

Designated assessment tasks

- a web page;

- a video with accompanying written text;

- a newspaper, magazine or e-zine;

- a multimedia presentation.

Examples of assessment tasks

Outcome 1

- design a web page with appropriate links based on an issue investigated as part of a small group project

- create and send email messages with attachments to exchange information with others

- use desktop publishing to publish, for example, a newspaper or magazine by creating text and graphics and designing layout

- create and import graphics to produce a document introducing the Year 11 program to Year 10 students, produce a video to accompany the document

- search the Internet for sites on a particular author, text or issue, select six of these sites and present an Internet Resource Portfolio, including an explanation for the selection

- use a computer program, such as Inspiration, to create a concept map of key ideas in a text

- electronically publish a piece of writing using word processing, multimodal, desktop and web publishing

- import photographs, voice and music to promote the school to potential students and their parents or to promote the school theatrical/musical production in a multimodal presentation.

Outcome 2

Designated assessment tasks

- a datashow presentation;

- a radio program;

- a formal presentation using information and communications technology.

Examples of assessment tasks

Outcome 2

- develop a group oral presentation on a text or issue, and prepare a set of, for example, PowerPoint pages to support the presentation

- use multimodal authoring software to combine text, static and moving images and sound to present data to an audience, for example, a tour of the school with interviews with the Principal and students

- in small groups use a video or audio tape to record interviews/vox pops to be used as evidence/illustration in an oral presentation to the class

- use audio equipment to record interviews as part of a school radio broadcast

- use overheads, slides or photographs to provide background information and to support an argument against, for example, a proposed toxic waste dump.

AREA OF STUDY 4: The study of texts

Outcome 1

Designated assessment tasks

- comparing different types of texts dealing with similar content, themes or issues;

- comparing similar types of texts to identify common structures and features;

- comparing texts dealing with the same or similar themes or issues across different times, places or cultures.

Examples of assessment tasks

Outcome 1

- write a review comparing, for example, two CD-ROMs, Internet sites or computer games, commenting upon graphics, colour, sound and ease of navigation
- compare and contrast short stories or myths and legends on the same or different themes
- compare different versions of the same story over time, for example, *Cinderella*
- compare picture books on the same theme, discussing the way illustrations are used in these texts
- select a poet, read three poems and comment on their similarities and differences
- select a literary genre (e.g. horror, romance, science fiction, adventure); read/view a film, short story and poem in that genre; construct a chart of their common features, such as setting, characterisation, complications and resolutions

- monitor television advertising at particular times of the day (4–5pm or 6–7pm), paying particular attention to the types of advertisements screened during the programs; identify the characteristics of the target audience
- read two texts by the same author and write about their similarities and differences
- read two texts which address the same theme or issue and write about the similarities and differences in the authors' treatment of the issue and/or characters, e.g. *Anna's Story* (Donaghy) and *Go Ask Alice* (Anon)
- compare an extract from a novel with the scene/s in a film or television treatment
- compare the treatment of an event or issue in the newspaper with a television account
- compare the different treatment of an issue in different texts, e.g. the representation of families in a short story and a television sit-com.

Outcome 2   ***Designated assessment tasks***

- participation in or leadership of a discussion group;

- oral presentation;

- role-play plus a short oral commentary.

Examples of assessment tasks

Outcome 2

- present reviews of texts as part of a Book Talk session or a Between the Lines program
- select a key scene from a literary text or an issue discussed in the media and dramatise a moment of conflict or resolution, follow with an interpretative comment
- use the dialogue in a literary text or the quotations from a magazine or newspaper report to script and perform a dramatisation which interprets key aspects of the text
- prepare a reading of a poem, perform the reading and compare differences and similarities between readings

- present a monologue in the role of a minor character in a literary text, step out of role to offer an interpretative commentary
- present a monologue from the point of view of a key player in a current event
- lead a discussion based on a controversial aspect of a text
- integrate audio and visual aids to assist in the presentation of a review of a concert, CD or film
- combine static and moving data in a multimodal presentation to provide a commentary that interprets a video clip.

AREA OF STUDY 5: The analysis and construction of argument

Outcome 1   *Designated assessment tasks*

- a written short-answer analysis of an argument;

- a written response to an argument, putting forward a reasoned point of view;

- a short written evaluation of the effectiveness of an argument.

Examples of assessment tasks

Outcome 1
- write a letter to the editor in response to an issue in the media
- write a commentary of a debate speech evaluating the effectiveness of the argument
- respond to a series of questions focusing on the language, style, structure and effectiveness of a written argument

- write a commentary on the way language and images are used in television and magazine advertisements
- examine two sides of an argument and evaluate the persuasiveness of the respective positions; for example, track an issue or debate through the letters to the editor pages.

Outcome 2   *Designated assessment tasks*

- participation in or leadership of a group discussion;

- oral presentation;

- role-play plus a short oral commentary.

Examples of assessment tasks

Outcome 2
- take part in a role-play and discuss a current issue and use role cards to establish a persona and frame a point of view
- present a monologue from the point of view of a key person involved in an issue/argument
- present a role-play of a key aspect of an issue discussed in class
- present a monologue or a group performance based on the perspective of a minor player in the issue/argument

- conduct a television panel debate, assuming the roles of different people on different sides of the argument
- present a radio talkback program and explore the range of positions and ideas associated with an issue
- conduct interviews with key people involved in an issue/argument.

AREA OF STUDY 6: Information literacy

Outcome 1	***Designated assessment tasks***

- a feature article;
- a website;
- a written report.

Examples of assessment tasks

Outcome 1

- write a report to an authority based on a local community, school or work-related issue that clearly explains and provides differing viewpoints on the issue with a list of alternative options/solutions to the problem

- design a website about the issue, including appropriate links to suitably organised web pages of information
- create a multimodal presentation dealing with the findings from research about the issue, with accompanying handouts for the audience
- write a feature article for a newspaper concerning the issue.

Outcome 2	***Designated assessment tasks***

- a group discussion;
- an oral presentation;
- a datashow presentation.

Examples of assessment tasks

Outcome 2

- participate in a small group discussion involving an exchange of what was involved and learned during the research project
- an oral presentation outlining the project, including reflection on the learning achieved and the new knowledge and skills developed

- a datashow presentation of the project, accompanied by an outline of the learning achieved, such as content, style, research methods used.

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 containing suitable classroom activities are marked with an asterisk (*).

BOOKS

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Sentences and Paragraphing (video) 1997, Basic English, Video Education Australasia, Melbourne.*

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an online dictionary and reference site
http://dictionary.reference.com

Langford International Inc.
Quality tools and learning online
www.langfordlearning.com
(This site also contains information on books, printed material and CDs for purchase)

Pease and Pease
Allan and Barbara Pease, body language experts
www.peaseinternational.com
www.nyt.co.uk/allan_pease.htm

Promoting Learning International
Ralph Pirozzo's Matrix based on Bloom's Taxonomy and Multiple Intelligences that engages students to learn
www.pli.com.au

Teachit
English teaching online
www.teachit.co.uk

Victorian Essential Learning Standards
Victorian Curriculum and Assessment Authority
http://vels.vcaa.vic.edu.au/support/teaching.html

ORGANISATIONS

The Age Education Unit
250 Spencer Street
Melbourne Vic 3000
Tel: (03) 9601 2316
Fax: (03) 9601 2219
Email: edunit@theage.fairfax.com.au
Website: www.education.theage.com.au/educationunit.asp

Australian Centre for the Moving Image (ACMI)
Federation Square
Flinders Street
Melbourne Vic 3000
PO Box 14
Victoria 8009
Tel: (03) 8663 2583
Website: www.acmi.net.au

CineMedia
Tel: (03) 9651 0600
Fax: (03) 9651 0606
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Education Centre
State Library of Victoria
328 Swanston Street
Melbourne Vic 3000
Tel: (03) 9669 9835
Fax: (03) 9669 9078
Email: pfrauenf@slv.vic.gov.au

The Herald Sun
Education Services
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