**Vocational specialisation:
Literacy**

Draft study design
for consultation

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Important information

Accreditation period

Units 1–2: 1 January 20XX – 31 December 20XX
Units 3–4: 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 the Advice for teachers. The Advice for teachers will provide curriculum development and assessment advice for Units 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 studies within the Vocational specialisation and the Foundation pathways certificate.

Assessment information will be provided for school-based assessment in Units 3 and 4 with advice for teachers on how to construct assessment tasks using suggested performance descriptors and rubrics.

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.

Senior secondary providers

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

Copyright

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Introduction

Scope of study

Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. Key knowledge and skills include a students’ ability to interpret and create texts with purpose, accuracy, confidence, fluency and efficacy in a wide range of contexts, and for participating in the workplace and community.

Texts selected for study are drawn from a range of sources including media texts, multi modal texts, texts used in daily interactions and workplace texts from increasingly complex and unfamiliar settings. As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of education.

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 empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in texts in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students’ lives and their learning. By engaging with both print and digital texts, students learn how complexity can be shown through language and through multimodal representations.

Along with the literacy practices necessary for reading and interpreting texts, it is important that students develop their capacity to respond to texts and the ideas they contain. Listening, viewing, reading, speaking and writing are developed systematically and concurrently. A further key part of literacy in this study design is that students develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts. This understanding helps students develop their own writing, learning to adapt their language to respond to more general or specific audiences, purposes and contexts so that they become confident in their use of language and their ability to comprehend texts in a variety of settings.

In addition, students’ development of literate practices includes an emphasis on critical literacy so that they understand the social nature of language and how texts position readers in relation to particular ideologies.

Underpinned by applied learning

This literacy curriculum is framed around an applied learning approach to teaching reading, writing, speaking and listening. 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 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. Applied learning values skills and knowledge that may not normally be the focus of more traditional school curricula. It also recognises differences in ways of learning. Real-life application will often require 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 a problem, implement a project or participate in the workforce.

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.

Applied learning may also involve students and their teachers working in partnership with external organisations and individuals to access VET and work integrated learning 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.

Aims

This study enables 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 interests
* 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
* produce analytical, informative, evaluative, multimodal and personal writing
* present ideas in a thoughtful and reasoned manner

Structure

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

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A glossary defining terms used across Units 1 to 4 in the *Literacy Study Design* will be included in the *Advice for teachers.*

Flexible delivery

Literacy has been designed so Units 1 and 2 can be undertaken as stand-alone units or concurrently. Units 3 and 4 must be undertaken as a sequence.

Literacy units have been designed to complement the full suite of Vocational specialisation studies to ensure it is possible to deliver the units in an integrated approach. Flexible delivery of the Vocational specialisation units allows for integration of complementary outcomes across the studies.

Teaching programs can be structured so students can undertake programs and projects that combine acquisition and application of knowledge and skills across several of the Vocational specialisation units. Integration of teaching and learning materials and activities can increase understanding and application of general concepts, develop multiple perspectives and points of view, increase the ability of the student to make decisions, to think critically and creatively and build skills in problem solving. It may also enhance a learner’s ability to transfer knowledge learned in one study to other aspects of their life. Through integration of units more opportunities for collaboration and team projects will be possible.

In an integrated program approach students will still need to meet the individual outcomes, including key knowledge and key skills, for each of the units of study. Teachers should keep clear documentation of the student’s achievement of the individual outcomes within an integrated teaching and learning program.

Entry

There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

Changes to the study design

During its period of accreditation minor changes to the study will be announced via 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 VCE studies, including the Vocational specialisation, 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 outcomes specified for the unit. Demonstration of achievement of outcomes 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 outcomes.

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 unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use to demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment tasks are also included that may be used to facilitate a student’s demonstration of achievement.

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 VCAA. Schools may choose not to have levels of achievement, or may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

Procedures for the optional assessment of levels of achievement in Units 3 and 4 are being considered and more information will be available in due course.

It is expected that the student’s level of achievement in Units 3 and 4 will be based on evidence from coursework.

Authentication

Work related to the 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.

Unit 1

Area of Study 1: Literacy for personal use

In this area of study, students develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F-10: English and EAL Pathway C (Level 3). This area of study focuses on the structures and features of a range of texts and content – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of perspectives including Indigenous and multi-cultural. Through discussions and class activities students develop their understanding of the structures and features of these text types and their content and examine how these are influenced by purpose, context, audience and culture.

In this area of study, students will read print for a variety of purposes, from everyday content written for information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They extend their knowledge of the layout and format of a range of text types and 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.

Outcome 1

On completion of this unit the student should be able to produce a folio of written responses that demonstrate their understanding of how text types are constructed for different purposes, audiences, and contexts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the structures and features of a range of different text types such as narratives, informative, persuasive, instructional texts, letters, media articles and releases, film and workplace reports
* the ways in which purpose, context, audience and content influence the structure and language of different text types
* the way visual and auditory cues, language and other strategies are used to create meaning
* the uses of paraphrasing, note taking and summarising
* the process of planning, drafting, revising, editing and proofreading both handwritten and digital texts
* the conventions of literacy, including punctuation, sentence structure and spelling.

Key skills

* read, watch and understand a range of text types for a variety of audiences and purposes
* use the skills of annotation to identify the layout, designs and structural elements of print, visual and film texts
* identify the purpose, audience and context (where appropriate) of different text types through annotation and summaries
* use context to predict the meaning of content
* listen and contribute effectively in small group and whole class discussions
* compare the structure, language and presentation of different text types
* evaluate the effectiveness of content in terms of purpose and audience
* plan, draft, create, edit and refine a range of individual responses to different text types and content
* apply the conventions of literacy, including sentence structure, punctuation and spelling.

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of Outcome 1 should draw on evidence provided by the student that demonstrates the ability to:

1. describe and analyse different text types
2. comment on the meaning and audience of different texts and their content
3. discuss the purpose of different text types
4. define the difference between text type created for personal use and for the workplace.

Assessment activities could be chosen from the following:

1. The student annotates a series of key passages in a written text or writes a series of commentaries on the scenes of a longer film. In these annotations or commentaries, students should describe the main ideas being represented as well as how these passages connect to others within the text.

OR

1. A podcast where two (or more) people share their review of the same written or spoken content.

OR

1. The student responds to a series of short answer questions on written or spoken content. These questions should cover both comprehension and inference, as well as understanding key moments, ideas or information conveyed.

OR

1. The student reads an informative workplace text with a diagram, graph or infographic and writes a short response explaining how the information within the text is supported by the visual element.

Area of Study 2: Understanding and creating digital texts

In this area of study, students build on and work to consolidate the digital literacy skills developed through the Victorian Curriculum F-10: English and EAL Pathway C (Level 3). Students will develop their capacity to critically assess digital platforms, including webpages for vocational and workplace settings, apps, podcasts as well as social media and will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. This includes the ability to identify and analyse the anatomy of a webpage as well as the types and purposes of different digital media formats. As a part of their studies, students discuss the reliability and effectiveness of websites in connecting with audiences and delivering messages.

Students read, view and interact with different digital platforms and participate in learning activities to develop their capacity to explore and discuss digital media. They identify the ways a visitor will encounter and experience a webpage, considering its purpose and the social, cultural, vocational and workplace values associated with it. They also explore the text through the prism of their own experience, knowledge, values and interests.

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

Outcome 2

On completion of this unit the student should be able to respond to a range of digital content, suitable for a community, workplace or vocational group, demonstrating their understanding of the conventions of literacy and digital communication. They create digital content that may reflect their personal interests or individual pathway and use language that is effective for their chosen audience and purpose.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the anatomy of a webpage
* the purpose, audience and types of different webpages
* the differences between different digital platforms such as webpages, podcasts, applications and social media
* the features and importance of digital security
* the principles of copyright and the conventions of attribution
* safe and respectful practices in the digital world
* the etiquette and conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others in discussion
* the conventions of literacy, including punctuation, sentence structure and spelling.

Key skills

* read and understand digital content
* plan and create a range of digital text types and content appropriate to audience and purpose
* demonstrate the use of digital etiquette
* compare and contrast online digital texts
* listen and talk effectively in small group and whole class discussions
* critically evaluate the reliability and effectiveness of a range of digital content
* apply the conventions of referencing and acknowledge attribution
* use information from a variety of sources to create new content, reflecting personal interests or individual pathways
* apply the conventions of literacy, including sentence structure, punctuation and spelling.

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of Outcome 2 should draw on evidence provided by the student that demonstrates the ability to:

1. identify and describe different parts of digital texts
2. construct content suitable for a range of digital platforms
3. communicate the etiquette of the digital world in both written and oral forms
4. define the difference between digital content created for personal use and for the workplace.

Assessment activities could be chosen from the following:

1. The student creates a commentary explaining the way information is presented in two different digital texts on similar topic.

OR

1. The student creates two different pieces of digital content: an email for a formal setting and a series of texts or an informal email for a friend. These two texts should contain the same key concerns or ideas, but the content should demonstrate the student’s understanding of the fundamental differences between formal and informal digital communication.

OR

1. The student uses a range of software (a word processing package, a spreadsheet and email) to present information suitable for a workplace or vocational setting.

OR

1. Students compare two (or more) different digital pieces of communication and comment upon their reliability, use of digital etiquette and online safety and make an assessment about what type of setting these digital texts are suitable for.

Unit 2

Area of Study 1: Understanding the language of public debate

This area of study asks students to engage in issues that are characterised by disagreement or discussion and will develop and expand upon students’ learning from Unit 1. Students will consider the values that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might impact upon those in particular vocational or workplace settings. Students read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of issues. Students should consider the language and purpose of different text types and consider how this language is used to position an audience.

During this unit of study, students engage with a range of content from print, visual, aural and multimodal sources. Selection of suitable text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students discuss and debate how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students practise note taking and responding to short answer questions as well as formulating their own opinions and creating longer responses.

Outcome 1

On completion of this unit the student should be able to present a range of responses including annotations, written and oral summaries and longer written responses that demonstrate the ability to identify the purpose, audience and main ideas or arguments of a variety of issues presented in different text types in the community, workplace and vocational settings and the ways language can be used to position an audience.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* language and persuasive techniques used to influence an audience
* the elements of oral communication, including eye contact, tone, body language and intonation
* the influence an author’s values or background may have on their opinions
* the ways bias and perspective influence an author or speaker and audience
* the ways different communities engage in debate or discussion
* the conventions of discussion and debate, including active listening and questioning
* the conventions of literacy, including punctuation, sentence structure and spelling.

Key skills

* identify the purpose and intended audience of written and spoken persuasive texts
* identify main ideas and arguments in persuasive content using skills such as note-taking and annotation
* identify and explain how language and persuasive techniques are used to influence an audience
* infer meaning from persuasive content, including being able to identify the connotations of words
* compare and contrast how ideas and issues are presented in different persuasive text types
* use appropriate evidence to support personal points of view
* listen and participate effectively in small group and whole class discussion
* apply the conventions of literacy, including sentence structure, punctuation and spelling.

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of Outcome 1 should draw on evidence provided by the student that demonstrates the ability to:

1. identify and analyse the arguments of others
2. define the purpose and audience for persuasive texts
3. consider and evaluate persuasive content and establish fact and opinion
4. identify bias in written and spoken persuasive content
5. construct short written explanations and analysis of persuasive content.

Assessment activities could be chosen from the following:

1. Students complete a series of annotations of shorter written, spoken and multimedia persuasive pieces, where the student is able to identify and comment upon the audience, purpose, contention and arguments presented in the content. The student should be able to articulate how the views and values of the content creators influence the arguments they are making or the message the product is highlighting.

OR

1. Students could compare the arguments of two persuasive pieces, analysing the perspectives and biases of the different authors as well as comparing the reliability of the arguments.

OR

1. Students could complete a series of short answer questions that detail their understanding of a persuasive speech. In their answers, students should articulate the purpose, contention, key ideas, supporting evidence and audience of the speech. Students should also be able to respond to questions that require both comprehension and inference of the speech.

Area of Study 2: Responding to opinions

In this area of study students practise their use of persuasive language and participate in debate, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these debates in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

Outcome 2

On completion of this unit the student should be able to understand and respond to the values and opinions of others and present their own points of view supported by evidence in oral form.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the different structures of written and spoken persuasive content
* language and persuasive techniques that contribute to the effectiveness of an argument
* the ways authors and speakers use logic, reasoning and emotion to influence their audience
* the principles of copyright and the conventions of attribution
* the elements of oral communication, including eye contact, tone, body language and intonation
* the conventions of discussion and debate, including active listening and questioning
* the conventions of literacy, including punctuation, grammar and spelling.

Key skills

* draft, revise and edit persuasive responses to issues
* sequence and structure persuasive texts to present a point of view logically
* provide evidence and argue a point of view persuasively
* analyse the arguments and opinions of persuasive pieces
* present related pieces of information within a text, signalling these connections with appropriate semantic clues
* use body language, eye-contact, gestures, pace and intonation appropriately
* critically evaluate own work
* apply the conventions of referencing and acknowledging attribution
* listen and participate effectively in small group and whole class discussions
* apply the conventions of literacy, including sentence structure, punctuation and spelling.

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of Outcome 2 should draw on evidence provided by the student that demonstrates the ability to:

1. plan, write and draft an oral presentation
2. use persuasive language that is suited to the audience and purpose
3. create and evaluate persuasive content suited to own audience and purpose
4. use evidence to support own opinion
5. present orally in front of a select audience using the conventions of oral communication.

Assessment activities could be chosen from the following:

* + - 1. The student completes an oral presentation that presents a personal point of view on an issue either in person or via a video. The presentation should have a series of 5 slides that augments their viewpoint (either visually, or through bullet-points of the main arguments) and should be 3-4 minutes in duration.

OR

* + - 1. Students could work in a group to organise themselves into a panel that discusses the pros and cons of a particular community or workplace viewpoint. Students should work to ensure that a range of viewpoints are represented and that each student has equal opportunity to present their own opinions.

OR

* + - 1. A podcast where two (or more) people debate opposing ideas or viewpoints about a particular issue. In this podcast, each student should come from a particular (imagined) background that influences their point of view and this influence should be explained in the podcast itself.

Unit 3

Area of Study 1: Accessing and understanding specialised texts

This area of study allows students to become familiar with and develop confidence with texts of a specialised and specific nature. Students develop skills to be able to respond to a range of different content types that are written for instructional or informative purposes. These texts should reflect real life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students learn to be able to recognise, analyse and evaluate the structures and semantic elements of specialised texts as well as discuss and analyse their purpose and audience. Students develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as contracts, safety reports, public health initiatives, tax forms and advice, promotional videos and the content of special interest groups, including vocational and workplace texts.

As a part of this exploration of specialised texts, students participate and engage in activities that will equip them to discuss, analyse and emulate these text types.

Outcome 1

On completion of this unit the student should be able to construct and present a range of responses that demonstrate the ability to locate, read and understand the purpose, audience and information presented in a variety of specialised texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the structures and features of different texts such as contracts, reports, tax forms and advice, insurance forms, community charters and promotional texts
* key elements of specific complex texts
* the way that different organisations, groups and businesses develop their own, specific language
* the elements of oral communication, including eye contact, tone, body language and intonation
* the conventions of discussion and debate, including active listening and questioning
* the conventions of literacy, including punctuation, grammar and spelling.

Key skills

* access relevant specialised texts in the workplace via the internet or other means
* read, infer and create meaning from specialised texts
* identify key elements of complex, technical documents, including: table of contents, headings, sub-headings, paragraphs and indexes to locate relevant information
* engage with commonly encountered and technical documentation for a specific workplace, vocational setting or real-life situation selected by the student
* compare and contrast texts designed for similar purposes, evaluating their effectiveness in delivering information
* listen and participate effectively in small group and whole class discussions
* apply the conventions of literacy, including sentence structure, punctuation and spelling.

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of Outcome 1 should draw on evidence provided by the student that demonstrates the ability to:

1. read, understand and explain contextual information drawn from specialised texts
2. construct short written explanations and analysis of specialised texts
3. communicate routine technical information in both written and oral forms
4. define purpose and audience for specific texts.

Assessment activities could be chosen from the following:

* + - 1. The student is able to find, read and identify the audience, purpose, elements and requirements of a mobile phone contract (or similar) and outline the legal obligations they agree to under the contract.

This could be done orally through a presentation or in written format.

OR

* + - 1. A group of students collaborate to present the key elements of an OHS workplace safety manual in a report to the new general manager of a company.

Roles of the group should be allocated, defined and explained by students as part of the process and key actions and learning should be outlined in the presentation. The final product should demonstrate the students’ ability to understand the information presented to them, synthesize that information, and then present in a succinct report that suits the audience and purpose of the task.

OR

* + - 1. Students could complete a series of short answer questions that detail their understanding of a specialised text. In their answers, students should articulate the structures and format of the text, as well as the audience and purpose of the text itself. Students should also be able to analyse the reliability of the source of this specialised text.

Area of Study 2: Creating and responding to specialised texts

This area of study focuses on texts about an individual’s rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating their understanding of how these texts inform and shape the organisations they interact with.

Outcome 2

On completion of this unit students create their own text that reflect the specific workplace or vocational experience of specialised context.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the language of rights and responsibilities as they are presented in texts such as: government websites, contracts, codes of conduct, policy documents, waivers, disclosures, enrolment documentation
* the issues of rights and responsibilities that face different organisations, workplaces and institutions selected by the student
* the elements of oral communication, including eye contact, tone, body language and intonation
* the conventions of discussion and debate, including active listening and questioning
* the conventions of literacy, including punctuation, grammar and spelling.

Key skills

* identify and explain the purpose and intended audience of a range of specialised documents outlining rights and responsibilities
* identify where to seek information supporting the rights of an individual in a workplace or vocational setting, especially as it pertains to the interests of the individual student
* identify key elements of complex, technical documents, including: table of contents, headings, sub-headings, paragraphs and indexes to locate relevant information
* create informative and instructional specialised content for a chosen organisation or workplace taking into account the audience and purpose of the document
* identify appropriate interactions and etiquette for specific workplace and vocational settings
* listen and participate effectively in small group and whole class discussions
* apply the conventions of literacy, including sentence structure, punctuation and spelling.

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of this outcome should draw on evidence provided by the student that demonstrates the ability to:

1. reproduce and replicate the forms and structures of specialised content and documents
2. construct specialised content for a particular audience or purpose
3. plan and adapt solutions to predictable problems
4. communicate rights and responsibilities in both written and oral forms.

Assessment activities could be chosen from the following:

1. The student is able to create an informative or instructional text that outlines the rights and responsibilities of a person in a particular workplace or other organisational setting.

This could be done in a range of different formats, including a contract, an informational booklet, podcast or video.

OR

1. A student could take the role of an OHS representative, or a PR manager and should outline the rights and responsibilities of an individual new to a workplace or setting. These rights and responsibilities should be based upon the learning that students undertook for Area of Study 1. They should also be able to articulate the key issues that are commonly faced in a particular workplace or vocational setting.

OR

1. A group of students plan and organise a class activity with supporting written documentation that provides clear and detailed instructions organised sequentially, for individual members of a group in order to complete a group activity. Students evaluate the task based on clarity of the instructions and the success of the activity.

Unit 4

Area of Study 1: Understanding and engaging with literacy for persuasion and promotion

This area of study requires students to investigate, analyse and create content for an awareness campaign or the promotion of a product in either a vocational or recreational setting. Students research the differences between texts used for more formal or traditional types of promotion, as well as some of the promotional forms that are increasingly being used in the digital domain for publicity and exposure.

Students consider what elements are important for creating a “brand” and how different types of branding work together to produce one, central message. As a part of this area of study, students compare and contrast the ways the same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages.

As well as studying public texts of promotion, students read, analyse and create more traditional promotional texts, evaluating the effectiveness of language in these texts to create a short promotional text for a product or community group of the student’s choice.

Outcome 1

On completion of this unit the student produces a range of short written, visual and multimodal texts for an awareness campaign or the promotion of a product of their choice.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the relationship between language choices, audience and purpose
* the importance and value of visual appeal in promotional texts
* visual and auditory cues, language and other strategies affect promotion
* the structures and features of different promotional texts, including webpages, brochures or merchandise
* the conventions of discussion and debate, including active listening and questioning
* the conventions of literacy, including punctuation, grammar and spelling.

Key skills

* identify the layout, design and structural elements of a variety of written, digital and visual texts
* identify appropriate communication techniques for different settings and contexts
* read, understand and infer meaning and context by evaluating persuasive and promotional material
* critically evaluate the appeal and effectiveness of promotional material from different individuals or organisations
* draft, edit and revise work
* listen and participate effectively in small group and whole class discussions
* apply the conventions of literacy, including sentence structure, punctuation and spelling.

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of this outcome should draw on evidence provided by the student that demonstrates the ability to:

1. plan, draft and edit short written or visual texts to promote a product
2. plan, draft and revise work based on feedback
3. construct promotional texts for a particular audience or purpose
4. use persuasive and informative language in a promotional text.

Assessment activities could be chosen from the following:

1. The student is able to create an advertising campaign for a particular product, idea or business. This campaign should consist of a visual that promotes an ideal or lifestyle, a slogan, and a short advertising video.

OR

1. The student can write a detailed description of the kinds of promotional texts that would suit a promotion, as well as a description of the multimodal and traditional platforms these texts would be displayed on, with a short explanation of each of these choices.

OR

1. Students could annotate and analyse an advertising campaign or other promotional material, responding to a series of short answer questions.

Area of Study 2: Speaking to advise or advocate

In this area of study, students use their knowledge and understanding of language, promotion, context and audience to complete an oral presentation that showcases their learning. This area of study builds upon students’ learning from Unit 3, Area of Study 1. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two modules outlined below: Literacy for civic participation or Literacy for everyday contexts.

Module option 1: Literacy for civic participation

For this module, students orally present a point of view on an area of civic participation that is of personal interest to them. These areas could include:

* attending a cultural event (music/arts festivals, markets, fun runs) and advocating about aspects of personal health and safety, legal issues, audience protocols, the sense of community engendered
* voter registration and rights: advocating about aspects of getting on the electoral roll, voting in elections, rights versus duties
* volunteer work (such as working for the RSPCA, community toy libraries, soup kitchens) and advocating about aspects of personal health and safety, legal issues and the sense of community that these organisations foster
* participation in a sporting group or club (including playing, organising, fundraising, umpiring, training) and advocating about aspects of fitness and health, the ease or difficulty of finding participants, the sense of community engendered

Module option 2: Literacy for everyday personal contexts

For this module, students orally present a point of view on an area of personal management that is of interest to them. These areas could include:

* using public transport and advocating about aspects of accessibility, appropriateness of timetables, fares, passenger behaviour and safety, the usefulness of routes
* maintaining a household (budgeting, maintenance, shared accommodation, cooking and cleaning) and advocating or advising on any of these areas
* car literacy (purchasing a vehicle, transfer of ownership, licensing, insurance, maintenance, e-vehicles versus traditional vehicles) and should advocate or advise others on how to manage these tasks.

Outcome 2

On completion of this unit the student should be able to complete an oral point of view on an issue related to either Unit 4 in Work Related Skills, Personal Development Skills or either of the two modules outlined above: Literacy for civic participation or Literacy for everyday contexts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the language that advocates or advises an audience
* the principals of copyright and the conventions of attribution
* visual and auditory cues, language and other strategies that influence a presentation
* the conventions of discussion and debate, including active listening and questioning.

Key skills

* apply the conventions of formal presentations, including gestures, tone and pace
* gather, organise and create ideas and information into a coherent whole
* select images, texts and words that support the presentation
* draft, review and rehearse the presentation, taking into account the audience, purpose and their context
* draft, edit and revise work
* listen and participate effectively in small group and whole class discussions.

Evidence for assessment

The evidence for assessment provides examples of evidence that a student may use that demonstrate achievement of the set of outcomes specified for the unit. Suggested assessment activities are also included that may be used to facilitate a student’s demonstration of achievement.

Assessment for achievement of this outcome should draw on evidence provided by the student that demonstrates the ability to:

1. plan, write and draft an oral presentation
2. use informative language that is suited to the audience and purpose
3. create and evaluate engaging content suited to own audience and purpose
4. use evidence to support own opinion
5. present orally in front of a select audience using the conventions of oral communication.

Assessment activities could be chosen from the following:

1. The student completes an oral presentation that advises their audience on an aspect of their learning that links either to WRS, PDAC or either of the two modules outlined above. The presentation should have a series of 10 slides that augments the advice given and should be for approximately 4 minutes in duration.

OR

1. Students could work in a group to organise themselves into a panel of experts that is being convened to argue or advocate for the benefits of their organisation, or discuss better ways of operating a business, workplace or other organisation.

OR

1. A short video that outlines the benefits of a particular organisation, workplace or any of the groups outlined in the two modules.