

Accreditation Period **2023–2027**

VCE Vocational Major

**LITERACY**

STUDY DESIGN

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VCE Vocational Major
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 VCE studies, VCE VET programs and VCE Vocational Major (VM) 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 online Support materials (incorporating the previously known Advice for teachers), which provides:

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

The [*VCE 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 study design the term ‘school’ is intended to include both schools and non-school providers.

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Introduction

Scope of study

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student’s ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Texts should be drawn from a wide range of contexts and be focused on participating in the workplace and community. Further to this, texts should be drawn from a range of sources including media texts, multimodal 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 further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

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 drawn from daily life. 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 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 develop their capacity to respond to texts. Listening, viewing, reading, speaking and writing are developed systematically and concurrently, so that students’ capacity to respond to different texts informs the creation of their own written and oral texts. 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, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oral communication, so that they become confident in their use of language and their ability to comprehend, respond to and create texts for a variety of settings.

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.

Applied learning

VM Literacy is based on an applied learning approach to teaching, ensuring students feel 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

The VM Literacy Study 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 through 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. Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. The areas of study may be undertaken concurrently so that reading and writing outcomes are integrated, where this is deemed appropriate by the teacher. Each outcome is described in terms of key knowledge and key skills.

A glossary defining terms used across Units 1 to 4 in the VCE Vocational Major Literacy Study Design is included in the online Support materials.

Flexible delivery

VM Literacy has been designed so that Units 1 and 2 can be undertaken as standalone units or concurrently. Units 3 and 4 may be undertaken sequentially. See Entry below for further information. Literacy units have been designed to complement the full suite of VCE Vocational Major studies to ensure it is possible to deliver the units in an integrated approach. Flexible delivery of the VCE Vocational Major units allows for integration of complementary outcomes across the studies.

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

In an integrated, flexible program students will still need to meet the individual outcomes, including key knowledge and key skills, for each of the units of study, although these outcomes may be taught concurrently and achieved simultaneously. Teachers should keep clear documentation of each student’s achievement of the individual outcomes within any integrated teaching and learning program.

An assessment task used to demonstrate achievement of one outcome in one VCE Vocational Major unit cannot be used to demonstrate achievement in any other VCE Vocational Major unit, Victorian Pathways Certificate unit, VET unit of competency or VCE study.

Entry

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially. Students will be introduced to the outcomes for both units at the beginning of the year so they can effectively plan for the latter part of the year and take appropriate actions to be ready for those outcomes.

Duration

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

Changes to the study design

During its period of accreditation minor changes to the study will be 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 published in the *Bulletin*.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VM 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 *VCE 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 VM Literacy online Support materials provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Standards

The content of this study will support students to achieve core skills in literacy and numeracy across the curriculum.

Resources

There are no specialist resource requirements.

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

Assessment

Assessment is an integral part of teaching and learning that at the senior secondary level:

* identifies opportunities for further learning
* describes student achievement
* articulates and maintains standards
* provides the basis for the award of a certificate.

In the VCE Vocational Major it is expected that assessment tasks are in line with the key principles underpinning all VCE assessment practice. The system for assessing the learning outcomes for students must be valid, reasonable, equitable, balanced and efficient. To be valid and reasonable the assessment tools should only assess learning within the scope of the study design, students should be given clear instructions and tasks should be administered under conditions that are reasonably the same for all students. School moderation of tasks ensures fairness in assessment. In order to be equitable, assessment tasks should neither privilege nor disadvantage certain groups of students based on gender, culture, physical disability, socio economic status or geographical location. To be balanced, assessment task should be designed to provide a range of opportunities for students to demonstrate their learning. In order to be efficient, each assessment task should balance the demands of precision with those of efficiency, ensuring they do not create workload or stress that diminishes the performance of students.

The standards of this course are described in the outcomes, 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)

The teacher will ascertain a student’s achievement of the required standard when their assessment tools combine to provide evidence of achievement of the outcomes. 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 VM Literacy online Support material.

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 use of assessment tools. 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).

An assessment task used to demonstrate achievement of one outcome in a VCE Vocational Major unit cannot be used to demonstrate achievement in any other VCE Vocational Major unit, VET unit of competency or VCE study.

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 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 will develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F–10: English, Victorian Pathways Certificate: Literacy and EAL Pathway C (Level 3).

This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives, including First Nations peoples’ and multicultural perspectives, and should include film, TV, online videos, song, poetry, biographies and digital content, 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 they are influenced by purpose, context, audience and culture.

Students will read texts that serve a variety of purposes, from everyday content written to convey 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 will 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 will 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 demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.

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

Key knowledge

* structures and features of a range of different text types such as narrative, informative, persuasive, instructional, letters, media articles and releases, film, email, digital messaging and workplace reports
* ways in which purpose, context and audience influence the structure and language of different text types
* the way visual and auditory cues, language and other strategies are used to create meaning
* plagiarism and its ramifications
* 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, paragraphing and spelling.

Key skills

* read, watch, listen to and understand a range of text types for a variety of audiences and purposes
* use the skills of annotation to identify the layouts, designs and structural elements of print, visual and film texts
* identify, through annotations and summaries, the purpose, audience and context of different text types
* infer the meaning of content from the context
* listen and contribute to small group and whole class discussions
* identify reliable sources to be used for research
* compare the structure, language and presentation of different text types
* evaluate the effectiveness of content in terms of purpose and audience
* plan, create, draft, edit and refine a range of individual responses to different text types
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Area of Study 2: Understanding and creating digital texts

In this area of study students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

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

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 apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

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

Key knowledge

* the structure of different webpages and digital texts
* the purpose, audience and types of different digital texts
* the differences between digital texts such as webpages, podcasts 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, paragraphing and spelling.

Key skills

* read, watch, listen to and understand digital texts
* plan, create and edit a range of digital texts appropriate to audience and purpose
* demonstrate respectful digital interactions
* compare and contrast online digital texts
* listen and contribute to small group and whole class discussions
* critically evaluate the reliability and effectiveness of a range of digital texts
* apply the conventions of referencing and acknowledge attribution, where applicable
* access and cite information from a variety of sources to create new content, reflecting personal interests or individual pathways
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tools. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

All assessment tools for Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

The VCAA publishes VM Literacy online Support Material, which includes advice on the design of assessment tools including assessment rubrics.

For this unit students are required to demonstrate two outcomes, which encompass the areas of study in the unit. These outcomes may be undertaken concurrently, so that the reading and writing outcomes are integrated, as deemed appropriate by the teacher.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

The following table provides the assessment requirements for the outcomes in Unit 1 and will assist teachers in determining the student attainment of the standard.

|  |  |
| --- | --- |
| Outcome | Assessment tasks |
| **Outcome 1**Demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.  | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 1 should be selected from the following:* a reflective journal
* a narrative, expository or informative piece
* a performance.

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:* a research task
* a record and reflection of the presentations of guest speaker/s
* a record of discussion or debate
* a report, explanatory or instructional piece or article
* a record of interviews with members of the community and class
* a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.
 |
| **Outcome 2**Apply their understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context. | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 2 should be selected from the following:* a digital presentation
* an online report, explanatory or expository piece or article
* a video, podcast or oral presentation

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:* a digital reflective journal
* an online narrative, instructional or informative piece/content
* a digital presentation of guest speaker/s
* a recorded of discussion or debate
* a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.
 |

Unit 2

Area of Study 1: Understanding issues and voices

In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students’ learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of 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 will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students will practise note-taking and responding to short-answer questions as well as formulating their own oral and written opinions.

Outcome 1

On completion of this unit the student should be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations and written, oral and multimedia responses that reflect learning.

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

Key knowledge

* language and visuals used to influence an audience
* the elements of oral communication, including eye contact, tone, body language and intonation
* how the values and backgrounds of authors and speakers may influence opinions
* ways in which bias and perspective can influence authors, speakers and audiences
* ways in which 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, paragraphing and spelling.

Key skills

* identify the purpose and intended audience of written, spoken and multimedia persuasive and influential texts
* identify main ideas and arguments in persuasive and influential content using skills such as note-taking and annotation
* identify and explain how language and visuals are used to influence an audience
* infer meaning from persuasive and influential 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
* identify reliable and trustworthy sources for research
* listen and participate effectively in small group and whole class discussion
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Area of Study 2: Responding to opinions

In this area of study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions 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 interpret the values and opinions of others and present in oral form points of view supported by evidence.

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

Key knowledge

* the different structures of written, spoken and multimedia persuasive and influential content
* language and visuals that contribute to the effectiveness of an argument
* the way authors and speakers use logic, reasoning and emotion to influence the 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, sentence structure, paragraphing and spelling.

Key skills

* draft, revise and edit persuasive responses to issues
* identify reliable and trustworthy sources for research
* sequence and structure persuasive texts to present a point of view logically
* provide evidence and argue a point of view persuasively
* 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 acknowledge attribution, where applicable
* listen and participate effectively in small group and whole class discussions
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tools. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

All assessment tools for Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

The VCAA publishes VM Literacy online Support material, which includes advice on the design of assessment tools including assessment rubrics.

For this unit students are required to demonstrate two outcomes, which encompass the areas of study in the unit. These outcomes may be undertaken concurrently.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

The following table provides the assessment requirements for the outcomes in Unit 2 and will assist teachers in determining the student attainment of the standard.

|  |  |
| --- | --- |
| Outcome | Assessment tasks |
| **Outcome 1**Explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range annotations, written, oral and multimedia responses reflecting that reflect learning.  | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 1 should be selected from the following:* a case study
* a response to structured questions
* a digital presentation that offers a point of view

Assessment should also include a range of the following activities (or equivalent tasks) where students could apply and demonstrate learning:* a research task
* a report
* a brochure
* a record and reflection of the presentations of guest speaker/s
* a record of a debate or discussion
* a visual presentation, such as a graphic organiser
* a concept/mind map or annotated poster
* a comparison of two persuasive pieces
* an animation or cartoon that provides a point of view.
 |
| **Outcome 2**Interpret the values and opinions of others and present in oral form points of view supported by evidence. | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 2 should be selected from the following:* an oral report
* a video, podcast or oral presentation
* a recorded debate or discussion

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:* a research task
* a reflective journal
* a report
* a brochure
* a record and reflection of the presentations of guest speaker/s
* a record of interviews with members of the community or class
* a comparison of two persuasive pieces.
 |

Unit 3

Area of Study 1: Accessing and understanding informational, organisational and procedural texts

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. 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 will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

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

Outcome 1

On completion of this unit the student should be able to demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.

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

Key knowledge

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

Key skills

* access relevant texts via the internet or other means
* read, infer and create meaning from texts
* identify key elements of complex, technical documents, including tables 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
* compare and contrast texts designed for similar purposes, evaluating their effectiveness in delivering information
* listen and contribute to small group and whole class discussions
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Area of Study 2: Creating and responding to organisational, informational or procedural 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 understanding of how these texts inform and shape the organisations they interact with.

Outcome 2

On completion of this unit the student should be able to create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

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

Key knowledge

* the structure and language of different organisational, informational and procedural texts
* the purpose and intended audience of the text
* the characteristics of organisational, informational and procedural texts
* 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, sentence structure, paragraphing and spelling.

Key skills

* explain the purpose and intended audience of instructional, procedural and informational texts
* identify where to seek reliable and accurate sources of information
* recognise key elements of organisational, informational and procedural texts including table of contents, headings, sub-headings, paragraphs and indexes to locate relevant information
* create informative, procedural and instructional content for a chosen organisation or workplace taking into account the audience and purpose
* listen and contribute to small group and whole class discussions
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tools. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

All assessment tools for Units 3 and 4 are school-based. Procedures for assessment of levels of achievement in Units 3 and 4 are a matter for school decision.

The VCAA publishes VM Literacy online Support material, which includes advice on the design of assessment tools, including assessment rubrics.

For this unit students are required to demonstrate two outcomes, which encompass the areas of study in the unit. These outcomes may be undertaken concurrently.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

The following table provides the assessment requirements for the outcomes in Unit 3 and will assist teachers in determining the student attainment of the standard.

|  |  |
| --- | --- |
| Outcome | Assessment tasks |
| **Outcome 1**Demonstrate the ability to locate, read and understand the purpose, audience and context presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.  | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 1 should be selected from the following:* a series of annotations and summaries
* a research task
* a case study analysis

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:* a record and reflection of the presentations of guest speaker/s
* annotated photographs, signs or visuals
* a response to structured questions.
 |
| **Outcome 2**Create organisational, informational and procedural texts that reflect a specific workplace or vocational experience. | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 2 should be selected from the following:* a set of instructions including visuals/diagrams
* a brochure or report including visuals/diagrams
* a vlog.

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:* a series of annotations and summaries
* annotated photographs, signs or visuals
* a video, podcast or oral presentation
* a response to structured questions
* a visual presentation, such as a graphic organiser, concept/mind map or annotated poster
 |

Unit 4

Area of Study 1: Understanding and engaging with literacy for advocacy

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student’s choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a ‘brand’ (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student’s choice.

Outcome 1

On completion of this unit the student should be able to illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group.

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

Key knowledge

* the relationship between language choices, audience and purpose
* the impact of visual cues and presentation in influencing an audience
* elements of oral communication, including eye contact, tone, body language and intonation
* the structures and features of different influential and advocational texts, including webpages, brochures and social media
* the conventions of discussion, including active listening and questioning
* the conventions of literacy, including punctuation, sentence structure, paragraphing 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 promotional and influential material
* design and create influential or promotional material appropriate for context and audience
* critically evaluate the appeal and effectiveness of influential or promotional material from different individuals or organisations, considering purpose and the social and workplace values associated with them
* draft, edit and revise work
* listen and participate effectively in small group and whole class discussions
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Area of Study 2: Speaking to advise or to advocate

In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation 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. 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 outlined below: *Literacy for civic participation* or *Literacy for everyday contexts*.

Outcome 2

On completion of this unit the student should be able to negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

Option 1: Literacy for civic participation

Students deliver an informative or instructional presentation on an area of civic participation that is of personal interest.

Option 2: Literacy for everyday personal contexts

Students deliver an informative or instructional presentation on an area of personal management that is of interest.

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

 Key knowledge

* the elements of oral communication, including eye contact, tone, body language and intonation
* the way language choice can influence an audience
* the way authors and speakers use logic, reasoning and emotion to influence their audience
* the principles of copyright and the conventions of attribution
* the conventions of discussion, including active listening and questioning
* the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.

Key skills

* sequence and structure oral content to advocate or present advice to an audience
* provide evidence to support advice or information presented
* 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 acknowledge attribution, where applicable
* listen and contribute to small group and whole class discussions
* apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of assessment tasks and tools that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tools. Assessment must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a limited timeframe.

All assessment tools for Units 3 and 4 are school-based. Procedures for assessment of levels of achievement in Units 3 and 4 are a matter for school decision.

The VCAA publishes VM Literacy online Support materials, which includes advice on the design of assessment tools, including assessment rubrics.

For this unit students are required to demonstrate two outcomes, which encompass the areas of study in the unit. These outcomes may be undertaken concurrently.

Assessment tools

Assessment tools are used to collect evidence to make a judgement as to whether the outcomes have been met. An Assessment tool is a method to collect evidence on the standard reached by students and can be a task or a teacher observation using a checklist.

The following table provides the assessment requirements for the outcomes in Unit 4 and will assist teachers in determining the student attainment of the standard.

|  |  |
| --- | --- |
| Outcome | Assessment tasks |
| **Outcome 1**Illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or chosen community group. | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 1 should be selected from the following:* a series of annotations and summaries
* a blog or vlog
* a multimodal presentation created for promotion

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:* a case study
* a brochure or pamphlet
* a video, podcast or oral presentation
* a digital presentation
* a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.
 |
| **Outcome 2**Negotiate the topic of choice for, and complete, an oral presentation that showcase reflections and evaluations of student learning.  | Assessment tasks should provide opportunities for practical application of the outcome.One task for the assessment of Outcome 2 should be selected from the following:* a video, podcast or oral presentation
* a digital presentation of a portfolio

Assessment should also include a range of the following activities (or equivalent tasks) where students should apply and demonstrate learning:* a series of summaries
* a reflective journal or diary
 |

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)