

Accreditation Period **2023–2027**

Victorian Pathways Certificate

**LITERACY**

CURRICULUM DESIGN

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Victorian Pathways Certificate Literacy

Important information

Accreditation period

1 January 2023 – 31 December 2027

Implementation of this study commences in 2023.

Other sources of information

The [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) is the only official source of changes to regulations and accredited studies. The *Bulletin* regularly includes advice on Victorian Pathways Certificate (VPC) studies. It is the responsibility of each teacher to refer to each issue of the *Bulletin*. The *Bulletin* is available as an e-newsletter via free subscription on the VCAA’s website at: [www.vcaa.vic.edu.au](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx).

To assist teachers in developing courses, the VCAA publishes an online companion document to the curriculum called *VPC* *Literacy Support material*:

* curriculum development and assessment advice
* examples of teaching and learning activities
* lists of resources
* advice on how to deliver the VCE Vocational Major and VPC in the same classroom
* advice on how to integrate other VPC units with the Literacy units
* advice on teaching students with additional needs, including adjustment advice for students with disabilities.

The [*VPC Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) contains essential information on assessment processes and other procedures.

Providers

Throughout this curriculum design the term ‘school’ is intended to include both schools and non-school providers.

Copyright

Schools may reproduce parts of this curriculum design for use by teachers. The full VCAA Copyright Policy is available at: [www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx](http://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx).

Introduction

Scope of study

VPC Literacy enables the development of knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

This study provides students with the key skills and knowledge to interpret and create texts with appropriateness, accuracy, confidence and fluency, as well as for learning in and out of school, and for participating in the workplace and community. The word ‘text’ refers to any attempt to communicate through written, visual or spoken language that can be assigned meaning and can be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions such as print and social media, and workplace texts such as operational and instruction manuals in everyday and familiar settings.

This study is intended to meet the literacy needs of students with a wide range of abilities and aspirations.

Rationale

VPC Literacy aims to develop students’ abilities to read, write, speak and listen in everyday and familiar contexts. The curriculum will assist students to develop an understanding of the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. This Literacy study is based upon applied learning principles, making strong connections between students’ lives and their learning. By engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples’ knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting texts, it is important that students will develop their capacity to respond to texts. Listening, viewing, reading, speaking and writing are developed systematically and concurrently. As students engage with texts in class, they develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts. They will apply this understanding in their own writing, learning to adapt language to respond to more familiar or specific audiences, purposes and contexts.

Underpinned by applied learning

VPC Literacy is based on an applied learning approach to teaching, ensuring that every student feels empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

Applied learning incorporates the teaching of skills and knowledge in the context of ‘real life’ experiences. Students will apply what they have learnt by doing, experiencing and relating acquired skills to the real world. Applied learning teaching and practice ensures that what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible.

Applied learning is about nurturing and working with a student in a holistic manner, taking into account their personal strengths, interests, goals and previous experiences to ensure a flexible and independent approach to learning. Applied learning emphasises skills and knowledge that may not normally be the focus of more traditional school curriculums. It also recognises individual differences in ways of learning and post-educational experiences. Real-life application often requires a shift from a traditional focus on discrete curriculum to a more integrated and contextualised approach to learning, as students learn and apply the skills and knowledge required to solve problems, implement projects or participate in the workforce.

This study design acknowledges that part of the transition from school to further education, training and employment is the ability to participate and function in society as an adult. Moving students out of the classroom to learn allows them to make the shift to become more independent and responsible for their own learning and increase their intrinsic motivation. Best practice applied learning programs are flexible and student-centred, where learning goals and outcomes are individually designed and negotiated with students.

Applied learning may also involve students and their teachers working in partnership with external organisations and individuals to access VET and integrated work placements. These partnerships provide the necessary contexts for students to demonstrate the relevance of the skills and knowledge they have acquired in their study and training.

Approaches to applied learning

This VPC Literacy curriculum design is based on an applied learning approach to teaching this study. Applied learning principles and practices are embodied in the following five categories.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Motivation to engage in learning | Applied learning practices | Student agency in learning | A student-centred and flexible approach | Assessment practices which promote success |
| * Ensure what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible
* Engage students in demonstrations, activities, investigations and problem-solving in the classroom, community, workplace and other educational settings
* Undertake activities that challenge the student’s level of competence and support them to succeed and build self-efficacy.
 | * Ensure students apply what they have learnt by utilising the learning cycle of doing, experiencing, reflecting and relating new knowledge and skills to the real world
* To cater for individual student needs, use authentic materials and resources drawn from everyday life rather than mass-produced textbooks or materials
* Utilise the experience and knowledge of community members including employers, cultural and community leaders and former students
* Ensure learning reflects the integration that occurs in real-life tasks, incorporating skills and knowledge relevant to the whole task and the whole person such as collaboration, communication, problem solving and interpersonal skills
* Present learning activities in different modalities: visual, auditory and kinesthetic, to allow the greatest uptake of knowledge
* Explicitly teach the technical language of the content that can be applied by students in talking, reading, writing and listening, using authentic examples.
 | * Engage in a dialogue with students about the curriculum and how they can make connections
* Ensure students are moving to equal partners in determining the learning process as they develop greater independence and responsibility for their own learning
* Encourage students to collaborate with peers and identify and utilise individual and group strengths, and reflect on each stage of their learning journey
* Share knowledge and recognise the intellectual, cultural and practical knowledge students bring to the learning environment
* Value students’ own approaches to the study including effective use of supporting technologies
* Support students to learn through interaction and cooperation via discussion, asking questions, giving explanations and presentations, and working cooperatively in pairs or small groups.
 | * Understand the students’ knowledge and skills prior to commencing the study and use this as the starting point for their learning
* Understand and encourage students’ personal, education and pathway goals
* Consider the whole person and celebrate successes and connections to build resilience, confidence and self-worth
* Build on the positive strengths of each student, including learning strengths and character strengths
* Teach concepts in contexts relevant to the students’ backgrounds, interests and experiences
* Facilitate mutually beneficial relationships with a range of local communities while raising awareness about social and community issues and practices that influence and impact on students’ lives and futures.
 | * Use the assessment method that best fits the content and context and allows for incremental indications of success
* Afford students multiple opportunities for success and assessment.
 |

Aims

This study enables students to:

* develop their everyday literacy skills by thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
* participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres including First Nations peoples’ knowledge and voices, and different contexts and purposes
* discuss and debate the ways in which values of workplace, community and person are represented in different texts
* present ideas in a thoughtful and reasoned manner.

Structure

This study is made up of four units. Units 1, 2 and 3 contain two modules. Unit 4 contains one module. The Learning Goal of each module describes the intended knowledge and skills to be gained by the student. The Application describes examples of evidence that will show a student has achieved the learning goal. The approach to achieving the learning goal is centred on applied learning principles and is detailed through the application of key knowledge and skills.

The units have been designed as standalone and can be completed in any order. The units can be delivered in a flexible manner and do not have to be delivered sequentially.

Entry

There are no prerequisites for entry into any of the units in this course.

Duration

Each unit requires 100 nominal hours, of which at least 50 hours are scheduled classroom instruction. The VPC is designed to be delivered flexibly to suit the needs and circumstances of individual students. This can include face to face learning and can also consist of activities such as work experience, volunteering, community involvement and sports leadership.

Changes to the curriculum

During its period of accreditation minor changes to the curriculum design will be announced in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). The *Bulletin* is the only source of changes to regulations and accredited studies. It is the responsibility of each teacher to monitor changes or advice about studies published in the *Bulletin*.

Monitoring for quality

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

Safety and wellbeing

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

Employability skills

This study offers a number of opportunities for students to develop employability skills. The VPC Literacy Support material provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Resources

There are no specialist resource requirements for VPC Literacy

Legislative compliance

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

Child Safe Standards

Schools and education and training providers are required to comply with the Child Safe Standards made under the Victorian *Child Wellbeing and Safety Act 2005*. Registered schools are required to comply with *Ministerial Order No. 870 Child Safe Standards – Managing the Risk of Child Abuse in Schools*. For further information, consult the websites of the [Victorian Registration and Qualifications Authority](https://www.vrqa.vic.gov.au/childsafe/Pages/Home.aspx), the [Commission for Children and Young People](https://ccyp.vic.gov.au/) and the [Department of Education and Training](https://www2.education.vic.gov.au/pal/child-safe-standards/policy).

Assessment and reporting

Satisfactory completion

Satisfactory completion of a module is based on the teacher’s decision that the student has demonstrated achievement of the learning goal specified in that module.

A VPC unit can only be satisfactorily completed once all modules within that unit have been satisfactorily completed.

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

Schools will report a student’s result for each module to the VCAA as S (Satisfactory) or N (Not Yet Complete).

Assessment

The standards of this course are described in the learning goals and applications, which will guide teachers and students as to what students are expected to know, understand and do as a result of the learning. Development of the assessment tasks identified to gather evidence of the designated learning will be done within the specific context of the setting and will be related to applied learning principles by having authentic purposes and practical outcomes. Teachers will then design the learning experiences and instruction necessary for students to meet the goals, following the backward design model.[[1]](#footnote-2)

Evidence of achievement must be ascertained through a range of assessment activities and tasks that demonstrates achievement of the modules. A key indicator of the level of achievement of the standard are the active verbs at the start of each statement, based on the hierarchy of knowledge in Bloom’s Taxonomy[[2]](#footnote-3). This decision will be supported by additional advice on rubric development and practical examples in the VPC Literacy Support material. The teacher’s understanding of, and use, of such resource materials will be supported by the Curriculum and Assessment Audit.

Teaching, learning and assessment strategies should be based on the Applied Learning Principles.

The learning goal and application sections of this document, alongside the Applied Learning Principles should be used for course design and for the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in the classroom within a predetermined timeframe.

Teachers will integrate the assessment of knowledge and skills acquisition with practical applications. It will require a combination of evidence collected from teacher observations along with the collection of records of student work.

Assessment within the VPC should be based on the following principles:

*Assessment should be valid and reliable*

* Assessment tasks/activities should be designed to reflect the nature of the outcomes/elements of the study.
* Students should be assessed across a range of different tasks/activities and contexts.
* Students should be provided with multiple opportunities when required to satisfy the learning goal.

*Assessment should be fair*

* Assessment tasks/activities should be grounded in a relevant context and be sensitive to gender, culture, linguistic background, disability, socioeconomic status and geographic location.
* Instructions for assessment tasks should be clear and explicit.

*Assessment should be flexible*

* Assessment should be open ended and flexible to meet the specific needs of students.
* Students should have the opportunity to demonstrate achievement at their own level and pace.

*Assessment should be efficient*

* Assessment instruments that provide evidence of achievement across a range of outcomes/studies should be used.

Implementing the Study

Approach to learning

The teaching, learning and assessment strategies should be based around the applied learning principles on page 8 in this document. Start from the learner’s point of need and use relevant contexts and materials. The teacher needs to tap into the known skills and knowledge of a student and make connections. The connections need to be made between the study and their real world.

Implementing Assessment

Assessment will evaluate the student’s practical application of knowledge and skills. It will require the collection of evidence from a range of assessment activities and tasks. Students should be afforded multiple opportunities to demonstrate satisfactory completion of the learning goal.

Consideration should be given to the Applied learning principles on page 8 of this document when determining assessment.

Further Support

Students can be supported and guided in their work and in their assessments. Explicit high levels of teacher support, scaffolding, and guidance should be made available where needed. The level of support can include, but is not limited to:

* the provision of highly structured guides and templates
* prompting or questioning to help guide the student
* working alongside the student when learning or undertaking a task – explaining and prompting as they work
* encouraging students to document and report on their work and investigations in a way they feel most comfortable with – orally, in writing, using an audio or video recording, an image/graphic

Authentication

Work related to the learning goal of each module 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 [*VPC Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for authentication procedures.

Unit 1

Module 1: Literacy for personal use

The purpose of this module is to enable students to develop their knowledge and skills to read and write simple or short texts. Texts should be chosen from a range of local and global perspectives including First Nations peoples’ and multi-cultural perspectives and should include film, TV, online videos, song, poetry, biographies, digital content and social media, and other texts of interest to the cohort. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how these are influenced by purpose, context and audience.

Students will read, view and listen to texts produced for a variety of purposes, from everyday texts written for enjoyment or information to texts written for specific workplaces or educational settings. With support, students will develop their understanding of the purposes and key ideas within texts. They will develop their understanding and knowledge of the layout and format of a range of texts and will also develop their skills in the use of indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

In their study of visual and film texts, students will examine how purpose, language and structure influence the audience and their understanding of the content of a text.

Learning goal 1.1

On completion of this module the student should be able to:

* identify and describe the structures and features of a range of different text types such as short narratives, informative and instructional texts, letters, emails, media and social media posts and film
* develop and demonstrate an understanding that texts are created for different purposes and audiences
* create a range of material for specific audiences and purposes.

Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* explain how a variety of written, spoken, visual and multimedia texts have been designed for different audiences and purposes
* apply de-coding and meaning-making strategies such as knowledge of everyday word families and phonic and visual letter patterns to make sense of texts
* skim and scan familiar texts to identify the main ideas and key information in the text
* create written, digital and multimedia texts demonstrating simple planning, drafting and editing processes
* begin to understand plagiarism and demonstrate methods used to avoid it
* listen and participate effectively in small group and whole class discussions and attempt to use appropriate evidence to support personal points of view
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Module 2: Understanding and creating digital texts

The purpose of this module is to enable students to develop capacity to engage with, understand and respond to digital texts, including webpages for vocational and workplace settings, podcasts and social media. Students will identify and explain the structure of a variety of digital platforms, as well as the types and purposes of different digital texts. Students will discuss the reliability and effectiveness of digital sites and content in connecting with audiences and delivering a message.

Students will read, view and interact with different digital texts, and participate in learning activities to develop capacity to explore and discuss impact. They will identify the ways a visitor will encounter and experience digital texts, considering purpose and the social and workplace values associated with them.

As a part of this exploration of the digital world, students will participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

Learning goal 1.2

On completion of this module the student should be able to:

* engage with, understand and create a range of digital texts for different audiences and purposes
* explain the layout of different digital platforms and applications, identifying key features and trustworthiness in relation to audience and purpose
* recognise and utilise the features of digital security to engage safely, respectfully and effectively in the digital world.

Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* read, watch and listen to a variety of written, spoken and multimedia digital texts that have been designed for different audiences and purposes, identifying the main ideas and key information presented
* apply de-coding and meaning-making strategies such as knowledge of everyday word families and phonic and visual letter patterns to make sense of digital content
*
* produce digital texts using information from familiar sources for a range of audiences and purposes demonstrating simple planning, researching, drafting and editing processes
* identify how language and tone choices relate to purpose and audience and begin to recognise that digital texts and content may have different levels of reliability
* listen and participate effectively in small group and whole class discussions and attempt to use appropriate evidence to support personal points of view
* begin to understand plagiarism and demonstrate methods used to avoid it
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Assessment

Satisfactory completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been satisfactorily completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The *VPC* Literacy Support material provides details that will assist in assuring students meet the minimum requirements.

The learning goals and application sections of this document should be used for course design and the development of learning activities and assessment tasks. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

Unit 1 requires students to demonstrate the attainment of the learning goals of each module. These modules may be undertaken concurrently, so that reading, writing, speaking and listening are integrated, as deemed appropriate by the teacher.

The following table provides examples of suitable tasks for assessment.

|  |  |
| --- | --- |
| Learning goals | Assessment tasks |
| **Module 1 Goal 1.1**On completion of this module the student should be able to:* identify and describe the structures and features of a range of different text types such as short narratives, informative and instructional texts, letters, emails, media and social media posts and film
* develop and demonstrate an understanding that texts and content are created for different purposes and audiences
* create a range of material for specific audiences and purposes.
 | Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:* a recorded reflection
* a reflective journal
* a response to structured questions
* a record and reflection of the presentations of guest speaker/s
* a video, podcast or oral presentation
* a digital presentation
* a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.
 |
| **Module 2 Goal 1.2**On completion of this module the student should be able to:* engage with, understand and create a range of digital texts for different audiences and purposes
* explain the layout of different digital platforms and applications, identifying key features and trustworthiness in relation to audience and purpose
* recognise and utilise the features of digital security to engage safely, respectfully and effectively in the digital world.
 |

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 2

Module 1: Exploring and understanding issues and voices

The purpose of this module is to enable students to engage in issues that create discussion and debate in a community of which they are part. Students will consider the values that underpin different communities and how these values create different opinions and perspectives. Students will read, view and listen to a range of diverse opinions and consider the language and purpose of the content, and how these change depending on the audience and context.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of suitable material should take into consideration the interests and abilities of the student cohort and respond to the content that students typically read, including social media, and content from vocational and workplace settings. Students will discuss and debate how personal and vested interests affect personal responses to an issue.

Learning goal 2.1

On completion of this module the student should be able to:

* identify the main ideas and arguments in persuasive and influential content, noting the differences between fact and opinion
* explain how language and visuals are used to influence an audience
* identify how bias and perspective influence a speaker, author and audience.

Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* read, watch and listen to a variety of persuasive and influential written, spoken and multimedia texts that have been designed for different audiences and purposes, identifying the main ideas and key information presented
* apply de-coding and meaning-making strategies such as knowledge of everyday word families and phonic and visual letter patterns to make sense of persuasive and influential content
* identify how language and tone choices relate to purpose and audience
* demonstrate some awareness of how content may reflect the author's position and begin to recognise bias
* listen and participate effectively in small group and whole class discussions and attempt to use appropriate evidence to support personal points of view
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Module 2: Informed discussion

This module enables students to practice and participate in debate, either in print, orally or via a digital platform. Students will consider personal perspectives of community and workplace issues and develop logical responses to these debates in a respectful and thoughtful manner, supported by evidence.

Learning goal 2.2

On completion of this module the student should be able to:

* influence a specific audience through a variety of language devices
* lead a discussion where they respond to the opinions of others in oral form using active listening and questioning techniques
* use body language, eye-contact, gestures, pace and intonation deliberately when discussing opinions.

Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* plan, edit and respond to a variety of persuasive and influential written, spoken, visual, digital and multimedia texts that have been designed for different audiences and purposes, identifying the main ideas and key information presented
* apply de-coding and meaning-making strategies such as knowledge of everyday word families and phonic and visual letter patterns to make sense of persuasive and influential content
* identify how language and tone choices relate to purpose and audience
* sequence and structure persuasive and influential texts and content to express a point of view logically using evidence to support points
* use body language, eye-contact, gestures, pace and intonation appropriately when presenting opinions
* listen and participate effectively in small group and whole class discussion and attempt to use appropriate evidence to support personal points of view
* begin to understand plagiarism and demonstrate methods used to avoid it
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Assessment

Satisfactory completion of a module is based on the teacher’s decision that the student has achieved the learning goals for the module. A VPC unit can only be satisfactorily completed once all modules within that unit have been satisfactorily completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals.  The VPC Literacy Support material provides details that will assist in assuring students meet the minimum requirements.

The learning goal and application sections of this document should be used for course design and the development of learning activities and assessment tasks. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

Unit 2 requires students to demonstrate the attainment of the learning goals of each module. These modules may be undertaken concurrently so that reading, writing, speaking and listening are integrated, as deemed appropriate by the teacher.

The following table provides examples of suitable tasks for assessment.

|  |  |
| --- | --- |
| Learning goals | Assessment tasks |
| **Module 1 Goal 2.1**On completion of this module the student should be able to:* identify the main ideas and arguments in persuasive and influential content, noting the differences between fact and opinion
* explain how language and visuals are used to influence an audience
* identify how bias and perspective influence a speaker, author and audience.
 | Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:* a research task
* a record of discussion or debate
* a presentation of a case study
* a video, podcast, vlog or oral presentation
* a digital presentation
* participation in a debate
* participation on a Q & A panel
* an animation with voice over
* an advertisement.
 |
| **Module 2 Goal 2.2**On completion of this module the student be able to:* influence a specific audience through a variety of language devices
* lead a discussion where they respond to the opinions of others in oral form using active listening and questioning techniques
* use body language, eye-contact, gestures, pace and intonation deliberately when discussing opinions.
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Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 3

Module 1: Literacy for civic participation

This module enables students to develop the skills and knowledge required to understand and complete a range of familiar and less familiar activities for civic participation purposes. Selection of suitable texts should take into consideration the interests and abilities of the student cohort and the information that students typically need for learning, employment and vocational activities. Students will engage with a range of texts and information including timetables, forms, government documentation and contracts, in print and digital forms, and locate information, identify the audience and purpose of the text and develop the skills necessary to complete documentation.

Learning goal 3.1

On completion of this module the student should be able to:

* identify reliable agencies within the government and non-government spheres who provide information to facilitate participation in civic life
* skim and scan informational documents to determine relevance for deeper reading
* summarise and paraphrase information and instructions into sequential points that enable them to complete activities related to civic participation.

Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* access and read a range of informative and instructional written, spoken, visual, digital and multimedia texts that have been designed for different audiences and purposes, identifying the main ideas and key information presented
* source and complete a range of documentation from community, vocational, workplace and government organisations
* apply de-coding and meaning-making strategies such as knowledge of everyday word families and phonic and visual letter patterns to make sense of informative and instructional content
* listen and participate effectively in small group and whole class discussions to communicate, collaborate and problem solve when undertaking civic participation tasks
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Module 2: Literacy for pathways and further learning

This module enables students to develop the skills and knowledge to investigate pathway options and plan skill development in order to move into further training or employment. Students will research and identify possible pathways and plan, document and monitor progress towards achieving personal goals.

Learning goal 3.2

On completion of this module the student should be able to:

* identify documents that are required for future learning and work opportunities
* locate the sources of information they need through research methodology and review the accuracy and validity of the information
* research and understand the requirements of workplace and further learning documentation and plan, draft, create and/or complete the required documents.

Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* research and locate a variety of informative written, spoken, visual, digital and multimedia texts related to future employment or learning aspirations
* apply de-coding and meaning-making strategies such as knowledge of everyday word families and phonic and visual letter patterns to make sense of content
* listen and participate effectively in small group and whole class discussions to communicate, collaborate and problem solve in order to complete documentation
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Assessment

Satisfactory completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been satisfactorily completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals.  The VPC Support material provides details that will assist in assuring students meet the minimum requirements.

The learning goals and application sections of this document should be used for course design and the development of learning activities and assessment tasks. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

Unit 3 requires students to demonstrate the attainment of the learning goals of each module. These modules may be undertaken concurrently, so that reading, writing, speaking and listening are integrated, as deemed appropriate by the teacher.

The following table provides examples of suitable tasks for assessment.

|  |  |
| --- | --- |
| Learning goals | Assessment tasks |
| **Module 1 Goal 3.1**On completion of this module the student should be able to:* identify reliable agencies within the government and non-government spheres who provide information to facilitate participation in civic life
* skim and scan informational documents to determine relevance for deeper reading
* summarise and paraphrase information and instructions into sequential points that enable them to complete activities related to civic participation.
 | Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:* a research task
* a collection of annotations and/or notes
* a recorded reflection
* a reflective journal
* a response to structured questions
* a record of interviews with members of the community and class
* a digital presentation
* a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.
 |
| **Module 2 Goal 3.2**On completion of this module the student should be able to:* identify documents that are required for future learning and work opportunities
* locate the sources of information they need through research methodology and review the accuracy and validity of the information
* research and understand the requirements of workplace and further learning documentation and plan, draft, create and/or complete the required documents.
 |

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

Unit 4

Module 1: Negotiated project

In this module, students will develop a range of written and oral communication skills through practical application in an activity around a specific content area. Content for the unit can be drawn from any area of learner interest or aspirations. Students will be encouraged to connect this area of study to learning in Unit 4 of Work Related Skills. This project needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.

The project must have an actionable goal. The project can be completed either individually or as a member of a group focusing on the following areas of skill development: collaboration, problem solving, communication, self-management, planning and organising, initiative and learning*.*

Learning goal 4.1

On completion of this module the student should be able to:

* communicate effectively with the teacher as demonstrated by negotiation of a topic of choice for a major presentation
* provide a sample plan of the content and direction of a presentation including use of body language learnt in Unit 2
* refine the plan after consultation and gaining feedback from peers on the effectiveness of the plan
* complete an informative oral presentation on the individual or group project that showcases reflections and review of learning, utilising a digital, multimodal or visual platform for support.

Application

Demonstration of the learning goals requires students to apply a variety of skills. The following applications assist students to demonstrate they have met the learning goal.

* reflect on areas of personal interest and develop a focus for a project working either individually or collaborating in a group
* research and locate a variety of informative written, spoken and multimedia texts related to future employment, learning aspirations or community groups being investigated for this project and keep annotations and summaries for portfolio presentation
* apply de-coding and meaning-making strategies such as knowledge of everyday word families and phonic and visual letter patterns to make sense of information relating to future learning, employment aspirations or community groups being investigated for this project
* listen and participate effectively in small group and whole class discussions to communicate, collaborate and problem solve in order to complete a portfolio of evidence and relevant documentation
* sequence and structure information logically to engage an audience
* use body language, eye-contact, gestures, pace and intonation appropriately when presenting orally
* explain plagiarism and demonstrate methods used to avoid it
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Assessment

Satisfactory completion of a module is based on the teacher’s decision that the student has achieved the learning goal for that module. A VPC unit can only be satisfactorily completed once all modules within that unit have been satisfactorily completed. Teachers should use a variety of assessment tasks and activities that provide a range of opportunities for students to demonstrate attainment of the learning goals. The *VPC* Literacy Support material provides details that will assist in assuring students meet the minimum requirements.

The learning goal and application sections of this document should be used for course design and the development of learning activities and assessment tasks. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

Unit 4 requires students to demonstrate the attainment of the learning goal of the module. This module may be undertaken concurrently with other units.

The following table provides examples of suitable tasks for assessment.

|  |  |
| --- | --- |
| Learning goals | Assessment tasks |
| **Module 1 Goal 4.1**On completion of this module the student should be able to:* communicate effectively with the teacher as demonstrated by negotiation of a topic of choice for a major presentation
* provide a sample plan of the content and direction of a presentation including use of body language learnt in Unit 2
* refine the plan after consultation and gaining feedback from peers on the effectiveness of the plan
* complete an informative oral presentation on the individual or group project that showcases reflections and review of learning, utilising a digital, multimodal or visual platform for support.
 | Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:* a video, podcast or oral presentation with reflective journal
* a digital presentation with reflective journal
 |

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

1. McTighe, J. (n.d.). Understanding by Design. Three Stages of Backward Design: Frequently Asked Questions

 [↑](#footnote-ref-2)
2. Bloom, B 1984 *Taxonomy of Educational Objectives,* Allyn and Bacon, Boston [↑](#footnote-ref-3)