**Foundation pathways certificate: Literacy**

Draft curriculum
for consultation

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Level 7, 2 Lonsdale Street
Melbourne VIC 3000

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Important information

Accreditation period

1 January 20XX – 31 December 20XX

Implementation of this study commences in 20XX.

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 VCE studies. It will also include advice on studies within the Vocational specialisation stream and the Foundation pathways certificate. 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 will publish online *Advice for teachers*. The *Advice for teachers* will provide curriculum development and assessment advice for Modules 1 to 4, including examples of teaching and learning activities and resources for each unit.

The *Advice for Teachers* will also provide advice on opportunities to integrate units across the Vocational specialisation and Foundation pathways certificate.

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

Providers

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

Copyright

Schools may reproduce parts of this curriculum 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

Literacy in the Foundation pathways certificate will enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

Key skills and knowledge include a students’ ability to interpret and create texts with appropriateness, accuracy, confidence and fluency and for learning in and out of school, and for participating in the workplace and community. Text refers to anything that can be assigned meaning and can be drawn from a range of sources including media texts, multi modal texts, texts used in daily interactions and workplace texts in everyday and familiar settings.

The study is intended to meet the needs of students with a wide range of abilities and aspirations, including those for whom English is an additional language.

Rationale

Literacy aims to develop students’ ability 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 necessary to daily life in the 21st Century. 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 texts, students learn how information can be shown through both language and multimodal representations.

Along with the literacy practices necessary for reading and interpreting texts, students develop their capacity to respond to texts and the ideas they contain. 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.

The curriculum will enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

Underpinned by applied learning

This Literacy curriculum is framed around an applied learning approach to teaching. Applied learning incorporates the teaching of skills and knowledge in the context of ‘real life’ experiences. Learners apply what they have learnt by doing, experiencing and relating acquired skills to the real world. Applied learning emphasises the relevance of what is learnt in the classroom to the ‘real world’ outside the classroom, and makes that connection as immediate transparent and authentic as possible.

Applied learning contextualises curriculum in a way which empowers and motivates students, while assisting them to develop key skills and knowledge required for employment, further education and active participation in their communities. It advocates nurturing and working with students in a holistic manner, taking into account their personal strengths, interests, goals and previous experiences.

Applied learning takes into account differences in ways of learning and forms of assessment. This focus on an authentic application will often require a shift in focus from discrete curriculum to a more integrated and contextualised approach to learning. Students will focus on learning and applying their skills and knowledge to solve a problem, implement a project or participate in the workforce.

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

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

Aims

This study allows students to:

* develop their literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own needs and aspirations
* participate in discussion, exploration and analysis of the purpose, audience and language of a range of text types from 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

The 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 learning outcome. The approach to achieving the learning outcome 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.

Entry

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

Duration

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

Changes to the curriculum

During its period of accreditation minor changes to the study 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

The VCAA will conduct monitoring and quality assurance processes on an annual basis.

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 *Advice for teachers* companion document will provide specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

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

Assessment and reporting

Satisfactory completion

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

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

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

Learning growth

The VCAA is exploring options to support the use of a learning growth model of assessment and reporting within the Foundation pathways certificate. More information will be available in due course.

Assessment

The teaching, learning and assessment strategies should be based around the applied learning principles.

The learning goal and application listed alongside 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 class or work environment and within a predetermined timeframe.

Assessment is to be undertaken as an ongoing process which integrates knowledge and skills with practical applications over a period of time. It will require a combination of evidence collected through teacher observations along with the collection of records of students’ work.

Examples of suitable tasks for assessing these modules are at the end of each unit.

Authentication

Work related to the learning outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for authentication procedures.

Supporting students with additional needs

In the Foundation pathways certificate, 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. The level of support can include, but is not limited to:

* the provision of highly structured guides, templates, rubrics and exemplars
* encouraging and supporting students to learn through interaction and cooperation – via discussion, asking questions, giving explanations and presentations, and working cooperatively in pairs or small groups
* prompting or questioning to help guide the student when they are checking the reasonableness, appropriateness or feasibility of their work/plan/communication/response
* working alongside the student when learning or undertaking a task – explaining and prompting as they work
* prompting, assisting and collaborating with students when contacting and communicating with internal and external individuals, groups or organisations
* 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 or graphic
* providing a variety of flexible and alternative methods and mechanisms to demonstrate learning, for example students who are hearing impaired may sign their response, and those with a physical disability may use a voice synthesiser or communication board
* providing additional time for students to demonstrate learning in addition to the nominal hours suggested if required
* using a variety of flexible, alternative and additional visual, audio, oral and written prompts for explanation, including the use of symbols and gestures.

Unit 1

Module 1: Literacy for personal use

The purpose of this module is to enable students to develop knowledge, skills and attributes to read and write simple or short texts. Students read or watch a variety of texts from a diverse range of contexts for a personal purpose, such as finding information. Through discussions and class activities students develop their understanding of the structures and features of these text types and examine how these are influenced by purpose, context and audience.

For this module students will read print texts for a variety of purposes, from everyday texts written for information to texts written for specific workplaces or educational settings. With support, students will begin to develop their understanding of the purpose and key ideas within texts. They begin to develop their understanding and knowledge of the layout and format of a range of texts and attempt to use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

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

Learning goal

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 texts, letters, media articles and film
* develop and demonstrate an understanding that texts are created for different purposes and audiences
* read, understand and create a range of material for different audiences and purposes.

Application

In a relevant context the application of the learning goal requires students to:

* understand a variety of written, spoken and multimedia materials that have been designed for different audiences and purposes
* apply de-coding and meaning-making strategies such as sounding out letters and syllables, knowledge of everyday word families and phonic and visual letter patterns to make sense of texts
* identify the main ideas and key information in the text
* demonstrate simple planning, drafting and editing processes to produce written texts using the conventions of sentence and paragraph structure
* skim and scan familiar written language, using pictures and graphics to help locate specific information
* understand and identify how language and tone choices relate to purpose and audience
* identify similarities/differences between the content in terms of language used and overall text structure
* use appropriate software tools and devices for drafting, editing and production of own writing
* spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Evidence for satisfactory completion

Assessment for satisfactory completion of this module should draw on evidence provided by the student that demonstrates the ability to:

1. identify and describe the structures and features of a range of written, spoken and multimedia content
2. explain the different audiences and purposes of written, spoken and multimedia content explored
3. demonstrate simple planning, researching, drafting and editing processes to produce written texts using the conventions of spelling, grammar, sentence and paragraph structure
4. communicate, collaborate and problem solve to identify similarities and differences between the content of material
5. use appropriate software tools and devices for drafting, editing and producing own written work.

Module 2: Understanding and creating digital texts

The purpose of this module is to enable students to develop their capacity to engage with, understand and respond to digital platforms, including webpages for vocational and workplace settings, applications, podcasts and social media. Identify and explain the structure of a webpage as well as the types and purposes of different websites. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering a message.

Students will read, view and interact with different digital platforms and participate in learning activities to develop their capacity to explore and discuss digital media. They will identify the ways a visitor will encounter and experience a digital platform, considering its purpose and the social and workplace values associated with it.

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

Learning goal

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

* engage with, understand and create a range of digital content for different audiences and purposes, demonstrating their understanding of the information in the material and the conventions of digital communication
* understand the layout of different digital platforms and develop an understanding of the reliability of those platforms in relation to their audience and purpose
* understand and utilise the features of digital security and engage safely, respectfully and effectively in the digital world.

Application

In a relevant context the application of the learning goal requires students to:

* understand a variety of written, spoken and multimedia digital materials 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 sounding out letters and syllables, knowledge of everyday word families and phonic and visual letter patterns to make sense of digital content
* use information from a variety of sources to create new content
* demonstrate simple planning, researching, drafting and editing processes to produce digital texts for a range of audiences and purposes
* skim and scan familiar texts using pictures and graphics to help locate specific information
* understand and identify how language and tone choices relate to purpose and audience and begin to recognise that digital texts may have different levels of reliability or trustworthiness
* use appropriate software tools and devices for drafting, editing and producing own written work
* spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Evidence for satisfactory completion

Assessment for satisfactory completion of this module should draw on evidence provided by the student that demonstrates the ability to:

1. identify and describe the structures and features of a range of digital platforms and content
2. explain the different audiences and purposes of a variety of digital platforms and content
3. plan, draft and edit to create digital content using the conventions of digital etiquette, spelling, grammar, sentence and paragraph structure
4. communicate, collaborate and problem solve to identify similarities, differences, and the reliability of a range of digital material
5. use appropriate software tools and devices for drafting, editing and producing own digital content.

Assessment tasks

For Unit 1 students are required to demonstrate two learning goals. Suitable tasks for assessment in this unit could be selected from, but are not limited to, the following examples:

* read and compare two personal accounts of an event or experience
* create a simple, expressive text; for example, a poem, a song or a script
* read a story to the class and discuss with them their opinions of the story
* present an opinion on a text or film
* write a reflective piece or journal entry about a text or film
* express an opinion about the author's intention after reading a simple persuasive or informative text
* compare a written and digital piece based on the same information and explain the use of structure and layout
* research and create a digital report on a workplace of interest
* view two websites that provide information on a similar subject and compare and present the similarities and differences
* draft a formal and informal email changing language to suit different audiences
* create a flow chart of instructions on how to operate a piece of machinery.

Unit 2

Module 1: Exploring and understanding issues

This module asks students to engage in issues that create discussion and debate in a community they are a part of. Students consider the values that underpin different communities and how these values create different opinions and perspectives. Students read, view, and listen to a range of diverse opinions and consider the language and purpose of the content and how these change due to audience and context.

During this module of study, students should 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 should discuss and debate how personal and vested interests affect their own responses to an issue.

Learning goal

On completion of this module the student should be able to

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

Application

In a relevant context the application of the learning goal requires students to:

* understand a variety of persuasive written, spoken and multimedia materials 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 sounding out letters and syllables, knowledge of everyday word families and phonic and visual letter patterns to make sense of persuasive content
* skim and scan persuasive content, using pictures and graphics to help locate specific information
* understand and 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
* spell, punctuate and use grammar sufficiently for the meaning of the content to be understood.

Evidence for satisfactory completion

Assessment for satisfactory completion of this module should draw on evidence provided by the student that demonstrates the ability to:

1. identify and describe the structures and features of a range of persuasive content
2. explain the different audiences and purposes of a variety of persuasive content
3. plan, draft and edit to respond to persuasive content using the conventions spelling, grammar, sentence and paragraph structure
4. communicate, collaborate, question and listen effectively in order to understand other people’s perspectives
5. use body language, eye-contact, gestures, pace, and intonation appropriately when presenting opinions in class discussions.

Module 2: Informed discussion

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

Learning goal

On completion of this module the student should be able to

* engage with and understand how language and persuasive techniques are used to influence an audience
* respond to the opinions of others in oral form using active listening and questioning techniques
* use body language, eye-contact, gestures, pace, and intonation appropriately when presenting opinions.

Application

In a relevant context the application of the learning goal requires students to:

* understand and respond to a variety of persuasive written, spoken and multimedia materials 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 sounding out letters and syllables, knowledge of everyday word families and phonic and visual letter patterns to make sense of persuasive content
* skim and scan persuasive content, using pictures and graphics to help locate specific information
* understand and identify how language and tone choices relate to purpose and audience
* sequence and structure persuasive texts to express a point of view logically using evidence to support points
* attempt to 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.

Evidence for satisfactory completion

Assessment for satisfactory completion of this module should draw on evidence provided by the student that demonstrates the ability to:

1. identify and describe the structures and features of a range of persuasive content and use these to develop a response to the opinions of others
2. communicate, collaborate, question and listen effectively in order to understand other people’s perspectives and develop responses
3. create oral responses to a range of issues using language that is appropriate for the audience and purpose
4. plan, draft and edit in order to create an informed response to an issue supported by the use of a slide show
5. use body language, eye-contact, gestures, pace and intonation appropriately when presenting an informed opinion in class.

Assessment tasks

For Unit 2 students are required to demonstrate two learning goals. Suitable tasks for assessment in this unit could be selected from, but are not limited to, the following examples:

* read a persuasive piece and identify the audience, the arguments presented, and the persuasive vocabulary used
* write to your place of learning about an issue that concerns you personally outlining a solution to the problem
* work with a group to develop an action plan on an area of safety in the community or workplace
* select and research a cause that you feel passionate about and create a series of arguments with supporting evidence, outlining why this cause needs more support. Present this information to the class in an oral presentation
* read a how-to-vote card published by a political party and identify how it attempts to persuade the reader
* write a letter to a relevant authority outlining concerns about a local issue of personal concern and expressing a personal opinion. For example, a letter to a local newspaper or city council
* participate in group discussions about current community or workplace issues
* watch a news report or current affair segment, summarise the information, outline the key arguments and create an informed response
* research and develop a presentation for the class on a current community or workplace issue, suggesting a solution
* express a personal opinion or preference in a discussion with other students
* participate in a debate on a community or workplace issue.

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 content 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 content and information including timetables, forms, government documentation and contracts in print and digital forms to locate information and identify the audience and purpose of the text.

Learning goal

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

* locate the sources of information that they need using methods of research and discuss their accuracy and validity
* read and understand the meaning of documents used in learning, employment and vocational activities
* summarise and break down information and instructions into sequential points that enable students to engage in activities.

Application

In a relevant context the application of the learning goal requires students to:

* understand a variety of informative and instructional written, spoken and multimedia materials 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 sounding out letters and syllables, knowledge of everyday word families and phonic and visual letter patterns to make sense of informative and instructional content
* skim and scan informative and instructional content, using pictures and graphics to help locate specific information
* listen and participate effectively in small group and whole class discussions to communicate, collaborate and problem solve when undertaking civic participation tasks
* spell, punctuate and use grammar sufficiently for the meaning of the content to be understood when summarising content of informative material.

Evidence for Satisfactory completion

Assessment for satisfactory completion of this module should draw on evidence provided by the student that demonstrates the ability to:

1. identify and understand the structures and content of a range of informative or instructional content
2. explain the different audiences and purposes for a variety of informative and instructional content
3. plan, draft and edit in order to respond to informative or instructional content using the conventions of spelling, grammar, sentence and paragraph structure
4. communicate, collaborate, question and listen effectively in order to undertake activities associated with informative and instructional content
5. listen and participate effectively in small group and whole class discussions.

Module 2: Literacy for pathways and further learning

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

Learning goal

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

* locate the sources of information that they need using methods of research and discuss their accuracy and validity
* read and understand the meaning of documents used in learning, employment and vocational activities
* understand the requirements of workplace and learning documentation and plan, draft and create the required documents.

Application

In a relevant context the application of the learning goal requires students to:

* research and locate a variety of informative written, spoken and multimedia materials related to future employment or learning aspirations
* apply de-coding and meaning-making strategies such as sounding out letters and syllables, knowledge of everyday word families and phonic and visual letter patterns to make sense of content
* skim and scan sourced content, using pictures and graphics to help locate specific information
* listen and participate effectively in small group and whole class discussions to communicate, collaborate and problem solve in order to complete documentation
* spell, punctuate and use grammar sufficiently for the meaning of the content to be understood when summarising informative material.

Evidence for satisfactory completion

Assessment for satisfactory completion of this module should draw on evidence provided by the student that demonstrates the ability to:

1. identify and understand the structures and content of a range of required documentation for employment or further learning
2. complete the required documentation for employment or further learning
3. plan, draft and edit in order to respond to documentation requests for employment or further learning
4. communicate, collaborate, question and listen effectively in order to undertake activities associated with future aspirations
5. listen and participate effectively in small group and whole class discussion.

Assessment tasks

For Unit 3 students are required to demonstrate two learning goals. Suitable tasks for assessment in this unit could be selected from, but are not limited to, the following examples:

* read and summarise government health messages
* complete a variety of application forms such as TAFE enrolment, passport application, My Gov or Tax File Number
* explore the language and structure of online marketing sources
* read a bus or train timetable online and plan an outing
* complete the online Learner’s Permit
* read and access the information on enrolling to vote
* research employment and training information that match student aspirations
* listen to a guest speaker and identify the information that is relevant
* read a job advertisement and draft a cover letter
* read the prerequisites for a further study option and draft an application email.

Unit 4

Module 1: Applied Literacy.

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 and students are encouraged to connect this Area of Study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills.

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

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

* locate sources of reliable and relevant information that suit student need using practised methods of research and discuss their accuracy and validity
* research links to pathways or community organisations of individual interest and develop an individual learning project around these in consultation with their teacher
* complete a portfolio of sample written pieces that can be used to present in a future educational setting, to an employer or community group that highlights the learning and activities completed throughout the project
* create an informative presentation on the individual or group project undertaken utilising a slide show platform for support.

Application

In a relevant context the application of the learning goal requires students to:

* research and locate a variety of informative written, spoken and multimedia materials related to future employment, learning aspirations or community groups being investigated for this project
* apply de-coding and meaning-making strategies such as sounding out letters and syllables, 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
* skim and scan sourced content using pictures and graphics to help locate specific information and keep annotations and summaries for portfolio presentation
* 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
* attempt to use body language, eye-contact, gestures, pace, and intonation appropriately when presenting orally
* spell, punctuate and use grammar sufficiently for the meaning of the content to be understood.

Evidence for satisfactory completion

Assessment for satisfactory completion of this module should draw on evidence provided by the student that demonstrates the ability to:

1. locate and understand the content required to assist in the development of an individual or group learning task and portfolio of evidence
2. complete the required documentation for a future educational setting, employer or to engage with a community group
3. plan, draft and edit in order to develop an informative presentation and slide show along with a portfolio of evidence
4. plan, self-manage, communicate, collaborate, question and listen effectively in order to undertake activities and solve problems associated with an individual or group learning task
5. listen and participate effectively in small group and whole class discussions.

Assessment tasks

For Unit 4 students are required to demonstrate one learning goal. Suitable tasks for assessment in this unit could be selected from, but are not limited to, the following examples:

* working with your place of learning identify a project to be completed and develop a plan of how to action it and develop the promotional material to showcase the project. For example, create a brochure to promote the achievements of the class over the year for the school magazine
* create and publish a new menu for the cafeteria
* organise a workplace morning tea for a charity and create the promotional material to advertise the event
* organise an activity with a community group and create the accompanying promotional material and documentation
* research a cause and organise and promote a sausage sizzle or chocolate drive to raise donations
* research a field of employment related to personal interests and aspirations and sequentially outline the steps required to be successful in gaining employment in that field
* research the pathways available to commence future learning in a course of choice and sequentially outline the steps required to be successful in gaining entrance to the course.