22234VIC Course in Initial General Education for Adults

22235VIC Certificate I in General Education for Adults (Introductory)

22236VIC Certificate I in General Education for Adults

22237VIC Certificate II in General Education for Adults

22238VIC Certificate III in General Education for Adults

Version 2 June 2016

Accredited for the period 1 July, 2013 to 30 June 2018 under Parts 4.4 and 4.6 of the *Education and Training Reform Act 2006*

**Certificates in General Education for Adults**

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**Version history**

**Version 1.1 April 2014**

Typographical errors corrected

**Version 2 June 2016**

Copyright owner details updated

Addition of VU20746 Apply essential further study skills to the electives in 22238VIC Certificate III in General Education for Adults

Addition of ICTICT106 Operate presentation packages to the electives in 22237VIC Certificate II in General Education for Adults and the 22238VIC Certificate III in General Education for Adults

Typographical errors corrected

Reference to work procedures removed from first dot point in Required Skills of VU21328 Engage with texts of limited complexity to participate in the community

Imported Training Package and accredited curriculum units updated

The title of VU21365 Investigate and use simple mathematical formulae and problem solving techniques in a range of contexts has been amended to Investigate & use simple mathematical formulae and problem solving techniques in a range of contexts to meet titling character limits

|  |  |
| --- | --- |
| **Version 2** | **Version 1.1** |
| **BSB Business Services Training Package** | **BSB07 Business Services Training Package** |
| BSBITU101 Operate a personal computer | BSBITU101A Operate a personal computer |
| BSBITU102 Develop keyboard skills | BSBITU102A Develop keyboard skills |
| BSBWHS201 Contribute to health and safety of self and others | BSBWHS201A Contribute to health and safety of self and others |
| BSBITU201 Produce simple word processed documents | BSBITU201A Produce simple word processed documents |
| BSBFLM303 Contribute to effective workplace relationships | BSBFLM303C Contribute to effective workplace relationships |
| BSBCMM201 Communicate in the workplace | BSBCMM201A Communicate in the workplace |
| BSBADM302 Produce texts from notes | BSBADM302B Produce texts from notes |
| BSBLIB304 Develop and use information literacy skills | CULINL301A Develop and use information literacy skills |
| BSBWRT401 Write complex documents | BSBWRT401A Write complex documents |
| **FNS Financial Services Training Package** | **FNS 10Financial Services Training Package** |
| FNSFLT201 Develop and use a personal budge | FNSFLT201A Develop and use a personal budget |
| FNSFLT202 Develop and use a savings plan | FNSFLT202A Develop and use a savings plan |
| FNSCUS401 Participate in negotiations | FNSCUS401A Participate in negotiations |
| **HLT Health Training Package** | **HLT07 Health Training Package** |
| HLTAID002 Provide basic emergency life support | HLTFA211A Provide basic emergency life support |
| **ICT Information and Communications Technology Training Package** | **ICTA11 Information and Communications Technology Training Package** |
| ICTICT103 Use, communicate and search securely on the internet | ICAICT103A Use, communicate and search securely on the internet |
| ICTICT106 Operate presentation packages  (added to electives) |  |
| **22280VIC Certificate I in Employment Pathways** | **22012VIC Certificate I in Vocational Preparation** |
| VU21664 Prepare for employment | VU20007 Prepare for employment |
| VU21666 Participate in job seeking activities | VU20009 Participate in job seeking activities |
| **22253VIC Certificate III in EAL (Access)** | **21933VIC Certificate III in ESL (Access)** |
| VU21490 Organise and participate in a practical placement | VPAU556 Organise and participate in a practical placement |
| **22313VIC Certificate IV in Tertiary Preparation** | **22182VIC Certificate IV in Tertiary Preparation** |
| VU21864 Set study goals and plan education pathway | VU20760 Set study goals and plan education pathway |

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Section A: Copyright and course classification information

|  |  |
| --- | --- |
| 1. Copyright owner of the course | Copyright of this document is held by the Department of Education and Training, Victoria © State of Victoria.  Adult Community and Further Education Board |
| 2. Address | Department of Education and Training  Higher Education and Skills Group  Executive Director  TAFE and ACFE Governance Division  Participation, Practice & Development  GPO Box 4367  Melbourne  3001  **Organisational Contact:**  Verna Kearney  Adult Community and Further Education (ACFE) Board  [kearney.verna.l@edumail.vic.gov.au](mailto:kearney.verna.l@edumail.vic.gov.au)  **Day to Day Contact:**  Curriculum Maintenance Manager – Service Industries, General Studies & Further Education  Victoria University  Phone: (03) 9919 5300 / 5302  email: [sicmm.generalstudies@vu.edu.au](mailto:sicmm.generalstudies@vu.edu.au) |
| 3. Type of submission | Reaccreditation  The 22234VIC Course in Initial General Education for Adults replaces and is equivalent to the 21770VIC Course in Initial General Education for Adults  The 22235VIC Certificate I in General Education for Adults (Introductory) replaces and is equivalent to the 21771VIC Certificate I in General Education for Adults (Introductory)  The 22236VIC Certificate I in General Education for Adults replaces and is equivalent to the 21772VIC Certificate I in General Education for Adults  The 22237VIC Certificate II in General Education for Adults replaces and is equivalent to the 21773VIC Certificate II in General Education for Adults  The 22238VIC Certificate III in General Education for Adults replaces and is equivalent to the 21774VIC Certificate III in General Education for Adults |
| 4. Copyright acknowledgement | Units of competency from nationally endorsed training packages can be accessed from Training.gov at [www.tga.gov.au](http://www.tga.gov.au/)  Copyright of the following units of competency from nationally endorsed training packages is administered by the Commonwealth of Australia.  © Commonwealth of Australia   * BSB Business Services Training Package * BSBITU101 Operate a personal computer * BSBITU102 Develop keyboard skills * BSBWHS201 Contribute to health and safety of self and others * BSBITU201 Produce simple word processed documents * BSBFLM303 Contribute to effective workplace relationships * BSBCMM201 Communicate in the workplace * BSBADM302 Produce texts from notes * BSBLIB304 Develop and use information literacy skills * BSBWRT401 Write complex documents * FDF10 Food Processing * FDFOP2061A Use numerical applications in the workplace * FNS Financial Services Training Package * FNSFLT201 Develop and use a personal budget * FNSFLT202 Develop and use a savings plan * FNSCUS401 Participate in negotiations * HLT Health Training Package * HLTAID002 Provide basic emergency life support * ICT Information and Communications Technology Training Package * ICTICT103 Use, communicate and search securely on the internet * PUA12 Public Safety Training Package * G-PUATEA001B Work in a team * SIS10 Sport, Fitness and Recreation Training Package * SISSCOP205A Develop a personal financial plan * SISSCOP307A Manage personal finances   Copyright of the following units of competency from accredited curricula is held by the Department of Education and Training, Victoria © State of Victoria.   * 22215VIC Certificate I in Mumgu-dhal tyama-tiyt * VU21046 Prepare simple budgets * VU21043 Calculate and communicate sports scores * 22187VIC Certificate IV in Liberal Arts * VU20746 Apply essential further study skills * 22280VIC Certificate I in Employment PathwaysVU21664 Prepare for employment * VU21666 Participate in job seeking activities * 22253VIC Certificate III in EAL (Access) * VU21490 Organise and participate in a practical placement * 22313VIC Certificate IV in Tertiary Preparation * VU21864 Set study goals and plan education pathway |
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| 6. Course accrediting body | Victorian Registration and Qualifications Authority (VRQA)  Website : <http://www.vrqa.vic.gov.au/> |
| 7. AVETMISS information | |  |  | | --- | --- | | ***ANZSCO*** *[Australian and New Zealand Standard Classification of Occupations]* | GEN19 General education - not occupationally specific | | ***ANZSIC code***  *(Australia and New Zealand Standard Industrial Classification – industry type)* | 8219 Adult, Community and Other Education n.e.c. | | ***ASCED Code – 4 digit***  *(Field of Education)* | 1201 General Education | | ***National course code*** | *22234VIC*  *22235VIC*  *22236VIC*  *22237VIC*  *22238VIC* | |
| 8. Period of accreditation | 1 July 2013 to 30 June 2018 |

Section B: Course information

|  |  |
| --- | --- |
| 1. Nomenclature | *Standard 1 for Accredited Courses* |
| 1.1 Name of the qualifications | 22234VIC Course in Initial General Education for Adults  22235VIC Certificate I in General Education for Adults (Introductory)  22236VIC Certificate I in General Education for Adults  22237VIC Certificate II in General Education for Adults  22238VIC Certificate III in General Education for Adults |
| 1.2 Nominal duration of the courses | **22234VIC Course in Initial General Education for Adults**  225 hours  **22235VIC Certificate I in General Education for Adults (Introductory)**  355 – 440 hours  **22236VIC Certificate I in General Education for Adults**  385 – 480 hours  **22237VIC Certificate II in General Education for Adults**  330 – 440 hours  **22238VIC Certificate III in General Education for Adults**  270 – 390 hours |
| 2. Vocational or educational outcomes of the courses | *Standard 1 for Accredited Courses*  The Certificates in General Education for Adults (CGEA) were first accredited in 1992 and have been reaccredited continuously since then. They were initially developed to address the education and training needs of adults who had left secondary school early and needed to improve their literacy, basic maths and general education skills. The 2002 reaccreditation recognised the need to extend and strengthen pathways into further education by the addition of a Certificate III qualification. It also enabled the inclusion of nationally endorsed training package units to strengthen pathways into employment and training.  The current curriculum was reaccredited in 2007 and ongoing monitoring indicates that it continues to meet a strong demand to provide skill development in reading, writing and numeracy, meet personal needs and facilitate community participation, or workplace and further education and training options  The Course in Initial Education for Adults provides learners who have low literacy and numeracy skills the opportunity to build confidence, re-engage with learning and pathway into AQF qualifications.  Certificate I outcomes focus on the development of literacy skills to create and interpret simple, personally relevant texts and mathematical knowledge to apply numeracy skills in everyday familiar situations. Skills and knowledge are applied to develop and document a learning plan, prepare a portfolio to evidence learning and engage in a project.  Certificate II outcomes focus on the development of literacy skills to read, interpret, evaluate and create a range of texts and to apply knowledge of everyday and formal numeracy in a range of contexts. Outcomes also focus on the skills and knowledge to conduct a project and to investigate pathways and develop, implement and review a learning plan.  Certificate III outcomes focus on the development of literacy skills to read, interpret, critically analyse and create complex texts and to perform a range of complex mathematical tasks. The Certificate III also includes the ability to research a range of pathway options and identify and progress toward personal goals. |
| 3. Development of the course | *Standards 1and 2 for Accredited Courses* |
| 3.1 Industry /enterprise/ community needs | The importance of developing and continuing to develop strong language, literacy and numeracy skills continues to be a key focus at both the state and national levels. These skills as well as digital literacy and employability skills have become a key component of Foundation skills policy and research.  The recently released Foundation Skills Strategy for Adults by the Australian government identifies key priority areas to improve the Foundation skills of working aged adults with the aim that “by 2022 two thirds of working aged Australians will have the literacy and numeracy skills at level three or above”. The strategy identifies national priority areas for foundation skills one of these being “adult learners having high quality learning opportunities and outcomes”. This curriculum supports this key priority area.  This curriculum also supports the mission of the Adult Community and Further Education board to increase the level of educational participation and attainment and improve social inclusion and boost human and social capital which are reflected in key policy documents and reports including:   * A Stronger ACFE – Delivering Skills for Victoria (2009) which supports the role of adult community education in providing pathways to post-school education and training. * Ministerial Declaration on Adult Community Education (2008) which provides a national policy framework for adult community education. Goal 3 in the Declaration aims to “extend the participation of individuals in vocationally focussed courses... which will enable individuals to participate in the labour market...The supporting strategy to achieve this identifies “the development of a culture of continuous learning” * Hard to Reach Learners: What Works in Reaching and Keeping Them (June 2010) which acknowledges the importance of flexibility in course design, content and delivery and the benefits to individuals through enhanced skill levels and access to pathways. * The paper “Strategic Review of Effective Re-Engagement Models for Disengaged Learners (2011)” identifies a number of interventions that are effective in helping re-engage adult learners. These include: * Outreach, which “is related to the need to find some way of connecting with disengaged adults who may by socially and economically marginalised, in order to identify their needs and inform them of available options” and; * Pathways which “focuses on creating and presenting appealing and worthwhile pathways for learners that reach beyond the program and provide links to other study and to work and career development opportunities   Research and consultation, consisting of focus groups and on-line surveys with practitioners and learners, indicate a continuing need for each qualification in the curriculum as the learner cohort is diverse with a range of learning experiences and the need to access a range of pathways, which the current qualifications are well suited to enabling. Consultations confirmed that the conceptualisation of literacy on which the curriculum is based continues to be valid and to reflect current literacy practices. The design and content of the CGEA is informed by the view that literacy is a social practice which is always linked to contexts with real purposes and audiences. To this end the current curriculum is based on the development of knowledge and skills which learners require to engage with four main social contexts which were identified in the literature and research data as crucial to preparing learners to access further study, employment and training options. The revised Australian Core Skills Framework (ACSF) (2012) has adopted similar domains.  Consultation with practitioners indicated that digital literacy skills needed to be strengthened across the curriculum and be made more explicit across each of the social contexts as information and communication technologies are integrated into wider communication practices. Digital literacy skills involve more than accessing digital information. The literature has defined digital literacy as “understanding how the different modalities- word, image, sound- are combined in complex ways to create meaning...the challenge is to understand how these multimodal formations create multimodal statements of greater and lesser complexity”. Snyder I, Jones, A, Lo Bianco, J: Using information and communication technologies in adult literacy education: NCVER (2005). Another definition sees that “ the central concern of digital literacy...is reading with and writing with new technologies-technologies which involve the semiotic of lettered representation, regardless of whether or how they combine with other forms of representation.(Merchant Mind the gaps: discourse and discontinuity in digital literacies  Learners need to be prepared to contribute actively, critically and responsibly to a changing society that is mediated by the use of information and communication technologies.  Research confirmed that the courses continue to provide an essential mechanism to re-engage learners in the learning experience and promote social engagement and interaction. Research indicated that most students develop their skills to pathway into further learning in the VET area and other areas such as VCE/VCAL, Liberal Arts and pre-apprenticeships/apprenticeships. Other outcomes included volunteering in the community and using essential services. The flexibility of the qualifications enables the design of programs to cater for a broad range of learners and pathways and provides preparation for accessing VET and for developing life skills that support social inclusion.  The CGEA is widely used across a number of educational settings including ACE, TAFE and private RTOs in Victoria and nationally. There are 134 RTOs delivering the CGEA in Victoria with 16 of these being TAFE Institutes. The curriculum is used with a range of learner groups including those who left mainstream education early, and whose life experiences have inhibited access to education, training and employment. It is also used with at risk youth, indigenous learners, in the Victorian Certificates of Applied Learning (VCAL) which is delivered to young learners in both schools and post school settings, in corrections institutions and with a range of other learner groups. Training Providers have reported varying changes in the learner cohort, with some seeing no change and others experiencing an increase in the number of younger and mature age learners. Enrolment data supports the increase in enrolments in these two areas, particularly the 15 to 19 age group.  Following are enrolment figures for the period 2009 – 2011 by qualification: Enrolments across the CGEA were consistent with minor variations from 2009 to 2010. In 2011 there has been a substantial increase in enrolments in the:  • 21772VIC Certificate I in General Education  • 21773VIC Certificate II in General Education for Adults  • 21774VIC Certificate III in General Education for Adults.   |  |  |  |  | | --- | --- | --- | --- | | **Qualification** | **2009** | **2010** | **2011** | | 21770VIC Course in Initial General Education for Adults | 987 | 1,228 | 1,426 | | 21771VIC Certificate I in General Education for Adults(Introductory) | 2,453 | 2,589 | 3,058 | | 21772VIC Certificate I in General Education for Adults | 3,969 | 4,711 | 10,909 | | 21773VIC Certificate II in General Education for Adults | 3,668 | 5,123 | 10,309 | | 21774VIC Certificate III General Education for Adults | 1,411 | 1,436 | 4,292 | | **Total enrolments** | **12,488** | **15,087** | **29,994** |   The majority of enrolments for all qualifications across the three years were in the 15 to 24 year old age group, with the exception of the Certificate III where enrolments in 2011 spanned 15 to 49 year olds. It is anticipated that there will be ongoing demand for the Certificates.  The reaccreditation of the Certificates was guided by a Project Steering Committee comprised of the following members:  Sally Thompson (Chair) Adult Learning Australia (ALA)  John Radalj / Digna Libera Victorian Adult Literacy and Basic Education Council (VALBEC)  Jill Lewis Council of Adult Education (CAE)  Tim Morris RMIT – Chair CGEA Practitioner network  Jane Stewart Kangan Institute (Corrections sector)  Alan Maquire Australian Industry Group (AIG)  Allison Wall Victorian Curriculum and Assessment Authority (VCAA)  Philippa McLean ACSF expert  Bridget Cornish Community College Gippsland  In Attendance:  Nadia Casarotto CMM General Studies & Further Education  Cheryl Bartolo CMM General Studies & Further Education |
|  |
| 3.2 Review for re-accreditation | Ongoing monitoring of the course has been conducted during the accreditation period and a mid cycle review resulted in the following modifications:  **General**   * closer alignment with the ACSF in relation to complexity, range, features and context * units imported from Training Packages and accredited curriculum were updated * Nominal hours for the learning plans were increased to 20 hours up to Certificate II and 60 hours for Certificate III   **Engage and Create units**   * Reference to paragraphs throughout create and engage units removed as the focus should be on features of text complexity rather than on the number or length of paragraphs. Paragraphs are not a reliable indicator of text complexity * The reference to prose and non prose removed from elements in VBQU136 Create texts of limited complexity for personal purposes * The reference to prose and non prose removed from the range statement of every Create and Engage unit * The number of times assessment must be conducted removed from the Critical Aspects statement and the focus is on the range and types of text * More information added to better define text complexity and features in the range statement of all engage and create units * Students required to select or locate texts only at certificates II and III while at the lower levels they are only required to access texts. This means that teachers can select texts at the lower levels. * VBQU150 Create routine workplace documents has been rewritten and titled “Create a range of texts of some complexity to participate in the workplace” to be more consistent with the format in the other units * Reference to preparing a portfolio in the Create units for Certificates II and III has been removed. The focus is on preparing and producing texts. Portfolios have been moved to the range statement * Duplication in Performance Criteria removed ie reference to purpose and audience * Deleted reference to “short” in Cert 1 Introductory Engage units: replaced with “simple” * Added more detail to unit descriptors in Engage and Create Certificate II units * Comparison of similar texts was included as a reading strategy for the Certificate I Engage units * Element 1 in Create units in Certificate III clarified: deleted “Select and plan” in PC 1 and replaced with “researched and selected” * Replaced PSPGOV313A Compose workplace documents with BSBWRT401A Write complex documents in the Certificate III   **Transition**  **22234VIC Course in Initial General Education for Adults**  The 22234VIC Course in Initial General Education for Adults replaces and is equivalent to the 21770VIC Course in Initial General Education for Adults. There can be no new enrolments in the 21770VIC Course in Initial General Education for Adults after 30 June 2013.  **22235VIC Certificate I in General Education for Adults (Introductory)**  The 22235VIC Certificate I in General Education for Adults (Introductory) replaces and is equivalent to the 21771VIC Certificate I in General Education for Adults (Introductory). There can be no enrolments in the 21771VIC after 30 June 2013.  **22236VIC Certificate I in General Education for Adults**  The 22236VIC Certificate I in General Education for Adults replaces and is equivalent to the 21772VIC Certificate I in General Education for Adults. There can be no new enrolments in the 21772VIC after 30 June 2013.  **22237VIC Certificate II in General Education for Adults**  The 22237VIC Certificate II in General Education for Adults replaces and is equivalent to the 21773VIC Certificate II in General Education for Adults.There can be no new enrolments in the 21773VIC after 30 June 2013.  **22238VIC Certificate III in General Education for Adults**  The 22238VIC Certificate III in General Education for Adults replaces and is equivalent to the 21774VIC Certificate III in General Education for Adults.There can be no new enrolments in the 21773VIC after 30 June 2013.  The following table identifies the relationship between units from the previous iteration of the CGEA with units from the current courses. | |

| **Current units** | | **Superseded units** | | **Relationship** |
| --- | --- | --- | --- | --- |
| VU21282 | Develop a learning plan and portfolio with support | VBQU105 | Develop a learning plan and portfolio with support | Equivalent |
| VU21283 | Engage with short simple texts for personal purposes | VBQU106 | Engage with short simple texts for personal purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21284 | Engage with short simple texts for learning purposes | VBQU107 | Engage with short simple texts for learning purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21285 | Engage with short simple texts for employment purposes | VBQU108 | Engage with short simple texts for employment purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21286 | Engage with short simple texts to participate in the community | VBQU109 | Engage with short simple texts to participate in the community | Not equivalent, digital literacy now an explicit outcome |
| VU21287 | Create short simple texts for personal purposes | VBQU110 | Create short simple texts for personal purposes | Equivalent |
| VU21288 | Create short simple texts for learning purposes | VBQU111 | Create short simple texts for learning purposes | Equivalent |
| VU21289 | Create short simple texts for employment purposes | VBQU112 | Create short simple texts for employment purposes | Equivalent |
| VU21290 | Create short simple texts to participate in the community | VBQU113 | Create short simple texts to participate in the community | Equivalent |
| VU21291 | Recognise numbers and money in simple, highly familiar situations | VU20783 | Recognise numbers and money in simple, highly familiar situations | Equivalent |
| VU21292 | Recognise, give and follow simple and familiar oral directions | VU20784 | Recognise, give and follow simple and familiar oral directions | Equivalent |
| VU21293 | Recognise measurements in simple, highly familiar situations | VU20785 | Recognise measurements in simple, highly familiar situations | Equivalent |
| VU21294 | Recognise shape and design in simple, highly familiar situations | VU20786 | Recognise shape and design in simple, highly familiar situations | Equivalent |
| VU21295 | Recognise and locate simple numerical information in short, simple highly familiar texts | VU20787 | Recognise and locate simple numerical information in short, simple highly familiar texts | Equivalent |
| VU21296 | Recognise and locate numerical information in simple, highly familiar tables and graphs | VU20788 | Recognise and locate numerical information in simple, highly familiar tables and graphs | Equivalent |
| VU21297 | Develop and document a learning plan and portfolio with guidance | VBQU117 | Develop and document a learning plan and portfolio with guidance | Equivalent |
| VU21298 | Conduct a project with guidance | VBQU118 | Conduct a project with guidance | Equivalent |
| VU21299 | Engage with simple texts for personal purposes | VBQU119 | Engage with simple texts for personal purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21300 | Engage with simple texts for learning purposes | VBQU120 | Engage with simple texts for learning purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21301 | Engage with simple texts for employment purposes | VBQU121 | Engage with simple texts for employment purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21302 | Engage with simple texts to participate in the community | VBQU122 | Engage with simple texts to participate in the community | Not equivalent, digital literacy now an explicit outcome |
| VU21303 | Create simple texts for personal purposes | VBQU123 | Create simple texts for personal purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21304 | Create simple texts for learning purposes | VBQU124 | Create simple texts for learning purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21305 | Create simple texts for employment purposes | VBQU125 | Create simple texts for employment purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21306 | Create simple texts to participate in the community | VBQU126 | Create simple texts to participate in the community | Not equivalent, digital literacy now an explicit outcome |
| VU21307 | Work with numbers and money in simple familiar situations | VU20769 | Work with numbers and money in simple familiar situations | Equivalent |
| VU21308 | Work with and interpret directions in simple, familiar situations | VU20770 | Work with and interpret directions in simple, familiar situations | Equivalent |
| VU21309 | Work with measurements in simple, familiar situations | VU20771 | Work with measurements in simple, familiar situations | Equivalent |
| VU21310 | Work with simple design and shape in familiar situations | VU20772 | Work with simple design and shape in familiar situations | Equivalent |
| VU21311 | Work with and interpret simple numerical information in familiar texts | VU20773 | Work with and interpret simple numerical information in familiar texts | Equivalent |
| VU21312 | Work with and interpret statistical information in simple, familiar texts | VU20774 | Work with and interpret statistical information in simple, familiar texts | Equivalent |
| VU21323 | Develop and document a learning plan and portfolio | VBQU130 | Develop and document a learning plan and portfolio | Equivalent |
| VU21324 | Plan and undertake a project | VBQU131 | Plan and undertake a project | Equivalent |
| VU21325 | Engage with texts of limited complexity for personal purposes | VBQU132 | Engage with texts of limited complexity for personal purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21326 | Engage with texts of limited complexity for learning purposes | VBQU133 | Engage with texts of limited complexity for learning purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21327 | Engage with texts of limited complexity for employment purposes | VBQU134 | Engage with texts of limited complexity for employment purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21328 | Engage with texts of limited complexity to participate in the community | VBQU135 | Engage with texts of limited complexity to participate in the community | Not equivalent, digital literacy now an explicit outcome |
| VU21329 | Create texts of limited complexity for personal purposes | VBQU136 | Create texts of limited complexity for personal purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21330 | Create texts of limited complexity for learning purposes | VBQU137 | Create texts of limited complexity for learning purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21331 | Create texts of limited complexity to participate in the workplace | N/A | N/A | New unit no equivalent |
| VU21332 | Create texts of limited complexity to participate in the community | VBQU138 | Create texts of limited complexity to participate in the community | Not equivalent, digital literacy now an explicit outcome |
| VU21333 | Work with a range of numbers and money in familiar and routine situations | VU20791 | Work with a range of numbers and money in familiar and routine situations | Equivalent |
| VU21334 | Work with and interpret directions in familiar and routine situations | VU20792 | Work with and interpret directions in familiar and routine situations | Equivalent |
| VU21335 | Work with measurement in familiar and routine situations | VU20793 | Work with measurement in familiar and routine situations | Equivalent |
| VU21336 | Work with design and shape in familiar and routine situations | VU20794 | Work with design and shape in familiar and routine situations | Equivalent |
| VU21337 | Work with and interpret numerical information in familiar and routine texts | VU20795 | Work with and interpret numerical information in familiar and routine texts | Equivalent |
| VU21338 | Work with and interpret statistical information in familiar and routine texts | VU20796 | Work with and interpret statistical information in familiar and routine texts | Equivalent |
| VU21353 | Research pathways and produce a learning plan and portfolio | VBQU142 | Research pathways and produce a learning plan and portfolio | Equivalent |
| VU21354 | Implement and review a project | VBQU143 | Implement and review a project | Equivalent |
| VU21355 | Engage with a range of complex texts for personal purposes | VBQU144 | Engage with a range of texts of some complexity for personal purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21356 | Engage with a range of complex texts for learning purposes | VBQU145 | Engage with a range of texts of some complexity for learning purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21357 | Engage with a range of complex texts for employment purposes | VBQU146 | Engage with a range of texts of some complexity for employment purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21358 | Engage with a range of complex texts to participate in the community | VBQU147 | Engage with a range of texts of some complexity to participate in the community | Not equivalent, digital literacy now an explicit outcome |
| VU21359 | Create a range of complex texts for personal purposes | VBQU148 | Create a range of texts of some complexity for personal purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21360 | Create a range of complex texts for learning purposes | VBQU149 | Create a range of texts of some complexity for learning purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21361 | Create a range of complex texts to participate in the workplace | VBQU150 | Create a range of texts of some complexity to participate in the workplace | Not equivalent, digital literacy now an explicit outcome |
| VU21362 | Create a range of complex texts to participate in the community | VBQU151 | Create a range of texts of some complexity to participate in the community | Not equivalent, digital literacy now an explicit outcome |
| VU21363 | Investigate and interpret shapes and measurements and related formulae in a range of contexts | VU20812 | Investigate and interpret shapes and measurements and related formulae in a range of contexts | Equivalent |
| VU21364 | Investigate numerical and statistical information in a range of contexts | VU20813 | Investigate numerical and statistical information in a range of contexts | Equivalent |
| VU21365 | Investigate & use simple mathematical formulae and problem solving techniques in a range of contexts | VU20814 | Investigate and use simple mathematical formulae and problem solving techniques in a range of contexts | Equivalent |
| VU21375 | Evaluate pathway options, design a learning plan and compile a portfolio | VBQU155 | Evaluate pathway options, design a learning plan and compile a portfolio | Equivalent |
| VU21376 | Engage with a range of highly complex texts for personal purposes | VBQU156 | Engage with a range of complex texts for personal purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21377 | Engage with a range of highly complex texts for learning purposes | VBQU157 | Engage with a range of complex texts for learning purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21378 | Engage with a range of highly complex texts for employment purposes | VBQU158 | Engage with a range of complex texts for employment purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21379 | Engage with a range of highly complex texts to participate in the community | VBQU159 | Engage with a range of complex texts to participate in the community | Not equivalent, digital literacy now an explicit outcome |
| VU21380 | Create a range of highly complex texts for personal purposes | VBQU160 | Create a range of complex texts for personal purposes | Not equivalent, digital literacy now an explicit outcome |
| VU21381 | Create a range of highly complex texts for learning purposes | VBQU161 | Create a range of texts of complex texts for learning purposes | Not equivalent, digital literacy now an explicit outcome |
| BSBWRT401A | Write complex documents | BSBWRT401A | Write complex documents | Imported unit – no change |
| VU21382 | Create a range of highly complex texts to participate in the community | VBQU162 | Create a range of complex texts to participate in the community | Not equivalent, digital literacy now an explicit outcome |
| VU21383 | Analyse and evaluate numerical and statistical information | VBQU163 | Analyse and evaluate numerical and statistical information | Equivalent |
| VU21384 | Use algebraic techniques to analyse mathematical problems | VBQU164 | Use algebraic techniques to analyse mathematical problems | Equivalent |
| VU21385 | Use formal mathematical concepts and techniques to analyse and solve problems | VBQU165 | Use formal mathematical concepts and techniques to analyse and solve problems | Equivalent |
| VU21313 | Develop verbal communication skills | VBQU166 | Develop verbal communication skills | Not equivalent – unit revised to remove reference to signing |
| VU21314 | Apply basic computer skills to language learning | VBQU167 | Use computer language and perform simple computing tasks | Equivalent |
| VU21315 | Access the internet for language learning | VBQU168 | Access the internet for language learning | Equivalent |
| N/A | N/A | VBQU169 | Complete a project with support | Deleted as outcomes duplicate *VU21298 Conduct a project with guidance* |
| VU21316 | Identify Australian environmental issues | VBQM474 | Australian Environmental Issues | Equivalent |
| VU21317 | Communicate with others in familiar and predictable contexts | VBQU170 | Communicate with others in familiar and predictable contexts | Not equivalent – unit revised to remove reference to signing |
| N/A | N/A | VBQU171 | Participate in a practical placement | Unit deleted and replaced with *VPAU556 Organise and participate in a practical placement* from the ESL Framework |
| VU21318 | Identify community options | VBQM475 | Community Options | Equivalent |
| VU21319 | Identify features of the education system | VBQM476 | The Education System | Equivalent |
| VU21320 | Identify features of the health care system | VBQM477 | Health Care | Equivalent |
| VU21370 | Investigate features of Australian culture | VBQM478 | Arts in Australia | Equivalent |
| VU21369 | Investigate Indigenous history | VBQM479 | Indigenous History | Equivalent |
| VU21342 | Undertake a simple investigation of science in the community | VBQU172 | Undertake a simple investigation of science in the community | Equivalent |
| VU21343 | Undertake a simple investigation of health and well being | VBQU173 | Undertake a simple investigation of health and well being | Equivalent |
| VU21344 | Undertake a simple investigation of an environmental issue | VBQU174 | Undertake a simple investigation of an environmental issue | Equivalent |
| VU21345 | Undertake a simple investigation of physical behaviour of energy and matter | VBQU175 | Undertake a simple investigation of physical behaviour of energy and matter | Equivalent |
| VU21346 | Undertake a simple investigation of chemical behaviour of matter | VBQU176 | Undertake a simple investigation of chemical behaviour of matter | Equivalent |
| VU21347 | Undertake a simple investigation of how the earth, moon and sun interact | VBQU177 | Undertake a simple investigation of how the earth, moon and sun interact | Equivalent |
| VU21348 | Undertake a simple investigation of factors for continuity of life | VBQU178 | Undertake a simple investigation of factors for continuity of life | Equivalent |
| VU21349 | Identify the Australian electoral system | VBQM480 | Elections and Government | Equivalent |
| VU21350 | Investigate the legal system | VBQM481 | The Legal System | Equivalent |
| VU21351 | Investigate driving and owning a car | VBQM482 | Driving and Owning a Car | Not equivalent Element 2 deleted |
| VU21321 | Identify major events in Australian history | VBQM483 | Events in Australian History | Equivalent |
| VU21386 | Investigate current issues | VBQM484 | Investigating Current Issues | Not equivalent Additional requirement to undertake analysis |
| VU21368 | Investigate the impact of a scientific issue on the community | VBQU179 | Investigate the impact of science in the community | Equivalent |
| VU21367 | Investigate the characteristics of living things | VBQU180 | Investigate the characteristics of living things | Equivalent |
| VU21366 | Investigate an environmental issue | VBQU181 | Investigate an environmental issue | Equivalent |
| VU21374 | Investigate the solar system | VBQU182 | Investigate the solar system | Equivalent |
| VU21373 | Investigate chemical behaviour of common substances | VBQU183 | Investigate chemical behaviour of common substances | Equivalent |
| VU21372 | Investigate energy, force and matter | VBQU184 | Investigate energy, force and matter | Equivalent |
| VU21390 | Analyse science in the community | VBQU185 | Analyse science in the community | Equivalent |
| VU21389 | Design and review a project | VBQU186 | Design and review a project | Equivalent |
| VU21371 | Investigate continuity of life | VBQU735 | Investigate continuity of life | Equivalent |
| VU21322 | Identify common digital media | N/A | N/A | New unit no equivalent |

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| --- | --- |
| 4. Course outcomes | *Standards 1, 2 and 3 for Accredited Courses* |
| 4.1 Qualification level | The **Certificate I in General Education for Adults (Introductory)** is consistent with the criteria and specifications of the Australian Qualifications Framework Level I as follows:  **Knowledge:** Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work through:   * knowledge of goals for personal and work purposes * highly familiar text types relevant to own needs * basic reading strategies to engage with familiar printed and digital texts * stages or processes of writing including planning, drafting and editing.   **Skills**: Graduates at this level will have foundational cognitive, technical and communication skills to:   * undertake defined routine activities such as clarifying project goals with an appropriate support person to develop a simple learning plan and prepare a portfolio * undertake defined routine activities such as planning and carrying out a simple project based on own identified interests * identify and report simple issues and problems such as identifying problems in achieving learning goals * use a limited range of reading strategies to create meaning from simple familiar texts * to convey and discuss information about texts * construct simple and familiar text with support * apply simple mathematical knowledge in familiar and everyday situations * use print based and digital mediums to engage with and create simple texts.   **Application of knowledge and skills:** Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters through:   * working with a support person to discuss, plan and reflect on a project and learning plan * complete project tasks according to agreed steps * working with other learners to discuss roles and expected outcomes for a project * locating, reading and interpreting specific information in simple personally relevant print and digital texts * creating texts for a limited purpose and audience * applying relevant mathematical information in familiar contexts.   The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured training delivery and unstructured learning activities such as:   * structured training activities to develop reading, writing and numeracy knowledge and skills at ACSF 2 to enable more effective participation in those activities relevant to the learner * implementation of a learning plan over time to enable learning goals to be reviewed and amended * conduct of a project over time to enable the project to be implemented and reviewed.   The **Certificate I in General Education for Adults** is consistent with the criteria and specifications of the Australian Qualifications Framework Level I as follows:  **Knowledge:** Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work through knowledge:   * of the importance of documenting learning to support progress and factors which can support or hinder progress in learning * that different learning strategies and how they contribute to learning * that texts have different audiences and purposes * of reading strategies and features in routine texts * of basic structural conventions of text * that signs / prints/ symbols represent meaning in familiar mathematical information.   **Skills:** Graduates at this level will have foundational cognitive, technical and communication skills to:   * clarify project goals with an appropriate support person, plan, carry out, document and evaluate a project * design, monitor and document an individual learning plan, and maintain a portfolio of evidence * read, interpret and evaluate familiar texts * create a range or routine texts with some specialised vocabulary * interpret, use, estimate and calculate a range of simple numerical information for immediate personal purposes and some less familiar contexts * use print based and digital mediums to engage with and create texts of limited complexity   **Application of knowledge and skills** Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters through:   * working to an agreed program to plan, document and monitor progress towards achieving learning goals * practical application of an agreed action plan in a project activity in a familiar context and/or around a specific content area of interest * interpreting and evaluating familiar texts of limited complexity in a range of familiar contexts * creating a range of everyday paper based and digital texts of limited complexity related to personal purposes, which may include some unfamiliar aspects * applies mathematical information and problem solving strategies in familiar contexts   The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured training delivery and unstructured learning activities such as:   * structured training activities to develop reading, writing and numeracy knowledge and skills at ACSF Level 3 to enable more effective participation in those activities relevant to the learner * implementation of a learning plan over time to enable learning goals to be reviewed and amended * conduct of a project over time to enable the project to be implemented and reviewed.   The **Certificate II in General Education for Adults** is consistent with the criteria and specifications of the Australian Qualifications Framework Level 2 as follows::  **Knowledge:** Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning through knowledge of:   * processes for developing an individual learning plan * features and components of an individual learning plan * basic project methodology to complete a project in an activity in a selected context and/or around a specific content area * techniques used by writers to convey meaning and achieve purpose * structure and conventions of a range of texts * signs / prints/ symbols and their representation in mathematical texts and materials.   **Skills:** Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to:   * develop a learning plan in relation to identified goals, assemble a portfolio, and evaluate progress in relation to goals * discuss aspects of own learning plan such as purpose and preferred learning styles to support development of the plan * gather and analyse information from a variety of sources to complete a project * identify and address issues and barriers which affect project goals * select and apply reading strategies to interpret and analyse texts * discuss features and content of texts to establish relevance and effectiveness * to access and navigate screen based digital text to locate information * gather and order information required to create texts * investigate, interpret and apply knowledge of everyday and formal mathematics in a range of contexts.   **Application of knowledge and skills:** Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable conditions and within narrow parameters through   * accessing and noting relevant information about possible pathway options and discussing options * reviewing and revising progress of learning plan and project * undertaking project tasks efficiently and monitor activities against action plan * contributing to effective group interaction by recognising responsibilities of others * selecting texts relevant to own purposes and evaluating effectiveness * selecting appropriate format, structure and language to create texts * applying mathematical information and problem solving strategies in a range of contexts.   The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured training delivery and unstructured learning activities such as:   * structured training activities to develop reading, writing and numeracy knowledge and skills at ACSF level 4 to enable more effective participation in those activities relevant to the learner * undertake investigations into pathway options to develop and implement a learning plan over time to enable learning goals to be reviewed and amended * conduct of a project over time to enable the project to be implemented and reviewed.   The **Certificate III in General Education for Adults** is consistent with the criteria and specifications of the Australian Qualifications Framework Level 3 as follows:  **Knowledge:** Graduates of a Certificate III will have factual, technical, procedural and theoretical knowledge in an area of work and learning through knowledge of:   * processes for developing an individual learning plan * sources of information about broad pathway options * devices used by writers to convey meaning and achieve purpose * complex grammatical structures to accurately and effectively express content and meaning * a broad and / or specialised vocabulary to accurately express content * mathematical and problem solving techniques and strategies in a broad range of contexts   **Skills:** Graduates at this level will have a range of cognitive, technical and communication skills to select a range of methods, tools, materials information to:   * read and interpret a range of information about potential pathway options * apply research skills to locate and evaluate information relevant to own goals and options * develop, document and evaluate a leaning plan according to identified processes * select and evaluate types of evidence to assemble a portfolio * read interpret and critically analyse complex texts * plan and produce a folio of complex texts * perform a range of complex mathematical tasks and use a variety of formal and informal mathematical language in a range of contexts.   **Application of knowledge and skills:** Graduates at this level will demonstrate the application of knowledge and skills:   * with discretion and judgement in the selection of contingency measures through identification of barriers in the achievement of learning goals and strategies to address them * to adapt and transfer skills and knowledge within known routines, methods, procedures and time constraints through the application of a range of strategies to engage and create different text types and apply problem solving strategies and techniques to a range of mathematical contexts * to take responsibility for own outputs in learning including participation in teams and taking limited responsibility for the output of others within established parameters through the design, development, monitoring and evaluation of own learning plan and implementation of a project where responsibilities of other members are identified and own role is clarified.   The volume of learning for this qualification is typically between 1 and 2 years and incorporates structured training delivery and unstructured learning activities such as:   * structured training activities to develop reading, writing and numeracy knowledge and skills at ACSF level 5 to enable more effective participation in those activities relevant to the learner * research and evaluate pathway options to independently develop and implement a learning plan over time to enable learning goals to be reviewed and amended |
| 4.2 Employability skills | *Standard 4 for Accredited Courses*  Refer to Appendix A for Employability Skills Summaries for each qualification. |
| 4.3 Recognition given to the course (if applicable) | *Standard 5 for Accredited Courses*  Not applicable |
| 4.4 Licensing/ regulatory requirements (if applicable) | *Standard 5 for Accredited Courses*  Not applicable |
| 5. Course rules |  |

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| 5.1 Course structure  *Standards 2, 6 and 7 for Accredited Courses* | | | |
| To be eligible for the 22234VIC Course in Initial General Education for Adults, learners must successfully complete a total of 11 units comprising:  Core – 1 unit  Core Skills Reading – 3 units  Core Skills Writing – 3 units  Core Skills Numeracy and Mathematics – 4 units | | | |
| A Statement of Attainment will be issued for any unit of competency completed if the full course is not completed. | | | |
| **Unit Code** | **Field of Education code** | **Unit / Module Title** | **Nominal Hours** |
| **Core (1)** |  |  |  |
| VU21282 | 120103 | Develop a learning plan and portfolio with support | 20 |
| **Core Skills Reading (3)** | | | |
| VU21283 | 120103 | Engage with short simple texts for personal purposes | 20 |
| VU21284 | 120103 | Engage with short simple texts for learning purposes | 20 |
| VU21285 | 120103 | Engage with short simple texts for employment purposes | 20 |
| VU21286 | 120103 | Engage with short simple texts to participate in the community | 20 |
| **Core Skills Writing (3)** | | | |
| VU21287 | 120103 | Create short simple texts for personal purposes | 15 |
| VU21288 | 120103 | Create short simple texts for learning purposes | 15 |
| VU21289 | 120103 | Create short simple texts for employment purposes | 15 |
| VU21290 | 120103 | Create short simple texts to participate in the community | 15 |
| **Core Skills Numeracy and Mathematics (4)** | | | |
| VU21291 | 120103 | Recognise numbers and money in simple, highly familiar situations | 25 |
| VU21292 | 120103 | Recognise, give and follow simple and familiar oral directions | 25 |
| VU21293 | 120103 | Recognise measurements in simple, highly familiar situations | 25 |
| VU21294 | 120103 | Recognise shape and design in simple, highly familiar situations | 25 |
| VU21295 | 120103 | Recognise and locate simple numerical information in short, simple highly familiar texts | 25 |
| VU21296 | 120103 | Recognise and locate numerical information in simple, highly familiar tables and graphs | 25 |
|  |  | **Nominal duration** | **225** |

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| To be eligible for the award of the 22235VIC Certificate I in General Education for Adults (Introductory), learners must successfully complete a total of 16 units comprising:  Core – 2 units  Core Skills Reading – 3 units  Core Skills Writing – 3 units  Core Skills Numeracy and Mathematics – 4 units  Special Interest electives – 4 units which can be selected from:   * units listed in the Special Interest Electives, which have not been previously completed, and / or * Core Skills Reading, Writing and Numeracy & Mathematics units from the 22235VIC Certificate I in General Education for Adults (Introductory), or the 22234VIC Course in Initial General Education for Adults or the 22236VIC Certificate I in General Education for Adults, which have not been previously completed, and / or * units / modules which are first packaged in AQF level 1 or 2 qualifications in nationally endorsed training packages or accredited curriculum | | | | |
| A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed. | | | | |
| **Unit Code** | **Field of Education code** | | **Unit / Module Title** | **Nominal Hours** |
| **Core (2)** |  | |  |  |
| VU21297 | 120103 | | Develop and document a learning plan and portfolio with guidance | 20 |
| VU21298 | 120199 | | Conduct a project with guidance | 20 |
| **Core Skills Reading (3)** | | | | |
| VU21299 | 120103 | | Engage with simple texts for personal purposes | 25 |
| VU21300 | 120103 | | Engage with simple texts for learning purposes | 25 |
| VU21301 | 120103 | | Engage with simple texts for employment purposes | 25 |
| VU21302 | 120103 | | Engage with simple texts to participate in the community | 25 |
| **Core Skills Writing (3)** | | | | |
| VU21303 | 120103 | | Create simple texts for personal purposes | 25 |
| VU21304 | 120103 | | Create simple texts for learning purposes | 25 |
| VU21305 | 120103 | | Create simple texts for employment purposes | 25 |
| VU21306 | 120103 | | Create simple texts to participate in the community | 25 |
| **Core Skills Numeracy and Mathematics (4)** | | | | |
| VU21307 | 120103 | | Work with numbers and money in simple familiar situations | 30 |
| VU21308 | 120103 | | Work with and interpret directions in simple, familiar situations | 30 |
| VU21309 | 120103 | | Work with measurements in simple, familiar situations | 30 |
| VU21310 | 120103 | | Work with simple design and shape in familiar situations | 30 |
| VU21311 | 120103 | | Work with and interpret simple numerical information in familiar texts | 30 |
| VU21312 | 120103 | | Work with and interpret statistical information in simple, familiar texts | 30 |
| **Special Interest Electives (4)** | | | | |
| BSBITU101 | | N/A | Operate a personal computer | 20 |
| BSBITU102 | | N/A | Develop keyboard skills | 40 |
| BSBWHS201 | | N/A | Contribute to health and safety of self and others | 20 |
| FDFOP2061A | | N/A | Use numerical applications in the workplace | 30 |
| HLTAID002 | | N/A | Provide basic emergency life support | 12 |
| VU21664 | | 120599 | Prepare for employment | 30 |
| VU21046 | | 120103 | Prepare simple budgets | 10 |
| VU21313 | | 120103 | Develop verbal communication skills | 15 |
| VU21314 | | 120103 | Apply basic computer skills to language learning | 20 |
| VU21315 | | 120103 | Access the internet for language learning | 20 |
| VU21316 | | 120199 | Identify Australian environmental issues | 20 |
| VU21317 | | 120103 | Communicate with others in familiar and predictable contexts | 15 |
| VU21318 | | 120199 | Identify community options | 20 |
| VU21319 | | 120199 | Identify features of the education system | 20 |
| VU21320 | | 120199 | Identify features of the health care system | 20 |
| VU21321 | | 120103 | Identify major events in Australian history | 30 |
| VU21322 | | 120199 | Identify common digital media | 10 |
|  | |  | **Nominal duration** | **355 – 440** |

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| To be eligible for the award of the 22236VIC Certificate I in General Education for Adults, learners must successfully complete a total of 16 units comprising:  Core – 2 units  Core Skills Reading – 3 units  Core Skills Writing – 3 units  Core Skills Numeracy and Mathematics – 4 units  Special Interest electives – 4 units which can be selected from:   * units listed in the Special Interest Electives, which have not been previously completed, and / or * Core Skills Reading, Writing and Numeracy & Mathematics units from the 22236VIC Certificate I in General Education for Adults or Core Skills, or the 22235VIC Certificate I in General Education for Adults (Introductory) or the 22237VIC Certificate II in General Education for Adults, which have not been previously completed, and / or * units / modules which are first packaged in AQF level 1 or 2 qualifications in nationally endorsed training packages or accredited curriculum | | | | |
| A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed. | | | | |
| **Unit Code** | **Field of Education code** | | **Unit / Module Title** | **Nominal Hours** |
| **Core (2)** |  | |  |  |
| VU21323 | 120103 | | Develop and document a learning plan and portfolio | 20 |
| VU21324 | 120199 | | Plan and undertake a project | 30 |
| **Core Skills Reading (3)** | | | | |
| VU21325 | 120103 | | Engage with texts of limited complexity for personal purposes | 25 |
| VU21326 | 120103 | | Engage with texts of limited complexity for learning purposes | 25 |
| VU21327 | 120103 | | Engage with texts of limited complexity for employment purposes | 25 |
| VU21328 | 120103 | | Engage with texts of limited complexity to participate in the community | 25 |
| **Core Skills Writing (3)** | | | | |
| VU21329 | 120103 | | Create texts of limited complexity for personal purposes | 25 |
| VU21330 | 120103 | | Create texts of limited complexity for learning purposes | 25 |
| VU21331 | 120103 | | Create texts of limited complexity to participate in the workplace | 25 |
| VU21332 | 120103 | | Create texts of limited complexity to participate in the community | 25 |
| **Core Skills Numeracy and Mathematics (4)** | | | | |
| VU21333 | 120103 | | Work with a range of numbers and money in familiar and routine situations | 30 |
| VU21334 | 120103 | | Work with and interpret directions in familiar and routine situations | 30 |
| VU21335 | 120103 | | Work with measurement in familiar and routine situations | 30 |
| VU21336 | 120103 | | Work with design and shape in familiar and routine situations | 30 |
| VU21337 | 120103 | | Work with and interpret numerical information in familiar and routine texts | 30 |
| VU21338 | 120103 | | Work with and interpret statistical information in familiar and routine texts | 30 |
| **Special Interest Electives (4)** | | | | |
| BSBITU101 | | N/A | Operate a personal computer | 20 |
| BSBITU102 | | N/A | Develop keyboard skills | 40 |
| BSBWHS201 | | N/A | Contribute to health and safety of self and others | 20 |
| HLTAID002 | | N/A | Provide basic emergency life support | 12 |
| ICTICT103 | | N/A | Use, communicate and search securely on the internet | 50 |
| PUATEA001B | | N/A | Work in a team | 20 |
| VU21666 | | 120503 | Participate in job seeking activities | 50 |
| VU21043 | | 120103 | Calculate and communicate sports scores | 10 |
| VU21318 | | 120199 | Identify community options | 20 |
| VU21319 | | 120199 | Identify features of the education system | 20 |
| VU21320 | | 120199 | Identify features of the health care system | 20 |
| VU21342 | | 120199 | Undertake a simple investigation of science in the community | 40 |
| VU21343 | | 120199 | Undertake a simple investigation of health and well being | 20 |
| VU21344 | | 120199 | Undertake a simple investigation of an environmental issue | 20 |
| VU21345 | | 120199 | Undertake a simple investigation of physical behaviour of energy and matter | 20 |
| VU21346 | | 120199 | Undertake a simple investigation of chemical behaviour of matter | 20 |
| VU21347 | | 120199 | Undertake a simple investigation of how the earth, moon and sun interact | 20 |
| VU21348 | | 120199 | Undertake a simple investigation of factors for continuity of life | 20 |
| VU21349 | | 120199 | Identify the Australian electoral system | 30 |
| VU21350 | | 120199 | Investigate the legal system | 20 |
| VU21351 | | 120199 | Investigate driving and owning a car | 15 |
| VU21321 | | 120199 | Identify major events in Australian history | 30 |
|  | |  | **Nominal duration** | **385 – 480** |

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| To be eligible for the award of the 22237VIC Certificate II in General Education for Adults, learners must successfully complete a total of 11 units comprising:  Core – 2 units  Core Skills Reading – 2 units  Core Skills Writing – 2 units  Core Skills Numeracy and Mathematics – 2 units  Special Interest electives – 3 units which can be selected from:   * units listed in the Special Interest Electives, which have not previously been completed, and / or * Core Skills Reading, Writing and Numeracy & Mathematics units from the 22237VIC Certificate II in General Education for Adults, or the 22236VIC Certificate I in General Education for Adults or the 22238VIC Certificate III in General Education for Adults, which have not previously been completed, and / or * units / modules which are first packaged in AQF level 2 or 3 qualifications in nationally endorsed training packages or accredited curriculum | | | | |
| A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed. | | | | |
| **Unit Code** | **Field of Education code** | | **Unit / Module Title** | **Nominal Hours** |
| **Core (2)** |  | |  |  |
| VU21353 | 120103 | | Research pathways and produce a learning plan and portfolio | 20 |
| VU21354 | 120199 | | Implement and review a project | 30 |
| **Core Skills Reading (2)** | | | | |
| VU21355 | 120103 | | Engage with a range of complex texts for personal purposes | 30 |
| VU21356 | 120103 | | Engage with a range of complex texts for learning purposes | 30 |
| VU21357 | 120103 | | Engage with a range of complex texts for employment purposes | 30 |
| VU21358 | 120103 | | Engage with a range of complex texts to participate in the community | 30 |
| **Core Skills Writing (2)** | | | | |
| VU21359 | 120103 | | Create a range of complex texts for personal purposes | 30 |
| VU21360 | 120103 | | Create a range of complex texts for learning purposes | 30 |
| VU21361 | 120103 | | Create a range of complex texts to participate in the workplace | 30 |
| VU21362 | 120103 | | Create a range of complex texts to participate in the community | 30 |
| **Core Skills Numeracy and Mathematics (2)** | | | | |
| VU21363 | 120103 | | Investigate and interpret shapes and measurements and related formulae in a range of contexts | 50 |
| VU21364 | 120103 | | Investigate numerical and statistical information in a range of contexts | 50 |
| VU21365 | 120103 | | Investigate & use simple mathematical formulae and problem solving techniques in a range of contexts | 50 |
| **Special Interest Electives (3)** | | | | |
| BSBADM302 | | N/A | Produce texts from notes | 60 |
| BSBCMM201 | | N/A | Communicate in the workplace | 40 |
| BSBITU201 | | N/A | Produce simple word processed documents | 60 |
| BSBWHS201 | | N/A | Contribute to health and safety of self and others | 20 |
| FNSFLT201 | | N/A | Develop and use a personal budget | 20 |
| FNSFLT202 | | N/A | Develop and use a savings plan | 20 |
| ICTICT103 | | N/A | Use, communicate and search securely on the internet | 50 |
| ICTICT106 | | N/A | Operate presentation packages | 25 |
| PUATEA001B | | N/A | Work in a team | 20 |
| VU21490 | | 120599 | Organise and participate in a practical placement | 50 |
| VU21366 | | 120199 | Investigate an environmental issue | 20 |
| VU21367 | | 120199 | Investigate the characteristics of living things | 20 |
| VU21368 | | 120199 | Investigate the impact of a scientific issue on the community | 40 |
| VU21369 | | 120199 | Investigate Indigenous history | 30 |
| VU21370 | | 120199 | Investigate features of Australian culture | 30 |
| VU21371 | | 120199 | Investigate continuity of life | 20 |
| VU21372 | | 120199 | Investigate energy, force and matter | 20 |
| VU21373 | | 120199 | Investigate chemical behaviour of common substances | 20 |
| VU21374 | | 120199 | Investigate the solar system | 20 |
|  | |  | **Nominal duration** | **330 – 440** |

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| To be eligible for the award of the 22238VIC Certificate III in General Education for Adults, learners must successfully complete a total of 8 units comprising:  Core – 1 unit  Core Skills Reading / Writing / Numeracy and Mathematics – 4 units  Special Interest electives – 3 units which can be selected from:   * units listed in the Special Interest Electives, which have not previously been completed, and / or * Core Skills Reading, Writing and Numeracy & Mathematics units from the 22238VIC Certificate III in General Education for Adults, or the 22237VIC Certificate II in General Education for Adults, which have not previously been completed, and / or * units / modules which are first packaged in AQF level 3 or 4 qualifications in nationally endorsed training packages or accredited curriculum | | | | | |
| A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed. | | | | | |
| **Unit Code** | **Field of Education code** | | | **Unit / Module Title** | **Nominal Hours** |
| **Core (1)** |  | | |  |  |
| VU21375 | 120103 | | | Evaluate pathway options, design a learning plan and compile a portfolio | 60 |
| **Core Skills Reading** | | | | | |
| VU21376 | 120103 | | | Engage with a range of highly complex texts for personal purposes | 30 |
| VU21377 | 120103 | | | Engage with a range of highly complex texts for learning purposes | 30 |
| VU21378 | 120103 | | | Engage with a range of highly complex texts for employment purposes | 30 |
| VU21379 | 120103 | | | Engage with a range of highly complex texts to participate in the community | 30 |
| **Core Skills Writing** | | | | | |
| VU21380 | | 120103 | | Create a range of highly complex texts for personal purposes | 30 |
| VU21381 | | 120103 | | Create a range of highly complex texts for learning purposes | 30 |
| BSBWRT401 | | N/A | | Write complex documents | 50 |
| VU21382 | | 120103 | | Create a range of highly complex texts to participate in the community | 30 |
| **Core Skills Numeracy and Mathematics** | | | | | |
| VU21383 | | 120103 | | Analyse and evaluate numerical and statistical information | 50 |
| VU21384 | | 120103 | | Use algebraic techniques to analyse mathematical problems | 50 |
| VU21385 | | 120103 | | Use formal mathematical concepts and techniques to analyse and solve problems | 50 |
| **Special Interest Electives (3)** | | | | | |
| VU21386 | | | 120199 | Investigate current issues | 25 |
| VU21369 | | | 120199 | Investigate Indigenous history | 30 |
| VU21370 | | | 120199 | Investigate features of Australian culture | 30 |
| VU21389 | | | 120199 | Design and review a project | 40 |
| VU21390 | | | 120199 | Analyse science in the community | 40 |
| VU21864 | | | 120199 | Set study goals and plan education pathway | 40 |
| VU21490 | | | 120599 | Organise and participate in a practical placement | 50 |
| SISSCOP307A | | | N/A | Manage personal finances | 20 |
| ICTICT103 | | | N/A | Use, communicate and search securely on the internet | 50 |
| FNSCUS401 | | | N/A | Participate in negotiations | 20 |
| BSBFLM303 | | | N/A | Contribute to effective workplace relationships | 40 |
| BSBLIB304 | | | N/A | Develop and use information literacy skills | 40 |
| VU20746 | | | 120105 | Apply essential further study skills | 90 |
| ICTICT106 | | | N/A | Operate presentation packages | 25 |
|  | | |  | **Nominal duration** | **270 – 390** |

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| 5.2 Entry requirements | *Standard 9 for Accredited Courses*  There are no entry requirements for any of the Certificates in General Education for Adults. |
| 6. Assessment |  |
| 6.1 Assessment strategy | *Standard 10 for Accredited Courses*  All assessment will be consistent with the Australian Quality Training Framework Essential Conditions and Standards for Initial/Continuing Registration Standard 1.2.  See AQTF User guides to the Essential Conditions and Standards for Initial/Continuing Registration: <http://www.nssc.natese.gov.au/vet_standards>  In order to ensure learners achieve meaningful outcomes at either the qualification or the individual unit level, where a full qualification is not being undertaken, an integrated approach to assessment should be used to:   * maximise opportunities for holistic skill development and evidence gathering * reduce likelihood of repetitious delivery and over assessment * reduce atomisation and duplication of evidence collection * make the evidence gathering more efficient for learners and teachers / assessors.   While the *Evidence Guide* of each unit provides information specific to the unit outcomes this information should be considered holistically across different domains where opportunities to integrate delivery and assessment exist, for example there are synergies between the domains of personal and community and between literacy and numeracy.  When developing an assessment strategy it can also be useful to reference the ACSF to inform the number, range, complexity, context and level of support of assessment tasks. A matrix of the alignment between the CGEA and the ACSF can be found in Appendix B.  Assessment strategies for the courses should:   * incorporate feedback of individual progress toward, and achievement of competencies * address skill and knowledge which underpin performance; * gather sufficient evidence to judge achievement of progress towards determining competence; * utilise a variety of different processes/sources, such as written, oral, observation, projects appropriate to assess knowledge and performance * recognise achievement of elements/competencies regardless of where the enabling learning took place; * foster a collaborative and co-operative relationship between the learner and assessor; * be flexible in regard to the range and type of evidence provided by the learner; * provide opportunity for the learner to challenge assessment provisions and participate in reassessment; * be equitable and fair to all learners; * not unnecessarily restrict the progress of a learner through the course; * comprise a clear statement of both the criteria and assessment process including instructions for assessment * use assessment tools grounded in a relevant context which are not culturally biased and suit the needs of learners.   A variety of assessment methods and evidence gathering techniques should be used with the overriding consideration being that the combined assessment must stress demonstrable performance by the student. Assessment tools must take into account the requirements of the unit in terms of skills, knowledge and performance.  Assessment methods and tools may include a combination of:   * observation of the learner’s performance in engaging with and creating text * review of drafts and written evidence developed by the learner * oral or written questioning to assess knowledge which underpins performance * third party reports from supervisors / teachers / support staff, detailing the performance of the learner.   Evidence may include:   * interview records * audio / visual records * student portfolios which may be hard copy of electronic   Assessment of units of competency from nationally endorsed training packages must be in accordance with the assessment guidelines incorporated in the endorsed component of the relevant training package. |
| 6.2 Assessor competencies | *Standard 12 for Accredited Courses*  Assessor competencies for these courses are consistent with the requirements of the AQTF Standards for Registration that require trainers and assessors:   * have the training and assessment competencies determined by the National Skills Standards Council or its successors, * have the relevant vocational competencies at least to the level being delivered or assessed, and; * continue to develop their vocational and training and assessment competencies to support continuous improvements in the delivery of RTO services.   In the context of the delivery and assessment of the Core Skills Reading, Writing units, relevant vocational competencies refers to demonstrable expertise in teaching literacy. This can include holding an AQF level 7 or above teaching qualification with a relevant method. Where a teacher / assessor does not hold a formal relevant qualification they would need to demonstrate relevant knowledge of the theory of literacy development and its application. This can include adult literacy pedagogy and the socio – cultural factors affecting literacy learning, including language as a social and cultural phenomenon and the importance of context.  In the context of the delivery and assessment of the Core Skills Numeracy and Mathematics units, relevant vocational competencies refer to demonstrable expertise in teaching numeracy. This can include holding an AQF level 7 or above teaching qualification with a relevant method. Where a teacher / assessor does not hold a formal relevant qualification they would need to demonstrate knowledge of the theory of numeracy development and its application. This can include adult numeracy pedagogy and the importance of context. |
| 7. Delivery |  |
| 7.1 Delivery modes | *Standard 11 for Accredited Courses*  Teaching and learning strategies must be selected to reflect the varying learning needs, educational backgrounds and preferred learning styles of the individual learner and the specific requirements of each unit. Some areas of content may be common to more than one unit and therefore integration may be appropriate.  Delivery strategies should actively involve the learner and learning should be experiential, relevant and age appropriate.  In keeping with effective practice all units should be appropriately contextualised.  Further education learners may come from a wide variety of backgrounds with greatly varying life experiences. Where appropriate these experiences may be useful in group discussions and presentations. It should be borne in mind that this always remains the choice of the learner. Some experiences may be embarrassing, traumatic or stressful and should be respected as such. |
| 7.2 Resources | *Standard 12 for Accredited Courses*  Resources include:   * access to authentic text types * access to digital technology which may or may not include internet access depending on the requirements of individual units of competency. |
| 8. Pathways and articulation | *Standard 8 for accredited courses*  The 22234VIC Course in Initial General Education for Adults provides a pathway into the 22235VIC Certificate I in General Education for Adults (Introductory) for those learners who wish to further develop their literacy and numeracy skills to support engagement with employment, community, learning and personal domains.  The 22235VIC Certificate I in General Education for Adults (Introductory) provides a pathway into the 22236VIC Certificate I in General Education for Adults for learners who wish to focus on the development of literacy skills to create and interpret simple, texts to participate effectively in a range of domains such as community, personal, learning and employment and further develop mathematical knowledge to apply numeracy skills in everyday familiar situations.  The 22236VIC Certificate I in General Education for Adults provides a pathway into the 22237VIC Certificate II in General Education for Adults for learners who wish to continue to develop their core skills in reading, writing and numeracy to effectively access further study pathways.  The 22237VIC Certificate II in General Education for Adults provides a pathway into the 22238VIC Certificate III in General Education for Adults who wish to continue to develop their core skills in reading, writing and numeracy to effectively access further study pathways.  The 22238VIC Certificate III in General Education for Adults provides a pathway into further study in vocational education or higher education. The core skills unit *BSBWRT401A Write complex documents* provides credit into a range of vocational qualifications from nationally endorsed training packages.  Learners enrolling in other vocational qualifications will receive national recognition for any units of competency completed as part of these courses. |
| 9. Ongoing monitoring and evaluation | *Standard 13 for accredited courses*  The Curriculum Maintenance Manager General Studies and Further Education has responsibility for the ongoing monitoring and maintenance of the qualifications.  A formal review will take place once during the period of accreditation and will be informed by feedback from users of the curriculum and will consider at a minimum:   * any changes required to meet emerging or developing needs * changes to any units of competency from nationally endorsed training packages or accredited curricula.   Any significant changes to the courses will be notified to the VRQA. |

Appendix A: Employability Skills Summaries

22234VIC Course in Initial General Education for Adults

The following table contains a summary of the Employability Skills required for this qualification. The Employability Skills facets described here are broad requirements that may vary depending on qualification packaging options.

|  |  |
| --- | --- |
| **Employability Skill** | **Requirements for this qualification include:** |
| **Communication** | Locate / match specific information relevant to immediate purposes. Read short simple formatted texts, familiar signs and symbols in immediate environment. Complete simple forms with own personal details and / or numerical information and / or symbols (×). Follow /give simple clear verbal instructions (one or two steps). Clarify information / ideas / opinions with others in immediate environment. Locate simple key mathematical information. Use every day informal verbal language and representation including familiar symbols and diagrams. Use appropriate mathematical tools such as calculators and measuring instruments in a limited range of applications with guidance. |
| **Teamwork** | Work collaboratively with other class / group members. Give and receive feedback in a supported context. Listen to and act on suggestions from others. |
| **Problem solving** | Solve practical problems in a supported context. Rely on prior experience and examples to select solutions to problems. Use a limited range of reading strategies to create meaning from text |
| **Initiative and enterprise** | Adapt to changes, including working alongside supervisor / mentor where support is readily available. |
| **Planning and organising** | Plan and carry out simple tasks to meet timelines with support of the teacher / supervisor or other support person. |
| **Self-management** | Complete delegated tasks within set timeframes. |
| **Learning** | Identify one or two realistic short term goals. Accept opportunities to learn new ways of doing things and implement changes with support. |
| **Technology** | Use digital technology with support to locate simple information |

22235VIC Certificate I in General Education for Adults (Introductory)

The following table contains a summary of the Employability Skills required for this qualification. The Employability Skills facets described here are broad requirements that may vary depending on qualification packaging options.

|  |  |
| --- | --- |
| Employability Skill | **Requirements for this qualification include:** |
| Communication | Locate relevant information in simple digital, printed, handwritten and visual texts. Read simple texts, familiar signs and symbols in familiar environment. Complete formatted texts with own personal details, factual, numerical information and / or symbols (×). Create simple sequenced texts for a range of purposes with simple grammatical structures. Follow / give simple clear verbal instructions of one or two steps. Clarify information / ideas / opinions with others in familiar contexts.  Locate relevant mathematical information in familiar activity or texts. Use appropriate mathematical tools such as calculators and measuring instruments in a range of applications with support. Use verbal and written informal and formal mathematical language and representation to communicate mathematically. |
| Teamwork | Work collaboratively with other class / group members on project tasks. Give and receive feedback in a supported context. Listen to and act on suggestions from others. |
| Problem solving | Recognise problems which may affect learning and discuss possible solutions. Draw on own experiences to identify learning goals. Use a range of strategies to engage with and create text  Use straight-forward mathematical actions in routine contexts to solve problems. |
| Initiative and enterprise | Adapt to changes, including working alongside supervisor / mentor where support is available. |
| Planning and organising | Plan simple tasks. Organise tasks to meet timelines and priorities with support of the teacher / supervisor, or other support person. Organise required materials. |
| Self-management | Manage own attendance and punctuality. Complete delegated tasks. |
| Learning | Clarify goals such as one or two realistic short term goals and longer term goals. Develop a plan. Accept opportunities to learn new ways of doing things and implement changes with support. Monitor progress toward achieving goals. |
| Technology | Use digital technology with support to locate simple information and create simple texts |

22236VIC Certificate I in General Education for Adults

The following table contains a summary of the Employability Skills required for this qualification. The Employability Skills facets described here are broad requirements that may vary depending on qualification packaging options.

|  |  |
| --- | --- |
| Employability Skill | **Requirements for this qualification include:** |
| Communication | Locate relevant information in familiar, digital, printed, handwritten and visual texts. Read and interpret routine documents, complete routine forms, write texts of limited complexity relevant to own purposes. Interpret data presented in simple visual form (including graphs, diagrams and charts). Discuss and share information / ideas / opinions with other class / group members. Use questioning and active listening to ascertain and clarify information / ideas / opinions. Follow / give verbal instructions of limited complexity.  Select mathematical information embedded in a task. Use formal and informal mathematical language and representation. |
| Teamwork | Work collaboratively with other class / group members. Clarify proposed project goals with appropriate support people and clarify own responsibilities in completing the project Give and receive feedback in a supported context. Listen to and act on suggestions from others. |
| Problem solving | Solve problems in routine contexts such as identifying contingencies to deal with unplanned problems related to project completion  Select and apply a range of mathematical strategies to solve problems in routine contexts. |
| Initiative and enterprise | Adapt to changes, including working with a supervisor / mentor. Suggest changes to familiar routines to improve outcomes. Use own familiar support resources |
| Planning and organising | Goals are clarified and agreed with the teacher / supervisor. Plan processes and stages. Carry out tasks to meet timelines and priorities. Review effectiveness of plan in achieving goals. |
| Self-management | Take responsibility for prioritising and completing delegated tasks. Monitor and review own performance in achieving learning goals. |
| Learning | Clarify learning goals, for example, short term and long term learning goals and indicators of success. Identify factors impacting on achieving goals. Identify personal strengths and weaknesses and recognise how to learn best. Accept opportunities to learn new ways of doing things and implement changes with support. Monitor progress towards achieving goals. Make adjustments if necessary. |
| Technology | Use digital technology to access and navigate screen based digital text to locate information of limited complexity |

22237VIC Certificate II in General Education for Adults

The following table contains a summary of the Employability Skills required for this qualification. The Employability Skills facets described here are broad requirements that may vary depending on qualification packaging options.

|  |  |
| --- | --- |
| Employability Skill | **Industry/enterprise requirements for this qualification include:** |
| Communication | Locate, interpret and evaluate relevance of complex information in digital, printed, handwritten and visual texts. Complete written forms and produce complex texts relevant to purpose and audience. Discuss and share information / ideas / opinions with other class / group members. Use questioning and active listening to ascertain and clarify information / ideas / opinions. Follow / give verbal instructions.  Investigate mathematical information and relationships embedded in a task. Use a range of formal and informal mathematical language and representation. |
| Teamwork | Work collaboratively with other class / group members according to defined roles. Give and receive feedback. Listen to and act on suggestions from others. . Discuss and share information / ideas / opinions with other class / group members. |
| Problem solving | Identify and address issues and barriers which arise in completion of identified tasks and make adjustments to enable successful completion. Identify and obtain resources required for task completion. Apply critical analysis skills to interpret and compare texts  Select and apply a range of mathematical strategies to solve problems in a variety of contexts. |
| Initiative and enterprise | Initiate and use support from a range of sources. Suggest changes / ideas to other class / group members to improve outcomes. |
| Planning and organising | Clarify goals with appropriate person(s). Plan stages / processes / timelines / responsibilities. Locate / access resources. Evaluate planning including successful outcomes and barriers to completion. |
| Self-management | Prioritise and complete delegated tasks. Monitor and evaluate own performance. |
| Learning | Identify a range of learning options, and clarify learning goals. Identify personal strengths and weaknesses and recognise how to learn best. Accept opportunities to learn new ways of doing things and implement changes with support. Review progress towards goals. Implement changes in strategy if necessary. |
| Technology | Technology skills to access and navigate screen based digital text to locate and use complex information |

22238VIC Certificate III in General Education for Adults

The following table contains a summary of the Employability Skills required for this qualification. The Employability Skills facets described here are broad requirements that may vary depending on qualification packaging options.

|  |  |
| --- | --- |
| Employability Skill | **Industry/enterprise requirements for this qualification include:** |
| Communication | Locate, interpret and evaluate a range of complex documents. Write complex texts relevant to a range of purposes and audiences. Discuss and share information / ideas / opinions with other class / group members. Use questioning and active listening to ascertain and clarify information / ideas / opinions. Give / follow verbal instructions of varying complexity.  Investigate mathematical information and relationships embedded in a task. Analyse and evaluate appropriateness of mathematical activity. Use a wide range of formal and informal mathematical language and representation. |
| Teamwork | Work collaboratively with other class / group members. Elicit and respond to feedback from others. Work autonomously to complete own tasks and support other class / group members where appropriate. Participate in group discussion to critically evaluate texts |
| Problem solving | Identify and prioritise learning goals in relation to identified options and evaluate current skills and knowledge against goals. Examine barriers to success in meeting goals and strategies to manage these. Apply a repertoire of strategies to interpret and critically analyse structurally complex texts  Select and apply a wide range of mathematical strategies to generate solutions to problems across a broad range of contexts. |
| Initiative and enterprise | Access and evaluate support from a broad range of own sources. |
| Planning and organising | Identify / clarify planning goals. Clarify requirements of project proposals. Develop a methodology / timeline / responsibilities. Communicate with others when working in a joint project. Select appropriate resources. Monitor achievement of stages. Gather organise and arrange content to produce text. |
| Self-management | Prioritise and complete delegated tasks. Maintain own knowledge of requirements, evaluate own performance and actively seek and act upon advice and guidance. |
| Learning | Identify a range of possible learning options and prioritise own learning goals. Identify own personal strengths and weaknesses. Design own learning goals. Accept opportunities to learn new ways of doing things and share knowledge and skills with other class / group members. Monitor and evaluate own learning. Modify strategies if required to meet goals. |
| Technology | Access and navigate screen based digital text to locate and assess highly complex information |

Appendix B: CGEA Alignment with ACSF

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACSF level** | **ACSF 1** | **ACSF 2** | **ACSF 3** | **ACSF 4** | **ACSF 5** |
| **Engage units** | 22234VIC Initial | 22235VIC Certificate I (Introductory ) | 22236VIC Certificate I | 22237VIC Certificate II | 22238VIC Certificate III |
| **Complexity** | Short simple  Highly familiar | Simple, familiar | Limited complexity  Some unfamiliar elements | Complex, | Highly complex |
| **Range** | Limited | Limited Range –at least 2 types of texts | Range | Range of text types | Broad Range |
| **Features** | Highly familiar words / phrases  Highly familiar purpose and limited highly familiar vocabulary | Simple familiar texts with clear purpose and familiar vocabulary  Sentences linked by simple cohesive devices | Routine texts which may include unfamiliar elements, embedded information and abstraction | Texts of relative complexity including embedded information specialised vocabulary, abstraction and symbolism | Highly complex texts with highly embedded information and specialised language |
| **Context** | Highly Familiar / personally relevant in very restricted range of contexts | Personally relevant, familiar and predictable | Range of familiar texts and less familiar text types. Some specialisation in familiar contexts | Range including specialised less familiar contexts | Broad range including specialisation in one or more contexts |
| **Create units** | **Initial** | **Intro** | **I** | **II** | **III** |
| **Complexity** | Short simple | Simple familiar, clear purpose | Limited complexity | Complex | Highly complex |
| **Range** | Limited | Range-create at least 2 text types | Range | Range | Broad Range |
| **Features** | Highly familiar words / phrases  Concrete and immediate Highly explicit purpose, limited highly familiar vocabulary | Clear purpose and familiar vocabulary | Routine texts which include unfamiliar elements, embedded information and abstraction | Texts including embedded information specialised vocabulary, abstraction and symbolism  Structurally complex sentences | Highly complex texts with highly embedded information and specialised language and symbolism: |
| **Context** | Highly Familiar / personally relevant in very restricted range of contexts | Familiar / predictable  Limited range of contexts | Range of texts which may include some unfamiliar aspects | Range including specialised less familiar contexts | Broad range including specialisation in one or more contexts |
| **Support** | Works alongside an expert/mentor where prompting and advice can be provided | May work with an expert/mentor where support is available if requested | Works independently and uses own familiar support resources | Works independently and initiates and uses support from a range of established resources | Autonomous learner who accesses and evaluates support from a broad range of sources |

Please note that while the ACSF refers to a range of texts at each level, when assessing the Certificates in General Education for Adults, assessors must be guided by the rules of evidence to ensure that the evidence collected is sufficient, valid, current and authentic.

Section C: Units of competency

| **Code** | **Title** |
| --- | --- |
| VU21282 | Develop a learning plan and portfolio with support |
| VU21283 | Engage with short simple texts for personal purposes |
| VU21284 | Engage with short simple texts for learning purposes |
| VU21285 | Engage with short simple texts for employment purposes |
| VU21286 | Engage with short simple texts to participate in the community |
| VU21287 | Create short simple texts for personal purposes |
| VU21288 | Create short simple texts for learning purposes |
| VU21289 | Create short simple texts for employment purposes |
| VU21290 | Create short simple texts to participate in the community |
| VU21291 | Recognise numbers and money in simple, highly familiar situations |
| VU21292 | Recognise, give and follow simple and familiar oral directions |
| VU21293 | Recognise measurements in simple, highly familiar situations |
| VU21294 | Recognise shape and design in simple, highly familiar situations |
| VU21295 | Recognise and locate simple numerical information in short, simple highly familiar texts |
| VU21296 | Recognise and locate numerical information in simple, highly familiar tables and graphs |
| VU21297 | Develop and document a learning plan and portfolio with guidance |
| VU21298 | Conduct a project with guidance |
| VU21299 | Engage with simple texts for personal purposes |
| VU21300 | Engage with simple texts for learning purposes |
| VU21301 | Engage with simple texts for employment purposes |
| VU21302 | Engage with simple texts to participate in the community |
| VU21303 | Create simple texts for personal purposes |
| VU21304 | Create simple texts for learning purposes |
| VU21305 | Create simple texts for employment purposes |
| VU21306 | Create simple texts to participate in the community |
| VU21307 | Work with numbers and money in simple familiar situations |
| VU21308 | Work with and interpret directions in simple, familiar situations |
| VU21309 | Work with measurements in simple, familiar situations |
| VU21310 | Work with simple design and shape in familiar situations |
| VU21311 | Work with and interpret simple numerical information in familiar texts |
| VU21312 | Work with and interpret statistical information in simple, familiar texts |
| VU21323 | Develop and document a learning plan and portfolio |
| VU21324 | Plan and undertake a project |
| VU21325 | Engage with texts of limited complexity for personal purposes |
| VU21326 | Engage with texts of limited complexity for learning purposes |
| VU21327 | Engage with texts of limited complexity for employment purposes |
| VU21328 | Engage with texts of limited complexity to participate in the community |
| VU21329 | Create texts of limited complexity for personal purposes |
| VU21330 | Create texts of limited complexity for learning purposes |
| VU21331 | Create texts of limited complexity to participate in the workplace |
| VU21332 | Create texts of limited complexity to participate in the community |
| VU21333 | Work with a range of numbers and money in familiar and routine situations |
| VU21334 | Work with and interpret directions in familiar and routine situations |
| VU21335 | Work with measurement in familiar and routine situations |
| VU21336 | Work with design and shape in familiar and routine situations |
| VU21337 | Work with and interpret numerical information in familiar and routine texts |
| VU21338 | Work with and interpret statistical information in familiar and routine texts |
| VU21353 | Research pathways and produce a learning plan and portfolio |
| VU21354 | Implement and review a project |
| VU21355 | Engage with a range of complex texts for personal purposes |
| VU21356 | Engage with a range of complex texts for learning purposes |
| VU21357 | Engage with a range of complex texts for employment purposes |
| VU21358 | Engage with a range of complex texts to participate in the community |
| VU21359 | Create a range of complex texts for personal purposes |
| VU21360 | Create a range of complex texts for learning purposes |
| VU21361 | Create a range of complex texts to participate in the workplace |
| VU21362 | Create a range of complex texts to participate in the community |
| VU21363 | Investigate and interpret shapes and measurements and related formulae in a range of contexts |
| VU21364 | Investigate numerical and statistical information in a range of contexts |
| VU21365 | Investigate & use simple mathematical formulae and problem solving techniques in a range of contexts |
| VU21375 | Evaluate pathway options, design a learning plan and compile a portfolio |
| VU21376 | Engage with a range of highly complex texts for personal purposes |
| VU21377 | Engage with a range of highly complex texts for learning purposes |
| VU21378 | Engage with a range of highly complex texts for employment purposes |
| VU21379 | Engage with a range of highly complex texts to participate in the community |
| VU21380 | Create a range of highly complex texts for personal purposes |
| VU21381 | Create a range of highly complex texts for learning purposes |
| BSBWRT401 | Write complex documents |
| VU21382 | Create a range of highly complex texts to participate in the community |
| VU21383 | Analyse and evaluate numerical and statistical information |
| VU21384 | Use algebraic techniques to analyse mathematical problems |
| VU21385 | Use formal mathematical concepts and techniques to analyse and solve problems |
| VU21313 | Develop verbal communication skills |
| VU21314 | Apply basic computer skills to language learning |
| VU21315 | Access the internet for language learning |
| VU21316 | Identify Australian environmental issues |
| VU21317 | Communicate with others in familiar and predictable contexts |
| VU21318 | Identify community options |
| VU21319 | Identify features of the education system |
| VU21320 | Identify features of the health care system |
| VU21370 | Investigate features of Australian culture |
| VU21369 | Investigate Indigenous history |
| VU21342 | Undertake a simple investigation of science in the community |
| VU21343 | Undertake a simple investigation of health and well being |
| VU21344 | Undertake a simple investigation of an environmental issue |
| VU21345 | Undertake a simple investigation of physical behaviour of energy and matter |
| VU21346 | Undertake a simple investigation of chemical behaviour of matter |
| VU21347 | Undertake a simple investigation of how the earth, moon and sun interact |
| VU21348 | Undertake a simple investigation of factors for continuity of life |
| VU21349 | Identify the Australian electoral system |
| VU21350 | Investigate the legal system |
| VU21351 | Investigate driving and owning a car |
| VU21321 | Identify major events in Australian history |
| VU21386 | Investigate current issues |
| VU21368 | Investigate the impact of a scientific issue on the community |
| VU21367 | Investigate the characteristics of living things |
| VU21366 | Investigate an environmental issue |
| VU21374 | Investigate the solar system |
| VU21373 | Investigate chemical behaviour of common substances |
| VU21372 | Investigate energy, force and matter |
| VU21390 | Analyse science in the community |
| VU21389 | Design and review a project |
| VU21371 | Investigate continuity of life |
| VU21322 | Identify common digital media |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit Code | VU21282 | | | |
| Unit Title | Develop a learning plan and portfolio with support | | | |
| Unit Descriptor | This unit describes the skills and knowledge to identify, document and monitor a learning plan with an appropriate support person and to develop and maintain a portfolio.  The learning plan documents an agreed program that the learner will undertake during the course.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level 1 (Learning): 1.01, 1.02. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners with personal, learning, employment and community participation goals who require significant support to develop a simple short term learning plan. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify learning goals | 1.1 | | Discuss **learning goals** with **appropriate support persons** | |
| 1.2 | | Identify **supporting resources** available in the immediate environment | |
|  |  | | | |
| 2 Discuss and agree on an individual learning plan | 2.1 | | | Identify the **purpose of an individual learning plan** |
| 2.2 | | | Follow **simple steps** to develop an individual learning plan. |
|  |  | | | |
| 3 Prepare portfolio of completed work samples | 3.1 | | Discuss **purposes of the portfolio** with appropriate support persons | |
| 3.2 | | Identify types of evidence required for the portfolio. | |
| 3.3 | | Collect examples of evidence and include in the portfolio | |
|  |  | |  | |
| 4. Monitor and update the individual learning plan | 4.1 | | Discuss progress towards end-of-course goals and objectives with appropriate support person / s | |
| 4.2 | | Discuss factors which contributed to success in meeting goals | |
| 4.3 | | Amend individual learning plan with appropriate support person/s | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required knowledge:   * purpose of a learning plan and the process to develop and monitor it * different types of goals such as personal and work   Required Skills:   * communication skills to discuss and plan learning goals/objectives * planning and organising to follow simple steps to develop a simple learning plan * problem solving skills to: * select portfolio samples and to identify strategies that assist in the achievement of goals * identify some potential barriers that may impact on progress | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Learning goals***may include: | | * improving reading, writing and numeracy skills for a variety of purposes: * further study * employment * community participation * health and well being * support for others | | |
|  | | | | |
| ***Appropriate support persons***may include: | | * program coordinator * teacher * advisor | | |
|  | | | | |
| ***Supporting resources***can include: | | * audio-visual aids * visual materials such as maps, pictures, charts * digital media programs * computers and soft ware * library * communication aids | | |
|  | | | | |
| ***Purposes******of an individual learning plan*** may include: | | * assisting the learner and the provider to plan systematically for the attainment of goals * as a tool to monitor progress * to assist the transition of the learner to his/ her preferred options at the end of the course | | |
|  | | | | |
| **Simple steps to develop a learning plan** may include; | | * discussion of learner’s needs * identifying one or two short term specific objectives * determination of tasks and progress to achieve objectives * agreement as to who is responsible for the implementation of each task * identification of additional support persons such as: * case workers and personal carers * community representatives * family members * identification of responsibilities for all parties such as: learners (participation, working collaboratively), teachers (providing customised programs, awareness of and strategies for dealing with conflicting discourses, ethical standards) * documentation (dot points / checklist) completed by the teacher and agreed by the learner | | |
|  | |  | | |
| ***Purposes of the portfolio*** may include: | | * record what has been achieved in the course * provide opportunity for reflection on progress towards achieving goals * opportunity to reflect on strategies which have been successful | | |
|  | |  | | |
| ***Types of evidence*** may include: | | * collections of samples compiled by the learner with the support of the teacher including: * diary * photographs including digital photographs * digital posters | | |
|  | |  | | |
| ***Factors which contribute to success***may include*:* | | * teacher structured scaffolding activities designed to extend learner’s existing knowledge and skills * transferring learning from one area to a new area * applying appropriate strategies * practising new skills * seeking support of teacher, peers, other interested parties when needed | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to :   * identify specific goals and develop a short learning plan to achieve these goals with an appropriate support person * monitor the learning plan and adjust * use simple strategies to organise and maintain a portfolio | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * highly familiar contexts * computer hardware and software, if appropriate   At this level the learner:   * will require support to follow structured steps to develop a learning plan and participate in discussions * will require extended time to clarify learning goals * can work alongside an expert / mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit   * oral or written questioning, such as interview, to assess knowledge of the purpose and steps for developing a learning plan * direct observation of the learner participating in the process of developing a learning plan * paper based or digital portfolios to assess evidence of how identified goals have been met | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit Code | VU21283 | | | |
| Unit Title | Engage with short simple texts for personal purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to engage with short, simple print based and digital texts in the immediate environment for personal purposes.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level One (Reading): 1.03, 1.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | The unit applies to those who wish to improve their personal literacy skills and who need to develop a range of reading skills. This unit applies to those at the very beginning stages of learning to read.  Where application is as part of the Course in Initial General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of the core skills writing unit *VU21287 Create short simple texts for personal purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21286 Engage with short simple texts to participate in the community* and *VU21290 Create short simple texts to participate in the community*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1. Locate specific information in short, simple, personally relevant print and digital texts | 1.1 | | Identify a **limited range of short, simple texts** which are personally relevant | |
| 1.2 | | Recognise ***features of texts*** encountered in the immediate environment | |
| 1.3 | | Identify specific information in the texts. | |
|  |  | | |  |
| 2. Read simple highly familiar personally relevant print and digital texts | 2.1 | | | Use a ***limited range of reading strategies*** |
| 2.2 | | | Give an account of the meaning of the text/s |
| 2.3 | | | Identify the ***intention of the text*** |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required knowledge:   * different text types relevant to personal purposes * basic reading strategies to engage with printed and digital texts * reasons for accessing personal texts * the different ways in which digital information may be organised, such as linear and non linear   Required Skills:   * problem solving skills to: * use cues from context, personal experience and document lay-out to identify highly familiar words, phrases, symbols, visuals, numbers to recognise text types relevant to personal needs * use a limited range of reading strategies including ability to draw on a small bank of sight vocabulary of personally relevant words/ phrases and use elementary word attack skills to create meaning from text * follow non-linear orientation of digital text to enable simple navigation * communication skills to convey and discuss information about texts * technology skills to navigate screen based digital text to locate simple information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Limited range of short, simple texts*** may include: | | * texts with highly explicit purpose and limited highly familiar vocabulary * digital, printed and texts containing visual elements: * catalogues / advertisements / classifieds * email, SMS or hand written messages * ATM screen * electronic ticketing reader * e-cards * sections requiring personal details in a simple form * simple diary/calendar * labels in a photo album * film, TV programs | | |
|  | | | | |
| ***Features of texts*** encountered in the immediate environment may include: | | * highly familiar words / phrases / abbreviations: * own personal details * names of friends and significant others * place-related information such as location of facilities * time-related information such as appointment times * names of those associated with personally relevant activities, interests or hobbies * short, simple instructions for personal purposes such as taking medication * familiar abbreviations of personal relevance such as M / F, N /A, e.g. * personally relevant phone numbers saved to note book or own personal phone bank * well-known visuals, symbols and logos: * personally relevant artwork, murals, colour symbols * icons, images and sound such as ‘save’ ‘print’ icons on computer menu, icons on own phone * hand drawn map of immediate area giving directions to destination of personal relevance * prompts for using on-line resources * logos on products / safety symbols * keyboard keys | | |
|  | | | | |
| ***Limited range of reading strategies*** may include: | | * drawing on a small bank of known words and phrases which relate to the immediate environment * word attack skills: * basic phonics such as initial letter-sound combinations, unambiguous letter-sound combinations * relying on non-linguistic support such as illustrations, diagrams, photos, symbols, colours * reading text to self and aloud with the support of others * recognising meaning of conventional sentence punctuation such as full stops, capital letters * identifying sources of text: * educational / recreational / leisure organisations / advertisers * friends and other personal contacts * predicting the purpose of texts based on: * prior knowledge of the context and / or aspects of the text such as layout * personal experience | | |
|  | | | | |
| ***Intention of the text*** may include: | | * personal contact * providing information / instruction / entertainment * advice | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate and engage with information in a minimum of 2 short, simple, explicit and personally relevant text types, one of which must be print based and the other digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as community participation, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * a limited range of short, simple, personally relevant digital and paper based texts * communication technology as required   At this level the learner:   * may require strong support from the context, including visual cues * may require strong support to access digital media and navigate digital text * may use texts which contain repetition * may require extended time to read, reread and decode text * may depend on a personal dictionary * can work alongside an expert / mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | The following methods of assessment are suitable for this unit:   * direct observation of the learner locating information in, and making meaning of short, simple paper based and digital texts * verbal or written questioning to assess knowledge of the purpose of different personally relevant text types * verbal information from the learner describing the meaning and intention of the selected texts. | | |

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| Unit Code | VU21284 | | | |
| Unit Title | Engage with short simple texts for learning purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to engage with short, simple paper based and digital texts to participate in the immediate environment for learning purposes.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia2012). They contribute to the achievement of ACSF indicators of competence at Level One (Reading): 1.03, 1.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to people seeking to improve their educational participation options and who need to develop a range of reading skills and learning strategies. The unit is suitable for those at the very beginning stages of learning to read and develops reading strategies to support learning.  Where application is as part of the Course in Initial General Education for Adults, it is recommended that this unit is integrated with the delivery and assessment of the Core Skills writing unit *VU21288 Create short simple texts for learning purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21283 Engage with short simple texts for personal purposes* and *VU21287 Create short simple texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate specific information in short, simple relevant print and digital texts in the learning environment | 1.1 | | Identify a ***limited range of short, simple texts*** in the learning environment | |
| 1.2 | | Recognis***e features of texts*** encountered in the immediate learning environment | |
| 1.3 | | Identify specific information in the text. | |
|  |  | | | |
| 2 Read simple highly familiar print and digital learning related texts | 2.1 | | | Use a ***limited range of reading strategies*** |
| 2.2 | | | Give an account of the meaning of the text/s |
| 2.3 | | | Identify the ***intention*** ***of the text*** |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required knowledge:   * basic information seeking strategies to locate information * different text types relevant to personal learning * basic reading strategies to engage with printed and digital texts * awareness of the different ways in which digital information may be organised, such as linear and non linear   Required Skills:   * problem solving skills to: * use cues from context, personal experience and document lay-out to identify highly familiar words, phrases, symbols, numbers * use a limited range of reading strategies including ability to draw on small bank of sight vocabulary of personally relevant words/ phrases and use elementary word attack skills * communication skills to convey and discuss information about texts * technology skills to navigate screen based digital text to locate simple information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Limited range of short simple texts*** may include: | | * texts with highly explicit purpose and limited highly familiar vocabulary * electronic, printed, handwritten and visual texts: * simplified diagram of learning provider rooms and facilities * own student card * room signs / symbols * own email address * calendars and diaries * enrolment forms, library card * messages * notices relevant to own interests * teaching and learning texts in the classroom | | |
|  | | | | |
| ***Features of texts*** may include: | | * highly familiar words / phrases / abbreviations: * own personal details * place-related information such as location of organisation, room numbers, learning facilities * time-related information such as appointment time, class times, meeting times, term dates * names of class activity, teachers names, names of others in the class * those associated with personally relevant education activities * short, simple instructions for learning activities * own pin number for computer use * slang, non standard English, words from languages other than English / dialect * numbersas whole numbers and familiar fractions: * dates and times of classes (o’clock settings) * place-related information, such as numbers of classroom, phone number of the learning organisation * well-known visuals, symbols and logos: * logo of learning organisation * digital map of learning organisation with relevant facilities marked * learning organisation specific symbols such as symbols for ILC, Child Care centre, library * keyboard keys * symbols such as ‘save’ ‘print’ icons on computer menu | | |
|  | | | | |
| ***Limited range of reading strategies*** may include: | | * drawing on a small bank of known words and phrases which relate to the immediate environment * word attack skills: * basic phonics such as initial letter-sound combinations, unambiguous letter-sound combinations * following the left to right, top to bottom orientation of printed texts and screen-based texts * relying on non-linguistic support such as illustrations, diagrams, photos, symbols, colours * reading text to self and aloud with the support of others * recognising meaning of conventional sentence punctuation such as full stops, capital letters * identifying sources of text: * teacher * writer * peers * predicting the purpose of texts based on, for example: * prior knowledge of the context * personal experience * prior knowledge of aspects of the text such as layout * following simple on-line prompts | | |
|  | | | | |
| ***Intention*** ***of the text*** may include: | | * provide information / instruction * advice * reminder | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate and engage with information in a minimum of 2 short, simple, explicit and personally relevant text types related to the learning environment, one of which must be print based and the other digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * a limited range of short, simple, learning related digital and paper based texts * communication technology as required   At this level the learner:   * may require strong support from the context, including visual cues * may require strong support to access digital media and navigate digital text * may use texts which contain repetition * may require extended time to read, reread and decode text * may depend on a personal dictionary * can work alongside an expert / mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | The following methods of assessment are suitable for this unit:   * direct observation of the learner locating information in, and making meaning of short, simple paper based and digital texts * oral or written questioning to assess knowledge of the purpose of different learning related text types * verbal information from the learner describing the meaning and intention of the selected texts. | | |

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| Unit Code | VU21285 | | | |
| Unit Title | Engage with short simple texts for employment purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to engage with short, simple print based and digital texts related to employment environments.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level One (Reading): 1.03, 1.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their employment participation options by developing a range of reading skills. The unit is suitable for those at the very beginning stages of learning to read and develops reading strategies. It is suitable for those in employment or those who aspire to employment.  Where application is as part of the Course in Initial General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU21289 Create short simple texts for employment purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21283 Engage with short simple texts for personal purposes* and *VU21287 Create short simple texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate specific information in short, simple print and digital workplace texts | 1.1 | | Identify a ***limited range of simple personally relevant workplace texts*** | |
| 1.2 | | Recognise ***features of texts*** encountered in the workplace environment | |
| 1.3 | | Identify specific information in the texts | |
|  |  | | | |
| 2 Read short, simple, explicit print and digital workplace texts | 2.1 | | | Use a ***limited range of reading strategies*** |
| 2.2 | | | Give an account of the meaning of the text/s |
| 2.3 | | | Identify the ***intention*** of the text |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required knowledge:   * different text types relevant to employment purposes * basic reading strategies to engage with printed and digital texts * reasons for accessing texts for employment purposes * the different ways in which digital information may be organised, such as linear and non linear   Required Skills:   * problem solving skills to: * use cues from context, personal experience and document lay-out to identify highly familiar words, phrases, symbols, visuals, numbers to recognise text types relevant to employment needs * use a limited range of reading strategies including ability to draw on a small bank of sight vocabulary of personally relevant words/ phrases and use elementary word attack skills to create meaning from text * follow non-linear orientation of digital text to enable simple navigation * communication skills to convey and discuss information about texts * technology skills to navigate screen based digital text to locate simple information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Limited range of simple personally relevant workplace texts*** may include: | | * texts with highly explicit purpose and limited highly familiar vocabulary * digital, printed, handwritten and visual texts: * brief formatted application for employment requiring personal details * forms requiring own contact details, BSB and account number for pay * notification of employment arrangements such as time and place of work by SMS, email * pay slip * list of names on a rosters which include own name, employee number * OHS / WHS and hazard signs and symbols * Workplace timetables or calendars * Notices containing specific information such as safety posters, social club, union | | |
|  | | | | |
| ***Features of texts*** may include: | | * highly familiar words / phrases / abbreviations: * own personal details such as own name from a list of names on a work roster * place-related information such as location of work or workplace * time-related information such as starting and finishing time, lunch time, shift length * workplace specific vocabulary, such as technical term, name of department, name of supervisor / team leader * simple formatted text * signs associated with personally relevant work activities such as wash hands sign * short, simple instructions of one or two steps/ keywords * common workplace abbreviations such as OHS / WHS * numbersas whole numbers and familiar fractions: * dates and times (o’clock settings) * place-related information * money such as $ per hour pay rate, buying lunch / snacks, pay slip information * phone numbers relevant to workplace * counting units of production/ materials * well-known visuals, symbols and logos: * logo of workplace * map of workplace with relevant facilities marked * symbols for staff conveniences * OHS / WHS symbols / tags related to safe use of machinery * colour coded safety and workplace information * letters on a keyboard * save’ ‘print’ icons on computer menu * charts and graphs: * simple pie-chart showing production hours / down time * simple bar and line graphs containing specific information such as outputs, safety days | | |
|  | | | | |
| ***Limited range*** ***of reading strategies*** may include: | | * drawing on a small bank of known words and phrases which relate to the immediate environment * word attack skills such as basic phonics (initial letter-sound combinations, unambiguous letter-sound combinations) * relying on non-linguistic support such as illustrations, diagrams, photos, symbols, colours * reading text to self and aloud with the support of others * recognising meaning of conventional sentence punctuation such as full stops and capital letters * identifying sources of text: * employment agency * workplace * union * peers * training organisation * predicting the purpose of texts based on: * prior knowledge of the context * personal experience * prior knowledge of aspects of the text such as layout | | |
|  | | | | |
| ***Intention of the text*** may include: | | * provide information/ instruction * participation in workplace activities * advice * reminder | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate and engage with information in a minimum of 2 short, simple, explicit and personally relevant employment related text types, one of which must be print based and the other digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * a limited range of short, simple, digital and paper based texts relevant to employment purposes * communication technology as required   At this level the learner:   * may require strong support from the context, including visual cues * may require strong support to access digital media and navigate digital text * may use texts which contain repetition * may require extended time to read, reread and decode text * may depend on a personal dictionary * can work alongside an expert / mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | The following methods of assessment are suitable for this unit:   * direct observation of the learner locating information in, and making meaning of short, simple paper based and digital texts * oral or written questioning to assess knowledge of the purpose of different employment related text types * oral information from the learner describing the meaning and intention of the selected texts | | |

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| Unit Code | VU21286 | | | |
| Unit Title | Engage with short simple texts to participate in the community | | | |
| Unit Descriptor | This unit describes the skills and knowledge to engage with short, simple print based and digital media texts in the immediate environment to participate in the community.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level One (Reading): 1.03, 1.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those seeking to improve their community participation options and who are at the very beginning stages of learning to read.  Where application is as part of the Course in Initial General Education for Adults, it is recommended that this unit is integrated with the delivery and assessment of the Core Skills writing unit *VU21290 Create short simple texts to participate in the community.*  The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21283 Engage with short simple texts for personal purposes* and *VU21287 Create short simple texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate specific information in short, simple print based and digital community texts from the immediate environment | 1.1 | | Identify a ***limited range of short, simple texts*** | |
| 1.2 | | Recognise ***features of texts*** related to community participation | |
| 1.3 | | Identify specific information | |
|  |  | | | |
| 2 Read short, simple, explicit and personally relevant print based and digital media texts from the immediate environment | 2.1 | | | Use a ***limited range of reading strategies*** |
| 2.2 | | | Give an account of the meaning of the text/s |
| 2.3 | | | Identify the ***intention*** ***of the text*** |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required knowledge:   * different text types relevant to community purposes to enable participation in the community * basic reading strategies to engage with printed and digital texts to access community information * reasons for accessing community texts * awareness of the different ways in which digital information may be organised, such as linear and non linear * awareness that on screen texts are different to print texts   Required Skills:   * problem solving skills to: * use cues from context, personal experience and document lay-out to identify highly familiar words, phrases, symbols, numbers * use a limited range of reading strategies including ability to draw on small bank of sight vocabulary of personally relevant words/ phrases and use elementary word attack skills * follow the appropriate orientation of printed and screen-based texts * follow non-linear orientation of digital texts * technology skills to navigate screen based digital text to locate simple information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Limited range of short simple texts***may include*:* | | * texts with highly explicit purpose and limited highly familiar vocabulary * digital, printed, handwritten and visual texts such as: * community signs and traffic signs * community / neighbourhood notices * information about community services via local government pamphlets or touch screens * community calendars * sections of community forms requiring basic information * local maps and street names * graffiti * identity cards for a range of community service providers | | |
|  | | | | |
| ***Features of texts*** include*:* | | * highly familiar words / phrases / abbreviations: * own personal details * place-related and time-related information (street names, suburbs / towns/ year / starting times) * names of community facilities and service providers in the immediate area * personally relevant education, recreation and leisure activities * common abbreviations from the local community * commonly used words / phrases from headlines and news items in the local environment * commonly used abbreviations such as ‘St.’ for ‘street’ * whole numbers and familiar fractions: * dates and times * place-related information, such as street numbers, post codes * connected with money such as coins, prices, costs of transport * phone numbers saved to note book or own personal phone bank * well-known visuals, symbols and logos: * map of local area with community facilities marked * photographs related to community and public facilities in the immediate environment * names of personally relevant service providers * symbols such as logos icons, images and sound for retail outlets in immediate environment | | |
|  | | | | |
| ***Limited range of reading strategies*** may include: | | * drawing on a small bank of known words and phrases which relate to the immediate environment * word attack skills such as basic phonics: * initial letter-sound combinations, unambiguous letter-sound combinations * following the orientation of printed and screen-based texts * relying on non-linguistic support such as illustrations, diagrams, photos, symbols, colours * reading text to self and aloud with the support of others * recognising meaning of conventional sentence punctuation such as full stops and capital letters * identifying sources of text: * government / community organisation * advertising company * local community newspaper * predicting the purpose of texts based on: * prior knowledge of the context * personal experience * prior knowledge of aspects of the text such as layout | | |
|  | | | | |
| ***Intention*** ***of the text*** may include: | | * participation / invitation * advice * persuasion * reminder / warning | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate and engage with information in a minimum of 2 short, simple, explicit and personally relevant text types related to community participation, one of which must be print based and the other digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * a limited range of short, simple, personally relevant digital and paper based texts related to community participation * communication technology as required   At this level the learner:   * may require strong support from the context, including visual cues * may require strong support to access digital media and navigate digital text * may use texts which contain repetition * may require extended time to read, reread and decode text * may depend on a personal dictionary * can work alongside an expert / mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | A range of assessment strategies or options should be considered to suit the needs of the learner. The following methods of assessment are suitable for this unit:   * direct observation of the learner locating information in, and making meaning of short, simple paper based and digital texts related to community purposes * oral or written questioning to assess knowledge of the purpose and meaning of different personally relevant text types related to community participation * oral information from the learner describing the meaning and intention of the selected texts | | |

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| Unit Code | VU21287 | | | |
| Unit Title | Create short simple texts for personal purposes | | | |
| Unit Descriptor | This unit develops initial writing skills to create short simple texts for personal purposes and for communication with others in the immediate social environment. It can include written and / or digitally based texts.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level One (Writing):1.05,1.06 | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners who wish to improve their written communication skills within their own personally relevant environment.  Where application is as part of the *Course in Initial General Education for Adults,* it is recommended that this unit is integrated with the delivery and assessment of the core skills unit *VU21283 Engage with short simple texts for personal purposes*. The link between reading and writing skills across the different domains also encourages co-delivery and assessment of additional units, such as *VU21290 Create short simple texts to participate in the community* and *VU21286 Engage with short simple texts to participate in the community*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Complete simple formatted texts for personal purposes | 1.1 | | Identify ***types of*** ***formatted texts*** | |
| 1.2 | | Confirm the ***purpose*** and the ***audience*** of the formatted texts | |
| 1.3 | | Identify the ***features of the texts*** | |
| 1.4 | | Enter required information accurately and legibly | |
|  |  | | | |
| 2 Create a short simple text for personal purposes | 2.1 | | | Describe the purpose of the ***text*** ***type*** |
| 2.2 | | | Select the ***appropriate format*** ***for the text*** |
| 2.3 | | | Prepare the ***content*** |
| 2.4 | | | Arrange thefeatures of the text accurately and effectively to meet purpose |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required knowledge:   * spatial arrangement, word separation and alignment of text * a small bank of words and phrases related to personal need to enable the preparation of content   Required Skills:   * organisational skills to: * construct short written text of one or two phrases / sentences with support * locate simple information in text and use it to construct simple text * problem solving skills to recognise the formatting conventions text | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Types of*** ***formatted texts*** may include: | | * print and electronically based forms with highly explicit purpose and limited highly familiar vocabulary requiring basic information such as: * name * address * phone number | | |
|  | | | | |
| ***Purpose*** may include: | | * participation in leisure activities * gaining access to goods and services | | |
|  | | | | |
| ***Audience*** may include: | | * self only * immediate family * friends * goods and service provider * government agency | | |
|  | | | | |
| ***Features of the texts*** may include: | | * highly familiar words / phrases: * personal details such as name, address, age * place and time related information such as street names, suburbs / towns / year / age * commonly used words and some phrases associated with personally relevant activities * one or two simple sentences * numbers as whole numbers and familiar fractions: * time related information such as dates, number of years * place-related information, such as street numbers, post codes * connected with money such as prices * personally relevant phone numbers * abbreviations: * M / F * text messaging abbreviations such ‘u’ for ‘you’ * familiar visuals: * layout features and styles (print and screen based) * left to right and top to bottom orientation * writing on the line * capitalisation including for the personal pronoun I and upper and lower case * full stop punctuation * symbols / logos / icons | | |
|  | | | | |
| ***Text type*** may include: | | * shopping lists, reminders, family birthdays * birthday, invitation, bereavement cards * photo album labels * short note or message * paper based or electronic diary entry * short text message * address entered into global positioning system or internet enabled telephone | | |
|  | | | | |
| ***Appropriate format for the text*** may include: | | * size and location of letters * inclusion of visual elements * short text message: * “Gr8 game” * “home @ 6” * number of characters including spaces and use of punctuation | | |
|  | | | | |
| ***Content*** may include: | | * words / phrases: * “Put cat out” * “Lock door” * commonly used symbols and icons such as ‘&’ for ‘and’ * commonly used words from the immediate environment * words / abbreviated phrases in digital messages: * “where r u” / “home @ 7” * required information to obtain digital map location | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * complete one short simple, personally relevant formatted text * create a short, simple personally relevant text which may be either digital or paper based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as community participation, the same texts may apply to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to personally relevant text types drawn from the learner’s immediate environment   At this level, the learner:   * may require additional time to complete written tasks * can work alongside an expert / mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | The following methods of assessment are suitable for this unit:   * observation of the learner planning and creating short, simple personally relevant written and / or digital texts * portfolio of formatted texts completed by the learner * written or oral questioning to confirm understanding of the purpose of different text types | | |

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| Unit Code | VU21288 | | | |
| Unit Title | Create short simple texts for learning purposes | | | |
| Unit Descriptor | This unit develops initial writing skills to create short simple texts to participate in learning.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level One (Writing) 1.05, 1.06. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners who wish to improve their written communication skills to better participate in educational activities.  Where application is as part of the *Course in Initial General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU21284 Engage with short simple texts for learning purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21287 Create short simple texts for personal purposes* and *VU21283 Engage with short simple texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Complete short simple learning related formatted texts | 1.1 | | Identify ***types of formatted text*** | |
| 1.2 | | Identify ***features of texts*** | |
| 1.3 | | Confirm ***purpose*** of formatted texts | |
| 1.4 | | Enter required information accurately and legibly | |
|  |  | | | |
| 2 Create a short simple learning related text | 2.1 | | | Identify the requirements of the ***text*** |
| 2.2 | | | Select the ***appropriate format for the text*** |
| 2.3 | | | Prepare the ***content*** |
| 2.4 | | | Arrange features of text accurately and effectively to meet purpose |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * spatial arrangement, word separation and alignment of text * a small bank of words and phrases related to the learning environment to enable the preparation of content   Required Skills:   * organisational skills to: * construct short written text of one or two phrases / sentences with support * locate simple information in text and use it to construct simple text * problem solving skills to recognise formatting conventions of text. | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Types of formatted text*** may include: | | * texts with highly explicit purpose and limited highly familiar vocabulary * a limited range of electronic, printed and texts containing visual elements: * *sections* of forms requiring basic information such as name and address on an enrolment form, very simple course evaluation forms * simple, short surveys related to participation in learning or related activities in an education setting * work sheets, cloze exercises * tests, quizzes * self assessments * tables to be completed * timetables * checklists * charts in a classroom * self-paced workbooks | | |
|  | | | | |
| ***Features of texts*** may include: | | * highly familiar words / phrases: * name, address, age * place-related and time-related information (street / suburb / town / building / classroom / class time) * names of facilities and services in the learning / education context, e.g. canteen * commonly used words and phrases associated with personally relevant education activities * simple diagrams, for example: hand drawn map of educational institution with facilities marked * one or two simple sentences for example an application for English classes * numbers (whole numbers and familiar fractions), for example: * time-related information, dates of public holidays/ school holidays, class times * place-related information, such as room numbers, building / level numbers * connected with money such as course fees, excursion costs * abbreviations: * M / F * text messaging abbreviations such ‘u’ for ‘you’ * familiar visuals, for example: * layout features and styles (print and screen based) * left to right and top to bottom orientation * writing on the line * capitalisation (including for the personal pronoun I, upper and lower case) * full stop punctuation photographs * symbols / logos / icons * layout features and styles (print and screen based) * left to right and top to bottom orientation * writing on the line * capitalisation (including for the personal pronoun I, upper and lower case * punctuation such as full stop | | |
|  | | | | |
| ***Purpose*** may include: | | * collection of information * recording information * organising information for regular reference * organising time * mnemonic purposes | | |
|  | | | | |
| ***Text*** may include: | | * labels in a folder * short written or electronic note or message for teacher or fellow student * paper based or electronic timetable entry | | |
|  | | | | |
| ***Appropriate format for the text*** may include: | | * size of words and visuals * place of colour, symbols * inclusion of visual elements * short text message to teacher or fellow student: * “running late” * “unable to attend” * number of characters including spaces * use of punctuation | | |
|  | | | | |
| ***Content*** may include: | | * words / phrases: * class times and locations * homework tasks * commonly used symbols and icons such as & for ‘and’ * commonly used words from the learning environment | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * complete a minimum of one short simple, learning related formatted text * create one short, simple learning related text which may be digital or paper based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may apply to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to text types drawn from the learner’s immediate environment which are personally relevant to the learner   At this level, the learner :   * may require additional time to complete written tasks * can work alongside an expert / mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner planning and creating short, simple learning related paper based and / or digital texts * portfolio of examples of formatted texts completed by the learner * written or oral questioning to confirm understanding of the purpose of different text types | | |

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| Unit Code | VU21289 | | | |
| Unit Title | Create short simple texts for employment purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to use initial writing skills to create short simple texts for employment purposes.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level One (Writing) 1.05, 1.06. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those in employment and those who aspire to employment. People seeking to improve their employment participation options will need to develop a range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create short simple texts with a workplace context and purpose. These skills will provide the foundation for future activities associated with producing text.  Where application is as part of the *Course in Initial General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU21285* *Engage with short simple texts for employment purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21283 Engage with short simple texts for personal purposes* and *VU21287 Create short simple texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Complete a simple formatted text for employment purposes | 1.1 | | Identify the **f*ormatted text*** | |
| 1.2 | | Confirm the ***purpose*** of the formatted text and ***audience*** | |
| 1.3 | | Identify the ***features of the text*** | |
| 1.4 | | Enter required information accurately and legibly | |
|  |  | | | |
| 2 Create a short simple text for employment purposes | 2.1 | | | Describe the purpose of the ***text*** ***type*** |
| 2.2 | | | Select the ***appropriate format*** ***for the text*** |
| 2.3 | | | Prepare the ***content*** |
| 2.4 | | | Arrange thefeatures of the text accurately and effectively to meet purpose |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required knowledge:   * spatial arrangement, word separation and alignment of written text * a small bank of employment related words and phrases to enable the preparation of content   Required Skills:   * organisational skills to: * construct short written text of one or two phrases / sentences with support * locate simple information in text and use it to construct simple text * problem solving skills to recognise different formatting conventions of text. | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Formatted text*** may include: | | * texts with highly explicit purpose and limited highly familiar vocabulary * *sections* of a limited range of electronic or printed texts containing visual elements related to basic personal information: * medical forms / consent to flu vaccination * rosters * banking authority * leave forms * claim forms for overtime or petty cash * induction checklist * notification of change of details form * time sheet | | |
|  | | | | |
| ***Purpose*** may include: | | * collection of information * legal or OHS / WHS compliance * participation in work activities: * union meeting * on the job training | | |
|  | | | | |
| ***Audience*** may include: | | * supervisor * OHS /WHS officer * Human Resources * workers on next shift | | |
|  | | | | |
| ***Features of the text*** may include: | | * highly familiar words / phrases: * name, address, age * place and time related information such as rosters and timesheets * names of facilities in the workplace * commonly used words / phrases such as ‘public holidays’ * one or two simple sentences * numbers as whole numbers and familiar fractions: * time-related information, dates of public holidays/ shift hours * place-related information, such as building numbers, locker rooms * connected with money such as costs associated with fares, buying snacks, pay slip information * phone numbers relevant to workplace * counting units of production/ materials * connected with organising goods, sorting items * abbreviations / acronyms. * M / F, OHS / WHS, HAZCHEM * familiar visuals: * photographs * symbols in the workplaces such as hazard signs * logos associated with workplace * simple diagrams, such as map of building / factory with evacuation points marked * colour coded information * layout features and styles * left to right and top to bottom orientation * writing on the line * capitalisation including for the personal pronoun I, upper and lower case * punctuation such as full stop | | |
|  | | | | |
| ***Text*** ***type*** may include: | | * notice * messages * checklist * handover notes * warning notice / tag * label * computerised leave application * short basic text and / or numerical data into portable handheld scanning device | | |
|  | | | | |
| ***Appropriate format*** ***for the text*** may include: | | * inclusion of visual elements * size and location of letters and / or visuals * data entry * number of characters including spaces for digital texts * text sequence * use of punctuation | | |
|  | | | | |
| ***Content*** may include: | | * words / phrases: * “do not use’ * “checked by ” * commonly used symbols and icons such as ‘&’ for ‘and’ * commonly used words from the immediate environment | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * complete one short simple, employment related formatted text * create one short, simple employment related text which may be either digital or paper based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to text types drawn from employment related environments that are relevant to the learner   At this level, the learner:   * may require additional time to complete written tasks * can work alongside an expert / mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner planning and creating short, simple employment related written and / or digital texts * portfolio of examples of formatted texts completed by the learner * oral or written questioning to confirm understanding of the purpose of different text types | | |

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| Unit Code | VU21290 | | | |
| Unit Title | Create short simple texts to participate in the community | | | |
| Unit Descriptor | This unit describes the skills and knowledge to use initial writing skills to create short simple texts relevant to community participation.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level One (Writing): 1.05, 1.06. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their writing skills to enable greater access to and participation in community activities. The ‘community’ can have a range of definitions, depending on the learner’s situation and may signify the local environment in the case of rural or regional learners. While community is most often defined geographically, it can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean ‘society’.  Where application is as part of the Course in Initial General Education for Adults, it is recommended that application is integrated with the delivery and assessment of *VU21286 Engage with short simple texts to participate in the community*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such *VU21287 Create short simple texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Complete a short simple formatted text for community participation | 1.1 | | Identify the **f*ormatted text*** | |
| 1.2 | | Confirm the ***purpose*** of the formatted text and the ***audience*** | |
| 1.3 | | Identify the ***features of the text*** | |
| 1.4 | | Enter required information accurately and legibly | |
|  |  | | | |
| 2 Create a simple written text for community participation | 2.1 | | | Describe the purpose of the ***text*** ***type*** |
| 2.2 | | | Select the ***appropriate format*** ***for the text*** |
| 2.3 | | | Prepare the ***content*** |
| 2.4 | | | Arrange thefeatures of the text accurately and effectively to meet purpose |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * spatial arrangement, word separation and alignment of written text * a small bank of words and phrases relevant to community participation to enable the preparation of content   Required Skills:   * organisational skills to: * construct short written text of one or two phrases / sentences with support * locate simple information in text and use it to construct simple text * problem solving skills to recognise formatting conventions of text | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Formatted text*** may include: | | * texts with highly explicit purpose and limited highly familiar vocabulary * a limited range of electronic and printed texts containing visual elements: * sections of forms requiring basic information such as application forms / council forms, surveys * roster for school fete * raffle tickets * ballot papers * adult literacy survey | | |
|  | | | | |
| ***Purpose*** may include: | | * collection of information * legal requirements * participation in democratic process * gaining access to services * participation in leisure activities, joining a group * signing up for a volunteer activity at the school | | |
|  | | | | |
| ***Audience*** may include: | | * parents * peers * local politicians | | |
|  | | | | |
| ***Features of the text*** may include: | | * highly familiar words / phrases: * name, address, age * place or time related information * names of community facilities and service providers in the immediate area * those associated with personally relevant education, recreation and leisure activities * commonly used words / phrases from headlines and news items, local environment * one or two simple sentences * whole numbers and familiar fractions: * time-related information, dates of public holidays/ school holidays, community event starting time * place-related information, such as street numbers, post codes * connected with money such as entry fee * abbreviations: * M / F * DOB * familiar visuals: * photographs * symbols such as ‘&’ for ‘and’ * simple diagrams, for example, hand drawn map of local area with community facilities marked * layout features and styles: * left to right and top to bottom orientation * writing on the line * capitalisation including for the personal pronoun I and upper and lower case * punctuation such as full stop | | |
|  | | | | |
| ***Text*** ***type*** may include: | | * simple table such as roster of names * notices / posters: * garage sale * room to let * messages or invitations * digitally based local government question and answer site * electronic expression of interest to volunteer | | |
|  | | | | |
| ***Appropriate format*** ***for the text*** may include: | | * inclusion of visual elements * size and location of letters and / or visuals * use of colour * number of characters including spaces for digital text * text sequence * use of capital letters and full stops | | |
|  | | | | |
| ***Content*** may include: | | * words / phrases: * ‘Garage Sale today’ * ‘lost dog’ * commonly used symbols and icons such as ‘&’ for ‘and’ * commonly used words from the immediate environment | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * complete one short simple, community related formatted text * create one written short, simple community related text which may be either digital or paper based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may apply to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to text types drawn from community related environments that are relevant to the learner   At this level, the learner:   * may require additional time to complete written tasks * can work alongside an expert / mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner planning and creating short, simple community related written and / or digital texts * portfolio of examples of formatted texts completed by the learner * written or oral questioning to confirm understanding of the purpose of different text types | | |

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| Unit Code | VU21291 | | | |
| Unit Title | Recognise numbers and money in simple, highly familiar situations | | | |
| Unit Descriptor | This unit describes the skills and knowledge that enable learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition, comparison and use of simple whole numbers and money which are part of the learners’ normal routines and activities. Learners will mainly communicate these mathematical ideas using spoken rather than written responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level One Numeracy: 1.09, 1.10 & 1.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Recognise and compare numbers into the hundreds, and halves in simple, highly familiar situations | 1.1 | | Recognise ***place value concepts*** in ***whole*** ***numbers*** into the hundreds | |
| 1.2 | | Express whole numbers into the hundreds orally and write them as numerals | |
| 1.3 | | Write whole numbers as words up to twenty | |
| 1.4 | | Recognise ***halves*** in simple, ***highly familiar situations*** | |
| 1.5 | | Use ***common words*** to compare whole numbers | |
|  |  | | | |
| 2 Recognise and compare money into the hundreds of dollars in simple, highly familiar situations | 2.1 | | | Recognise the value of coins and notes, money notation and symbols for money into the hundreds of dollars |
| 2.2 | | | Recognise prices of familiar items into the hundreds of dollars in short, simple highly familiar situations |
| 2.3 | | | Use common words for comparing costs |
|  |  | | | |
| 3 Perform simple, one-step addition and subtraction calculations with numbers and money into the hundreds | 3.1 | | Perform ***simple, one-step calculations of +,–*** with whole numbers and money into the hundreds | |
| 3.2 | | Roughly check ***the reasonableness of results*** in relation to the context | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints / symbols represent meaning in simple texts * place value of whole numbers into the hundreds * techniques used to make rough estimations   Required Skills:   * literacy and communication skills to: * read and say whole numbers, simple fractions (½ ) and basic words associated with money * write whole numbers as numerals and some in words * problem solving skills to: * recognise and compare the value of coins and notes * recognise the simple operations of addition and subtraction and the words and symbols associated with them | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Place value concepts*** refer to: | | * place value concepts for whole numbers into the hundreds | | |
|  | | | | |
| ***Highly familiar situations***may include | | * recognising numbers in documents such as: * advertising leaflets * notices, signs, * simple pricelists * sports results * recipes * workplace parts lists * recognising and naming: * coins and notes * values on packaging, equipment and tools | | |
|  | | | | |
| ***Common words***may include | | * more/less * cheaper/more expensive * smaller, bigger * the same as * double * half | | |
|  | | | | |
| ***Simple,*** ***one-step calculations of +,–*** may include: | | * addition up to a total of 999 * subtraction in the form of adding on: * “if you have $5, how much more do you need to get to $7?” Answers to be less than 100 * calculations which can be done in an idiosyncratic manner, by counting on, with or without the aid of concrete aids or calculators | | |
|  | | | | |
| ***Halves*** refers to: | | * the fraction ½ (one half) | | |
|  | | | | |
| ***The reasonableness of results*** refers to: | | * very rough estimates based on questioning and prompting by the teacher/trainer: * ‘do you think this is about what you’d expect to have to pay if you bought those two items?’ | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use the concept of place value and the associated language of numbers to recognise, compare and talk about numbers and money into the hundreds * write numbers and money into the hundreds as numerals and some values as words * undertake simple operations of addition and subtraction with numbers and money into the hundreds and make rough estimates on results in highly familiar situations | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts * concrete, relevant, highly familiar and personal contexts and materials where the maths content is explicit   At this level the learner may:   * work alongside an expert/mentor where prompting and advice can be provided use “in the head” methods, or concrete aids, or pen and paper methods for calculations or use calculators to obtain and/or check calculations that require accuracy | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner recognising money and numbers * portfolio of completed simple, one-step addition and subtraction calculations with numbers and money into the hundreds * oral or written questioning to assess knowledge of techniques to roughly estimate | | |

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| Unit Code | VU21292 | | | |
| Unit Title | Recognise, give and follow simple and familiar oral directions | | | |
| Unit Descriptor | This unit describes the skills and knowledge that enable learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition, giving and following of simple and highly familiar oral directions. These directions are part of the learners’ normal routines to do with orienting oneself in familiar contexts such as near their homes, in workplace buildings or classrooms. Learners will mainly communicate these mathematical ideas using spoken rather than written responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level One Numeracy: 1.09, 1.10 & 1.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Recognise and follow simple and familiar oral directions in highly familiar situations | 1.1 | | Identify and use ***simple concepts of position and location*** to identify an explicit and relevant location | |
| 1.2 | | Read and use ***simple diagrams and maps*** of ***highly familiar locations*** to identify an explicit and relevant location | |
| 1.3 | | Follow simple ***highly familiar oral directions*** for moving between known locations | |
|  |  | | | |
| 2 Recognise and give simple and familiar oral directions in highly familiar situations | 2.1 | | | Describe orally the relative location of two or more objects using ***highly familiar, informal language*** ***of position*** |
| 2.2 | | | Use simple, highly familiar, informal language of position to give oral directions in a ***highly familiar situation*** |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints / symbols represent meaning in signs, diagrams and maps * informal oral language of position and location to give and follow simple and familiar oral directions   Required Skills:   * communication and literacy skills to: * read relevant, short texts and diagrams * recognise simple diagrams and maps of highly familiar locations | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Simple concepts of position and location*** may include: | | * relative positions such as: * in * left/right * front/behind * up/down * opposite * on the corner * next to * between | | |
|  | | | | |
| ***Simple diagrams and maps*** may include: | | * simplified diagrams of buildings, including locations of classrooms/workplace/office; local home area of learner; local shopping centre * simple and familiar online maps | | |
|  | | | | |
| ***Highly familiar locations*** may include: | | * student’s classroom and building * home * workplace * local shopping centre | | |
|  | | | | |
| ***Highly familiar oral directions*** should be: | | * short, clear, with only one given at a time * clarified with teacher prompting if required * given using common, everyday, informal language and gestures | | |
|  | | | | |
| ***Highly familiar, informal language*** ***of position*** may include: | | * over/under * in front/behind * up/down * through * opposite * on the corner * next to * first / second * between | | |
|  | | | | |
| ***Highly familiar situations*** may include: | | * moving from one position to another within a room * one room to another * between buildings in a large institution, workplace or shopping centre | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use simple diagrams and maps to find and identify specific locations * use informal language of location and direction to describe relative positions of objects * apply simple concepts of position to give and follow simple and highly familiar oral directions | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts * concrete, relevant, highly familiar and personal contexts and materials where the maths content is explicit   At this level, the learner may:   * require additional time to complete tasks * work alongside an expert/mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner giving and following simple and familiar oral directions in highly familiar situations * oral or written questioning to assess ability to read relevant, short texts and diagrams and recognise simple diagrams maps of highly familiar locations | | |

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| Unit Code | VU21293 | | | |
| Unit Title | Recognise measurements in simple, highly familiar situations | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition and comparison of simple and familiar measurements which are part of the learners’ normal routines. This would typically relate to activities such as shopping, cooking, work related measures and telling the time. Learners will mainly communicate these mathematical ideas using spoken rather than written responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level One Numeracy, 1.09, 1.10,1.11 | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Recognise and compare simple, highly familiar metric measurements | 1.1 | | Recognise ***common units of metric measurement*** for length, mass, capacity and temperature and use them appropriately in ***highly familiar*** ***situations*** | |
| 1.2 | | Identify and choose ***appropriate measurement tool*** and use it at a basic level in a limited range of highly familiar situations to measure and compare items | |
| 1.3 | | Recognise ***whole numbers*** into the hundreds related to measurement | |
| 1.4 | | Use ***common words*** for comparing measurements | |
|  |  | | | |
| 2 Recognise time in simple, highly familiar situations | 2.1 | | | Read ***time measuring devices*** for digital time, including am/pm |
| 2.2 | | | Recognise ***familiar dates*** on calendars |
| 2.3 | | | Use the ***language of dates and digital time*** orally |
| 2.4 | | | Recognise ***numbers related to time*** in highly familiar situations |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in measurement contexts and materials such as on tools and packaging * common units of metric measurement and their appropriate use * abbreviations associated with highly familiar measurement and time   Required Skills:   * communication and literacy skills to read and say whole numbers, simple fractions (½ ) and basic words associated with measurement and time | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Common units of metric measurement*** should include: | | * common measures for: * length, mass, capacity and temperature, for example, metres, kilograms, litres, degrees Celsius. | | |
|  | | | | |
| ***Highly familiar*** ***situations*** may include: | | * reading and interpreting measures on advertising leaflets, notices, signs, simple recipes, food and drink packaging, workplace documents * cooking, gardening, building * reading opening hours, timesheet hours | | |
|  | | | | |
| ***Appropriate measurement tool*** may include: | | * rulers, tape measures * kitchen scales * measuring cups, spoons, | | |
|  | | | | |
| ***Whole numbers*** should: | | * be relevant and appropriate to the learner and should be in numeral form * include an understanding of place value concepts for whole numbers into the hundreds | | |
|  | | | | |
| ***Common words*** may include: | | * long / short * big / small * thick / thin * short / tall * hot / cold * the same as * double, half | | |
|  | | | | |
| ***Time measuring devices*** may include: | | * digital time pieces * analogue time pieces read to the hour and ½ hour | | |
|  | | | | |
| ***Familiar dates*** may include: | | * date and day of the week * birthdays * appointments | | |
|  | | | | |
| ***Language of dates and digital time*** may include: | | * oral language: * hours, minutes * days, weeks, months * yesterday, tomorrow * before / after * longer / shorter | | |
|  | | | | |
| ***Numbers related to time*** may include: | | * whole numbers related to time such as 60, 30 * fractional hours of time limited to ½ | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * recognise and apply appropriate metric units for simple everyday measurements in a limited range of highly familiar situations * select and use measurement tools at a basic level to measure and compare measurements | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts * access to simple measuring tools   At this level, the learner may:   * require additional time to complete tasks * work alongside an expert/mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner selecting and using simple measuring tools to take and compare measurements * oral or written questioning to assess the ability to recognise digital and analogue time and to recognise familiar dates | | |

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| Unit Code | VU21294 | | | |
| Unit Title | Recognise shape and design in simple, highly familiar situations | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition and comparison of simple and familiar shapes and designs. These shapes and designs relate to the learners’ normal routines to do with familiar buildings, furniture, signs, or common household or workplace objects. Learners will mainly communicate these mathematical ideas using spoken rather than written responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level One Numeracy: 1.09, 1.10 & 1.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Recognise, describe and sketch simple two-dimensional shapes and designs | 1.1 | | Recognise, describe and name ***common two-dimensional shapes*** in ***simple, highly familiar situations*** using ***highly familiar, informal vocabulary*** | |
| 1.2 | | Produce a ***sketch*** of a common two-dimensional shapes | |
|  |  | | | |
| 2 Compare simple two-dimensional shapes and designs | 2.1 | | | Compare common two-dimensional shapes in simple, highly familiar situations in relation to ***characteristics of shape*** |
| 2.2 | | | Use highly familiar, informal vocabulary for comparing shapes, including relative size |
| 2.3 | | | Classify common two-dimensional shapes according to characteristics of shape |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in relation to shapes and designs * characteristics of common two-dimensional shapes and the informal language of shape, size and colour   Required Skills:   * communication and literacy skills to read relevant, short texts and illustrations, diagrams and signs * ability to use simple drawing tools to draw rough sketches of simple two-dimensional shapes | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Common two-dimensional shapes*** include: | | * circle * square * triangle | | |
|  | | | | |
| ***Simple, highly familiar situations*** may include: | | * recognising and describing elements of buildings, furniture, common household or workplace objects * recognising and describing signs and shapes such as safety signs and road signs | | |
|  | | | | |
| ***Highly familiar, informal vocabulary*** may include: | | * straight / round * names of colours * long / short * big / small * thick / thin * short / tall * the same as * double, half | | |
|  | | | | |
| ***Sketch*** may include: | | * making a freehand, rough and approximate drawing, * using a ruler or a template such as a Mathomat® | | |
|  | | | | |
| ***Characteristics of shape*** may include: | | * shape * size * length / width / thickness * colour | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * recognise, compare and describe simple and common shapes and designs using the informal language of shape * link a range of common two-dimensional shapes to familiar everyday objects * sketch a simple representation of common two-dimensional shapes | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real/authentic or simulated tasks and materials in appropriate and relevant contexts   At this level, the learner may:   * require additional time to complete tasks * work alongside an expert/mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner recognising a range of common two-dimensional shapes and linking them to familiar everyday objects * portfolio of sketches of common two-dimensional shapes produced by the learner * oral or written questioning to assess the ability to describe, name and classify common two-dimensional shapes according to characteristics of shape | | |

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| Unit Code | VU21295 | | | |
| Unit Title | Recognise and locate simple numerical information in short, simple highly familiar texts | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to locate and recognise simple whole numbers which are part of numerical information in short, simple highly familiar texts. Learners can then use those numbers to perform very simple one-step calculations when reading documents such as short and simple newspaper articles, sports results, prices in advertisements and utility bills. Learners will mainly communicate these mathematical ideas using spoken rather than written responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2008). They contribute to the achievement of ACSF indicators of competence at Level One Numeracy: 1.09, 1.10 & 1.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Recognise, locate and compare simple numerical information in short, simple highly familiar texts | 1.1 | | Locate, recognise and compare ***whole numbers*** into the hundreds written as numerals in ***short, simple highly familiar texts*** | |
| 1.2 | | Express whole numbers into the hundreds orally and write them as numerals | |
| 1.3 | | Write numbers up to 20 as words | |
| 1.4 | | Use ***common words*** for comparing whole numbers into the hundreds | |
| 1.5 | | Recognise ***halves*** in short, simple highly familiar texts | |
|  |  | | | |
| 2 Perform simple, one-step addition and subtraction calculations with numbers into the hundreds in short, simple highly familiar texts | 2.1 | | | Perform ***simple, one-step calculations of +,–*** with whole numbers into the hundreds |
| 2.2 | | | Roughly check ***the reasonableness of results*** in relation to the context |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in simple texts such as in popular newspapers, advertising materials, bills and notices * that numerical information can be represented in different forms * techniques used to make rough estimations * place value of whole numbers into the hundreds   Required Skills:   * literacy skills to: * read relevant, short texts * write whole numbers as numerals and some in words * communication skills to read and say whole numbers, simple fractions (½ ) and basic words associated with numbers * cognitive skills to understand simple operations of addition and subtraction. | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Whole numbers*** should be: | | * into the hundreds * relevant and appropriate to the learner * in numeral form * include an understanding of place value concepts for whole numbers into the hundreds | | |
|  | | | | |
| ***Short, simple highly familiar texts*** may include: | | * advertising leaflets * utility bills * notices * simple pricelists * sports results * short newspaper articles | | |
|  | | | | |
| ***Common words*** | | * first / second * between * smaller / bigger * more / less * the same as * double / half | | |
|  | | | | |
| ***Halves*** | | * the fraction ½ (one half) | | |
|  | | | | |
| ***Simple, one-step calculations of +,–*** may include: | | * addition up to a total of 999 * subtraction only in the form of adding on: * “if you have $5, how much more do you need to get to $7?” Answers to be less than 100. * calculations done in an idiosyncratic manner, by counting on, with or without concrete aids or calculators | | |
|  | | | | |
| ***The reasonableness of results*** refers to: | | * very rough estimates based on questioning and prompting by the teacher/trainer: * “do you think this is about what you’d expect to have to pay if you bought those two items?” | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate and recognise simple numerical information embedded in a range of familiar texts where the maths content is explicit * use the associated oral language of numbers to read and convey numerical information * the ability to write numbers into the hundreds as numerals and some values as words * use numerical information to undertake simple operations of addition and subtraction with numbers into the hundreds and to make and check rough estimations. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to concrete, relevant, highly familiar and personal contexts and materials where the maths content is explicit * calculators where appropriate   At this level, the learner may:   * require additional time to complete tasks * work alongside an expert/mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner performing simple, one-step addition and subtraction calculations with numbers into the hundreds * portfolio of calculations, numerical expression of numbers to the 100s and written expression of numbers to 20, completed by the learner * oral or written questioning to assess the ability to recognise, locate and compare simple numerical information in short, simple highly familiar texts. | | |

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| Unit Code | VU21296 | | | |
| Unit Title | Recognise and locate numerical information in simple, highly familiar tables and graphs | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to locate, recognise and verbally convey information about simple whole numbers which are part of numerical information in short, simple highly familiar tables and graphs. These may be located in documents such as short and simple newspaper articles, sports results, utility bills and price lists. The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level One Numeracy: 1.09, 1.10 & 1.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Recognise and locate numerical information in simple, highly familiar tables | 1.1 | | Identify the ***key features of simple tables*** in ***short, simple, highly familiar documents*** | |
| 1.2 | | Recognise and locate ***whole number*** values in relevant simple tables | |
| 1.3 | | Locate specific numerical information in ***simple, highly familiar tables*** and report on it orally using ***familiar, informal language*** | |
|  |  | | | |
| 2 Recognise and locate numerical information in simple, highly familiar graphs | 2.1 | | | Identify the ***key features of simple highly familiar graphs*** in short, simple, highly familiar documents |
| 2.2 | | | Recognise and locate whole number values in relevant simple, highly familiar graphs |
| 2.3 | | | Locate specific information in simple, highly familiar graphs and report on it orally using familiar, informal language |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in simple texts such as in popular newspapers, advertising materials, bills and notices * the key features of tables and graphs   Required Skills:   * communication and literacy skills to: * read relevant, short texts and diagrams that include tables and graphs * locate and convey numerical information represented in tables and graphs * read and say whole numbers, simple fractions (½ ) and basic words associated with numbers | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Key features of simple tables*** mayinclude: | | * columns and rows * values of columns and rows | | |
|  | | | | |
| ***Short, simple, highly familiar documents*** may include: | | * utility bills * sports results * simple pricelists * short newspaper articles where the maths content is explicit | | |
|  | | | | |
| ***Whole number*** refers to: | | * numbers into the hundreds, that are relevant and appropriate to the learner and should be in numeral form or written as words up to 20 | | |
|  | | | | |
| ***Simple, highly familiar tables*** may include: | | * tables with familiar whole number values such as: * dollars * points (as in sport) * numbers of people | | |
|  | | | | |
| ***Key features of simple, highly familiar graphs*** may include: | | * very explicit and simple labels and axes – in whole numbers and scale graduations of 1s, 2s, 5s or 10s | | |
|  | | | | |
| ***Familiar, informal language*** may include: | | * smallest / biggest * more / less * the same as | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use key features of tables and graphs to locate and extract simple numerical information embedded in simple, highly familiar tables and graphs * use the oral language of numbers, graphs and tables to read and convey simple numerical information embedded in simple, highly familiar tables and graphs | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real/authentic tables and graphs and texts in appropriate and relevant contexts   At this level, the learner:   * may require additional time to complete tasks * can work alongside an expert/mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner recognising and locating numerical information in simple, highly familiar tables and graphs * discussion to assess the ability to use informal familiar language to report n numerical information | | |

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| Unit Code | VU21297 | | | |
| Unit Title | Develop and document a learning plan and portfolio with guidance | | | |
| Unit Descriptor | This unit describes the skills and knowledge to identify and document current skills and plan future skills development with the guidance of an appropriate support person, and to develop and maintain a portfolio. The learning plan documents an agreed program that the learner will undertake during the course to plan, document and monitor progress towards achieving learning goals.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at level 2 (Learning): 2.01, 2.02 | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners with personal, learning, employment and community participation goals. At this level, the learner will work with a support person when developing and documenting a learning plan using an established format requiring one or two dot points or sentences.  The learner is also supported to develop and maintain a portfolio of completed work samples, selected to demonstrate competency in particular skill areas. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Clarify learning goals | 1.1 | | Identify ***own learning goals*** with guidance from ***appropriate support person / s*** | |
| 1.2 | | Compare current skills and knowledge with identified goals | |
| 1.3 | | Discuss ***factors which may impact on learning*** in relation to identified goals | |
| 1.4 | | Identify ***supporting resources*** | |
|  |  | | | |
| 2 Document a simple individual learning plan | 2.1 | | | Note the ***purpose*** ***of an individual learning plan*** |
| 2.2 | | | Identify the ***features*** ***of an individual learning plan*** |
| 2.3 | | | Follow the ***processes*** ***for developing an individual learning plan*** |
| 2.4 | | | Document the individual learning plan using an established template |
|  |  | | | |
| 3 [Prepare portfolio of completed work samples](http://www.ntis.gov.au/cgi-bin/waxhtml/~ntis2/unit.wxh?page=90&lElemRef=86753&inputRef=23945&sCalledFrom=pkg) | 3.1 | | Identify ***purposes of the portfolio*** | |
| 3.2 | | Note ***types of evidence*** required | |
| 3.3 | | Discuss the ***purpose of evidence*** | |
| 3.4 | | Collect and arrange examples of evidence in the ***required format*** | |
|  |  | |  | |
| 4 Monitor and update the individual learning plan | 4.1 | | Regularly ***review*** progress towards end-of-course goals and objectiveswith appropriate support person | |
| 4.2 | | Amend individual learning plan as needed | |
| 4.3 | | Progress against individual learning plan is acknowledged by all parties | |
|  | | | | |
| Required knowledge:   * purpose of a learning plan and the process to develop and monitor it * different types of goals such as personal and work * difference between long and short term goals   Required Skills:   * communication skills to participate in planning process * literacy skills to follow a written model or complete a simple template * planning and organising skills to follow a model to organise a portfolio * problem solving skills to draw on current skills to identify learning goals * oral communication skills to discuss potential issues in the achievement of learning goals | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Own learning goals*** may include: | | * improving reading, writing and numeracy skills for a variety of purposes, for example: * further study * employment * community participation * health and well being * support for others * improving confidence as a learner | | |
|  | | | | |
| ***Appropriate support persons*** may include: | | * program coordinator * teacher * advisor | | |
|  | | | | |
| ***Factors which may impact on learning*** may include: | | * work responsibilities * family responsibilities * previous study including formal schooling or informal learning * health and other personal matters * any possible barriers to completion | | |
|  | | | | |
| ***Supporting resources*** may include: | | * audio-visual aids * visual materials such as maps, pictures * computers * library * communication aids | | |
|  | |  | | |
| ***Purposes of a learning plan*** may include: | | * assisting the learner and the provider to plan systematically for the attainment of goals * as a tool to monitor progress * to assist the transition of the learner to his/ her preferred options at the end of the course. | | |
|  | | | | |
| ***Features of an individual learning plan*** may include: | | * one or two short term goals and indicators of success * actions and activities to be undertaken to achieve goals, including monitoring arrangements * any issues and strategies that may impact on achievement of goals * responsibilities of participants * timelines * signature of all participants | | |
|  | | | | |
| ***Processes*** ***for developing an individual learning plan*** include: | | * assessment of own needs * identifying one or two short term specific objectives * determination of tasks and progress to achieve goals and objectives * agreement as to who is responsible for the implementation of each task * identification of additional support persons for example: * case workers and personal carers * career counsellors * interpreters * family members | | |
|  | | | | |
| ***Purposes*** of the portfolio may include: | | * an organising tool to record what has been achieved in the course | | |
|  | |  | | |
| ***Types of evidence*** may include: | | * collections of samples compiled by the learner with the support of the teacher * products with supporting documentation * diary * photographs | | |
|  | |  | | |
| ***Purpose of evidence*** may include: | | * documenting progress towards achievement of goals * building a picture of personal attributes * record of current skills * documenting competencies achieved * identifying areas for further skill development * identifying strengths and weaknesses * documenting employability skills | | |
|  | |  | | |
| ***Required format*** may include: | | * teacher provided format * checklist and plastic sleeves | | |
|  | |  | | |
| ***Review*** may include: | | * identification of factors which contribute to success: * teacher structured scaffolding activities designed to extend learner’s existing knowledge and skills * transferring learning from one area to a new area * applying appropriate strategies * practising new skills * accessing teacher, peers, other interested parties * learning strategies which can be applied to other contexts * barriers to success: * current life circumstances such as physical, mental, emotional or social constraints * conflict with discourses of education * cultural differences * multiple roles and responsibilities | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * clarify own learning goals, document a learning plan using an established template, maintain a portfolio, and monitor and update the learning plan when necessary. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * on-going access to teacher for support with process * computer hardware and software, if appropriate.   Assessment of performance requirements in this unit is best undertaken over the course of the program so learning goals can be reviewed and amended  At this level the learner may   * need extended time to clarify learning goals * work with an expert / mentor where support is available if requested | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * oral or written questioning to assess knowledge of the purpose and steps for developing a learning plan * direct observation of the learner participating in the development of a learning plan and / or completing tasks for the portfolio * paper based or electronic portfolio containing: * evidence of how identified goals have been met * reports from other teachers or support workers describing the learner’s achievements | | |

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| Unit Code | VU21298 | | | |
| Unit Title | Conduct a project with guidance | | | |
| Unit Descriptor | This unit describes the skills and knowledge to establish a proposal for a project, plan the project, carry out the project and review the outcome under the guidance of an appropriate adviser. The unit also provides an opportunity for learners to develop personal skills such as working collaboratively with others, planning and organizing self and others, problem solving, and using technology. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners who need to develop a range of literacy, numeracy and oral communication skills through practical application in an activity in a context and/or around a specific content area. The project can be completed either individually or as a member of a group. The project should be conducted with supervision and support. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Propose a project | 1.1 | | Discuss proposed project with ***appropriate support people*** | |
| 1.2 | | Identify ***project goals*** | |
| 1.3 | | Confirm project goals | |
|  |  | | | |
| 2 Plan the project | 2.1 | | | Determinethe ***elements*** of the project with guidance |
| 2.2 | | | Identifythe ***process*** for completing the project |
| 2.3 | | | Identify ***responsibilities of participants*** |
|  |  | | | |
| 3 Carry out the plan | 3.1 | | Obtain required materials and information | |
| 3.2 | | Undertake project tasks with guidance from an appropriate support person | |
| 3.3 | | Record and discuss activities with appropriate support people | |
|  |  | |  | |
| 4 Review the conduct of the project | 4.1 | | Discuss ***factors which contributed to success*** in meeting goals with appropriate support people | |
| 4.2 | | Identify ***barriers*** to success | |
|  |  | |  | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * benefits of the project in relation to own learning and development * potential factors which contribute to the success or otherwise of the project   Required Skills:   * communication skills to: * discuss, plan and reflect on a project * discuss roles of participants and expected project outcomes * convey information about the project * problem solving skills to: * gather required resources * locate information * complete tasks according to agreed plan | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Appropriate support people*** may include: | | * mentor, teacher, volunteer tutor, social worker, teacher aide * family member, friend | | |
|  | | | | |
| ***Project goals*** *may* include: | | * completion of an activity * construction of a newsletter * compilation of a recipe book * compilation of a photo collection * participating in organising a class activity, e.g. an outing, a party, a dance * participating in organising a community activity such as a sporting club fundraiser, over 50s sporting competition * designing and producing a community mural * working in a community garden * development of reading, writing and numeracy skills | | |
|  | | | | |
| ***Elements*** of the project may include: | | * what needs to be done * who will be involved * how it will be done * when it needs to be done | | |
|  | | | | |
| ***Process*** may include: | | * identifying an area of interest * completing an action plan * drawing on previous experiences to identify project goals for example: * work experiences * volunteer or recreational experiences * family responsibilities * study including formal schooling or informal learning * identifying possible barriers to completion * establishing advantages and disadvantages of working with others on the project | | |
|  | | | | |
| ***Responsibilities*** ***of participants*** may include: | | * level of participation * locating information * completing task components | | |
|  | |  | | |
| ***Factors which contribute to success*** may include: | | * transferring learning from one area to a new area * practising new skills * seeking support of teacher, peers, other interested parties when needed * clear role definitions * developing co-operative learning techniques | | |
|  | |  | | |
| ***Barriers*** may include: | | * current life circumstances such as physical, mental, emotional or social constraints * cultural differences * multiple roles and responsibilities | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * clarify project goals with an appropriate support person, plan the project, and carry out the project * evaluate the conduct of the project including successful outcomes and barriers to completion of the project | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * texts related to environments that are relevant and familiar to the learner * resources to complete the project for example facilities such as libraries and computers   At this level, the learner may:   * need extended time to complete the project * depend on the teacher for guidance and support | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of examples related to the completion of the project such as: * project action plan * journal/log book recording project-related activities * collections of samples compiled by the learner such as photos, written materials, visual materials * direct observation of the learner planning and carrying out the project * oral or written questioning to confirm understanding of the actions undertaken to complete the project * verbal third party feedback, for example from peers involved in the project | | |

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| Unit Code | VU21299 | | | |
| Unit Title | Engage with simple texts for personal purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to engage with simple and familiar print and digital texts for personal purposes.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two (Reading): 2.03, 2.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners seeking to improve their personal literacy skills by developing a range of reading and communication skills associated with engaging with texts. It provides the foundation for future activities associated with engaging with text.  Where application is as part of the Certificate 1 in General Education for Adults (Introductory) it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU21303* *Create simple texts for personal purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21302 Engage with simple texts to participate in the community* and *VU21306 Create simple texts to participate in the community*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate specific information in simple personally relevant print and digital texts | 1.1 | | Identify a range of ***simple texts*** which are personally familiar | |
| 1.2 | | Recognise ***features of texts*** | |
| 1.3 | | Identify relevant information | |
|  |  | | | |
| 2 Read and interpret simple explicit personally relevant print and digital texts | 2.1 | | | Identify ***source*** ***of texts*** |
| 2.2 | | | ***Predict*** the purpose of the texts |
| 2.3 | | | Use a range of ***reading strategies*** to interpret the texts |
| 2.4 | | | Identify main ***ideas*** in texts |
| 2.5 | | | Determine the ***effectivenes***s of the texts in terms of meeting its purpose |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * how basic punctuation impacts on meaning * reading strategies to engage with printed and digital texts   Required Skills:   * problem solving skills to: * critically read texts which have predictable structure and familiar vocabulary to make meaning * get the gist of texts which have more unfamiliar elements to interpret information * use a range of reading strategies to draw on bank of key vocabulary of personally relevant words/ phrases and use of word attack skills * make connections between own knowledge and experience and the purpose and structure of texts * follow non-linear digital texts to gain information * communication skills to discuss and convey information about key content in texts * technology skills to navigate screen based digital text to locate simple information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Simple texts*** may include: | | * simple familiar texts with clear purpose and familiar vocabulary * digital, printed, handwritten and visual texts: * messages from family members or friends such as notes, email, SMS, cards, weblogs * short story, children’s story read to child, own personal history * instructions on medicine bottle, instructions on accessing a game, simple recipe, shopping list * information formatted into a table of one or two columns such as a catalogue of personal items * advertisements, leaflets * formatted texts such as forms * visual texts such as digital stories, posters, illustrations, | | |
|  | | | | |
| ***Features*** ***of texts*** include: | | * text structure with transparent organisation appropriate to text type: * narrative texts with sequential prose: beginning, middle and end * procedural texts with a small number of sequentially ordered dot points or numbered instructions * informative texts with explicit navigation features such as headings, site maps/ menus * persuasive texts supported by visual material, opinion expressed * sentences: * simple verb tenses and routine word order patterns * one or two clauses * containing adjectives, pronouns and prepositions * linked by simple cohesive devices such as, and, but, then * familiar words / phrases/ abbreviations: * place-related information such as meeting places, places of personal significance, places of cultural significance * time-related information such as, birthdays of friends and relatives, starting times of events, appointments, culturally significant times * vocabulary related to own interests, activities * abbreviations of personal significance * numbers aswhole numbers, simple fractions, decimals, and percentages: * dates and times * connected with money, such as costs associated with fares, entry costs, shopping * phone numbers of friends and relatives saved to note book or own personal phone bank * comparing costs * familiar visuals, symbols and logos: * murals, graffiti, posters of personal relevance or interest * map of local area of personal significance * retail outlets in immediate environment | | |
|  | | | | |
| ***Sources*** ***of text*** may include: | | * educational / recreational / leisure organisations * medical / pharmaceutical / dental suppliers * product designers * magazines * advertisers * friends and other personal contacts * simple fiction | | |
|  | | | | |
| ***Predictions*** may be based on: | | * prior knowledge of the context * personal experience * prior knowledge of aspects of the text such as layout * title and other visual clues on cover | | |
|  | | | | |
| ***Reading strategies*** may include: | | * meaning-making strategies: * drawing on non-linguistic support such as illustrations, diagrams, photos, symbols, colours, layout * drawing on knowledge of letter-sound relationships, syntactic and semantic cues to maintain meaning when reading * making connections between own knowledge and experience, and the ideas, events and information in spoken, written, pictorial or digital texts * making connections between own knowledge and experience and the purpose of texts * differentiating between fact and fiction * comparing and contrasting information between similar texts * self-correcting when meaning is lost by re-reading * drawing on an expanding bank of known words and phrases including those related to the immediate environment * asking questions to clarify meaning, recognising meaning of conventional sentence punctuation such as commas and quotation marks * de-coding strategies: * using word attack skills such as phonics (letter-sound combinations, syllables, recognition of prefixes, suffixes, common stems). | | |
|  | |  | | |
| ***Effectiveness*** of the text is evaluated in terms of: | | * whether the texts meet the needs of the reader * own knowledge and experience * purposes of the texts * features such as graphics or visuals | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate, read and interpret information in a minimum of 2 personally relevant, simple and familiar text types, one of which must be print based and the other digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as community participation, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * a limited range of simple, personally relevant digital and paper based texts * communication technology as required   At this level the learner may:   * need time to read, reread and decode text * depend on a personal dictionary * work with an expert/mentor where support is available if requested | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner locating and interpreting information in, and making meaning of simple paper based and digital texts * oral or written questioning to assess knowledge of the purpose and features of different personally relevant text types * verbal information from the learner describing the meaning and effectiveness of the selected texts | | |

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| Unit Code | VU21300 | | | |
| Unit Title | Engage with simple texts for learning purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to engage with simple and familiar print and digital texts for learning purposes.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two (Reading) 2.03, 2.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners seeking to improve their reading skills in order to access educational participation options It provides the foundation for future activities associated with engaging with text for learning purposes.  Where application is as part of the Certificate I in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU21304 Create simple texts for learning purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21299 Engage with simple texts for personal purposes* and *VU21303 Create simple texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate specific information in simple print and digital texts relevant to the learning environment | 1.1 | | Identify a range of ***simple, learning related texts*** | |
| 1.2 | | Recognise  ***features of texts*** | |
| 1.3 | | Identify information relevant to the learning environment | |
|  |  | | | |
| 2 Read and interpret simple explicit print and digital texts relevant to the learning environment | 2.1 | | | Identify ***sources of texts*** |
| 2.2 | | | Predict the purpose of the texts |
| 2.3 | | | Use a range of ***strategies*** to interpret the texts |
| 2.4 | | | Identify key information in texts |
| 2.5 | | | Determine the ***effectiveness*** of the texts in terms of meeting purpose |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * how basic punctuation impacts on meaning * reading strategies to engage with printed and digital texts   Required Skills:   * problem solving skills to: * critically read texts which have predictable structure and familiar vocabulary to make meaning * get the gist of texts which have more unfamiliar elements to interpret information * use a range of reading strategies to draw on bank of key vocabulary of personally relevant words/ phrases and use of word attack skills * make connections between own knowledge and experience and the purpose and structure of texts * follow non-linear digital texts to gain information * communication skills to discuss and convey information about key content in texts * technology skills to navigate screen based digital text to locate simple information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Simple learning related texts*** may include: | | * simple familiar texts with clear purpose and familiar vocabulary * digital, printed, handwritten and visual texts: * sections of formatted texts for example enrolment forms, library card, student card * leaflet of student services available, list of courses * visual texts such as photos of teachers with names, signs * diagrammatic texts such as map of classrooms and facilities, calendars and diaries, evacuation plan, map of training organisation * instructional texts such as teaching and learning texts in the classroom, workbooks, model texts, collaborative texts * learning plan, timetables, study plans, portfolio of work * messages such as SMS, email or handwritten from the teacher or fellow students * symbols related to facilities in the training organisation * notices | | |
|  | | | | |
| ***Features of texts*** may include: | | * text structure with transparent organisation appropriate to text type: * informative texts with explicit navigation features such as, headings, site map/ menus * narrative texts with sequential prose: beginning, middle and end; * procedural texts with a small number of sequentially ordered dot points or numbered instructions * persuasive texts supported by visual material, marketing devices. * information formatted into a table (one or two columns)such as timetable, teachers and room numbers * supporting visual material * sentences with: * simple verb tenses and routine word order patterns * one or two clauses * adjectives, pronouns and prepositions * simple cohesive devices such as, and, but, then * familiar predictable words / phrases/ abbreviations: * place-related information such as classroom, library, Independent Learning Centre, exit locations * time-related information such as, class times, availability of teachers, library hours, lunch time * those associated with personally relevant learning activities, such as names of courses / units being studied * vocabulary related to own learning activities * abbreviations related to learning centre and activities * numbersaswhole numbers, simple fractions, decimals, and percentages: * dates and times * money costs associated with enrolments, purchasing learning related resources, cost of photocopying * phone numbers of class mates saved to note book or own personal phone bank | | |
|  | | | | |
| ***Sources*** of text may include: | | * training organisation * teachers * other learners * web site | | |
|  | | | | |
| ***Predictions*** may be based on: | | * prior knowledge of the context * personal experience * prior knowledge of aspects of the text such as layout * visual clues from reading materials | | |
|  | | | | |
| ***Reading strategies*** include: | | * meaning-making strategies: * drawing on non-linguistic support such as illustrations, diagrams, photos, symbols, colours, layout * drawing on knowledge of syntactic and semantic cues to maintain meaning when reading * making connections between own knowledge and experience, and the ideas, events and information in spoken, written, pictorial or digital texts * making connections between own knowledge and experience and the purpose of texts * comparing and contrasting information between similar texts * drawing on a bank of known words and phrases including those related to the immediate learning environment * following the left to right, top to bottom orientation of printed texts and digital texts * asking questions to clarify meaning * self-correcting when meaning is lost by re-reading * de-coding strategies: * using word attack skills such as phonics (letter-sound combinations, syllables, recognition of prefixes, suffixes, common stems) | | |
| ***Effectiveness*** of the text is determined in terms of: | | * whether the texts meet the needs of the reader * own knowledge and experience * purposes of the texts * features such as graphics or visuals | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate, read, interpret and determine the effectiveness of information in a minimum of 2 simple and familiar text types relevant to learning, one of which must be print based and the other digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * a limited range of simple, personally relevant digital and paper based texts related to learning * communication technology as required   At this level the learner may:   * need time to read, reread and decode text * depend on a personal dictionary * work with an expert/mentor where support is available if requested | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner applying reading strategies to locate and interpret information in, and making meaning of simple paper based and digital texts related to learning * oral or written questioning to assess knowledge of the purpose and features of different text types related to learning needs * oral information from the learner describing the meaning and effectiveness of the selected texts | | |

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| Unit Code | VU21301 | | | |
| Unit Title | Engage with simple texts for employment purposes | | | |
| Unit Descriptor | This unit develops the skills and knowledge to engage with simple and familiar paper based and digital texts for employment purposes.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two (Reading) 2.03, 2.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners who are seeking develop a range of reading skills to improve their employment participation options. These skills will provide the foundation for future activities associated with engaging with text. This unit is suitable for those in employment and those who aspire to employment.  Where application is as part of the Certificate 1 in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU21305 Create simple texts for employment purposes.* The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21299 Engage with simple texts for personal purposes* and *VU21303 Create simple texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate specific information for employment purposes in simple print and digital texts | 1.1 | | Identify a range of ***simple employment related texts*** | |
| 1.2 | | Recognise ***features*** of simple texts for employment purposes | |
| 1.3 | | Identify relevant information. | |
|  |  | | | |
| 2 Read and interpret simple explicit print and digital texts for employment purposes | 2.1 | | | Identify source of texts |
| 2.2 | | | ***Predict*** thepurpose of the texts |
| 2.3 | | | Use a range of ***strategies*** to interpret the texts |
| 2.4 | | | Identify main ideas in the texts |
| 2.5 | | | Determine the ***effectiveness*** ***of the texts*** in terms of meeting their purpose |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * how basic punctuation impacts on meaning * reading strategies to engage with printed and digital texts * different sources of employment texts   Required Skills:   * problem solving skills to: * critically read texts which have predictable structure and familiar vocabulary to make meaning * get the gist of texts which have more unfamiliar elements to interpret information * use a range of reading strategies to draw on bank of key vocabulary of personally relevant words/ phrases and use of word attack skills * make connections between own knowledge and experience and the purpose and structure of texts * follow simple non-linear digital texts to gain information * communication skills to discuss and convey information about key content in texts * technology skills to navigate screen based digital text to locate simple information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| **S*imple employment related texts*** may include: | | * simple familiar texts with clear purpose and familiar vocabulary * digital, printed, handwritten and visual texts: * formatted texts requiring personal details, providing familiar information such as forms related to employment * logos / notices from employment related agencies * notification of employment arrangement such as time and place of work * information about pay and / or entitlements * messages sent by email, notes, SMS for example note for shift change over * work rosters * simple standard operating procedures * ,checklists of everyday routine items * safety signs and symbols * workplace maps * labels/tags * flowcharts * notices for example safety, social club, union * logos related to workplace or employment * charts and graphs such as pie-charts with production hours or line graphs showing outputs, safety days | | |
|  | | | | |
| ***Features*** include: | | * text structure with transparent organisation appropriate to text type: * procedural texts with a small number of sequentially ordered dot points or numbered instructions * narrative texts with sequential prose: beginning, middle and end; * informative texts with explicit navigation features such as key headings * persuasive texts supported by visual material or numerical information * information formatted into a table of one or two columns, such as a checklist of equipment requirements for job, price list of components, table of benefits for employees * navigation features such as grids, arrows, dot points * sentences: * simple verb tenses and routine word order patterns such as questions and instructions about familiar work matters * linked by simple cohesive devices such as, and, but, then * one or two clauses * containing adjectives, pronouns and prepositions * familiar words / phrases/ abbreviations: * personal details of self or work activities * place-related information such as location of workplace * time-related information such as starting and finishing times, lunch time * vocabulary related to employment and particular workplaces * numbers as whole numbers, simple fractions, decimals, and percentages: * dates and times * money such as costs associated with buying snacks, hourly rate, overtime award * phone numbers relevant to workplace saved to note book or own personal phone bank * counting and measuring units of production * numbers on graphs or charts * well-known visuals, symbols and logos: * keyboard keys * icons such as ‘save’ ‘print’ icons on computer menu * axis in graph | | |
|  | | | | |
| ***Sources of text*** may include: | | * employment agency * workplace * union * peers | | |
|  | | | | |
| ***Predictions*** may be based on | | * prior knowledge of the context * personal experience * prior knowledge of aspects of the text such as layout | | |
|  | | | | |
| ***Reading strategies*** include: | | * meaning-making strategies: * drawing on non-linguistic support such as illustrations, diagrams, photos, symbols, colours, layout * drawing on knowledge of, syntactic and semantic cues to maintain meaning when reading * making connections between own knowledge and experience, and the ideas, events and information in spoken, written, pictorial or electronic texts * making connections between own knowledge and experience and the purpose of texts * comparing and contrasting information between similar texts * self-correcting when meaning is lost by re-reading * recognising meaning of conventional sentence punctuation such as full stops, capital letters * drawing on a bank of known words and phrases including those related to the employment and / or immediate work environment * following the left to right, top to bottom orientation of printed texts and screen-based texts * asking questions to clarify meaning * de-coding strategies: * using word attack skills such as phonics (letter-sound combinations, syllables, recognition of prefixes, suffixes, common stems) | | |
| ***Effectiveness*** is determined in terms of: | | * meeting its purpose * meeting the needs of the audience * own knowledge and experience | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * Locate, read, interpret and determine the effectiveness of information in a minimum of 2 simple and familiar text types relevant to employment, one of which must be print based and the other digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * a limited range of simple, personally relevant digital and paper based texts relevant to employment * communication technology as required   At this level the learner may:   * need time to read, reread and decode text * depend on a personal dictionary * work with an expert/mentor where support is available if requested | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner applying reading strategies to locate and interpret information in, and making meaning of simple paper based and digital texts related to employment * oral or written questioning to assess knowledge of the purpose and features of different text types related to employment needs * oral information from the learner describing the meaning and effectiveness of the selected texts * portfolios containing samples of responses to texts * on the job assessment of application of information to follow work rosters or simple flowcharts * third party reports from a work supervisor detailing the ability to engage with simple texts in the workplace | | |

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| Unit Code | VU21302 | | | |
| Unit Title | Engage with simple texts to participate in the community | | | |
| Unit Descriptor | This unit describes the skills and knowledge to engage with simple and familiar paper based and digital texts to participate in the community.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two (Reading): 2.03, 2.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners seeking to improve their reading skills in order to improve their community participation options It provides the foundation for future activities associated with engaging with text for community participation.  Where application is as part of the Certificate I in General Education for Adults (Introductory) it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU21306 Create simple texts to participate in the community*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as VU21299 *Engage with simple texts for personal purposes* and *VU21303 Create simple texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate information in simple print and digital texts related to community | 1.1 | | Identify a range of ***simple community related texts*** | |
| 1.2 | | Recognise ***features of texts*** | |
| 1.3 | | Identify relevant information | |
|  |  | | | |
| 2 Read and interpret simple explicit print and digital texts related to the community | 2.1 | | | Identify ***source*** ***of texts*** |
| 2.2 | | | Predict the ***purpose of the texts*** |
| 2.3 | | | Use arange of ***strategies*** to interpret the texts |
| 2.4 | | | Identify main ideas in the texts |
| 2.5 | | | Determine the ***effectiveness*** ***of the text*** in terms of meeting its purpose |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * how basic punctuation impacts on meaning * reading strategies to engage with printed and digital texts   Required Skills:   * problem solving skills to: * critically read texts which have predictable structure and familiar vocabulary to make meaning * get the gist of texts which have more unfamiliar elements to interpret information * use a range of reading strategies to draw on bank of key vocabulary of personally relevant words/ phrases and use of word attack skills * make connections between own knowledge and experience and the purpose and structure of texts * follow non-linear digital texts to gain information * communication skills to discuss and convey information about key content in texts * technology skills to navigate screen based digital text to locate simple information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Simple community related texts*** may include: | | * simple familiar texts with clear purpose and familar vocabulary * digital, printed, handwritten and visual texts: * formatted texts requiring personal details for community participation such as a membership form or voter registration form, identity cards for a range of community service providers * brochures, community newsletters, information sheets about local services * notices, about community meetings * two- column formatted materials * transport timetable * maps of local facilities * advertisements, leaflets about community matters * local newspaper headlines/ captions/ cartoons * visual texts such as signs and symbols related to community safety, community and public facilities in the immediate environment * diagrammatic texts such as council waste disposal instructions * messages: phone, email, SMS, sticky notes * community murals, artworks, graffiti | | |
|  | | | | |
| ***Features*** ***of texts*** include: | | * text structure with transparent organisation appropriate to text type: * narrative texts with sequential prose: beginning, middle and end such as in community newsletters; * procedural texts with a small number of sequentially ordered dotpoints or numbered instructions or touch screens with icons * informative texts with explicit navigation features such as headings, site map/ menus about community services * persuasive texts supported by visual material, opinions expressed using sentences with simple verb tenses about community matters * explicit navigation features such as headings, table of contents, site map/ menus columns in a table (one or two columns such as a transport timetable * sentences: * simple verb tenses and routine word order pattern ,such as familiar community matters * one or two clauses linked by cohesive devices * linked by simple cohesive devices such as and, but, then * containing adjectives, pronouns and prepositions * familiar words / phrases/ abbreviations: * place-related information such as community venues, government service offices, educational facilities, recreation and leisure facilities * time-related information such as starting times of events, appointments * vocabulary related to community environment * numbers as whole numbers, simple fractions, decimals, and percentages: * dates and times for community events * place-related information * money such as costs associated with fares, entry costs, shopping * phone numbers relevant to local community saved to note book or own personal phone bank * comparing costs * familiar visuals, symbols and logos: * local service providers * retail outlets in immediate environment | | |
|  | | | | |
| ***Sources of text*** may include: | | * community group * government department * newspaper * advertising company * political party | | |
|  | | | | |
| ***Predictions*** may be based on: | | * prior knowledge of the context * personal experience * prior knowledge of aspects of the text such as layout * visual cues | | |
|  | | | | |
| ***Reading strategies*** include: | | * meaning-making strategies: * drawing on non-linguistic support such as illustrations, diagrams, photos, symbols, colours, layout * drawing on knowledge of syntactic and semantic cues to maintain meaning when reading * making connections between own knowledge and experience, and the ideas, events and information in spoken, written, pictorial or electronic texts * making connections between own knowledge and experience and the purpose of texts * drawing on a bank of known words and phrases including those related to the immediate work environment * asking questions to clarify meaning * self-correcting when meaning is lost by re-reading * de-coding strategies: * using word attack skills such as phonics (letter-sound combinations and relationships, syllables, recognition of prefixes, suffixes, common stems) * following the left to right, top to bottom orientation of printed texts and screen-based texts | | |
| ***Effectiveness of the text is determined*** in terms of: | | * whether the texts meet the needs of the reader * own knowledge and experience * purposes of the texts * features such as graphics or visuals | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * Locate, read, interpret and determine the effectiveness of information in a minimum of 2 simple and familiar text types from the local community, one of which must be print based and the other digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to :   * a limited range of simple, personally relevant digital and paper based texts drawn from the learner’s local community * communication technology as required   At this level the learner may:   * need time to read, reread and decode text * depend on a personal dictionary * work with an expert/mentor where support is available if requested | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner applying reading strategies to locate and interpret information in, and making meaning of simple paper based and digital texts drawn from the community * oral or written questioning to assess knowledge of the purpose and features of different text types related to community participation needs * oral information from the learner describing the meaning and effectiveness of the selected texts | | |

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| Unit Code | VU21303 | | | |
| Unit Title | Create simple texts for personal purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable the development of writing skills to create simple paper based and digital texts for personal purposes and for communication with others.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two (Writing) 2.05, 2.06. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their personal written communication skills. The unit provides the learner with the skills and knowledge necessary to create simple texts with a personal context and purpose. These skills will provide the foundation for future activities associated with producing text.  Where application is as part of the *Certificate I in General Education for Adults (Introductory),* it is strongly recommended that application is integrated with the delivery and assessment of *VU21299 Engage with simple texts for personal purposes.* The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21302 Engage with simple texts to participate in the community* and *VU21306 Create simple texts to participate in the community* | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Describe simple digital and paper based text types relevant to personal need | 1.1 | | Explore a range of ***simple digital and paper based text types*** | |
| 1.2 | | Identify the ***purpose*** and ***audience*** for a selected range of text types | |
| 1.3 | | Recognise the ***features of selected text types*** | |
|  |  | | | |
| 2 Prepare simple digital and paper based texts for personal use | 2.1 | | | Confirm thepurpose and audience for the texts |
| 2.2 | | | Select the ***appropriate format*** for each text |
| 2.3 | | | Prepare the ***content*** |
|  |  | | | |
| 3 Produce simple digital and paper based personal texts | 3.1 | | Arrange the features of the texts to meet the relevant purpose | |
| 3.2 | | ***Review*** the draft texts with a support person | |
| 3.3 | | Complete the final draft of each text according to the review | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * stages or processes of writing including planning, drafting and editing * knowledge of punctuation conventions of sentence writing   Required Skills:   * literacy skills to use: * grammatically correct simple sentence structure * upper and lower case letters consistently * beginning ability to structure text * use developing ability to link ideas using simple conjunctive devices such as “and” and “but”. * problem solving skills to identify audience and purpose of texts and use appropriate language | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Simple digital and paper based text types*** may include: | | * simple familiar texts with clear purpose and familiar vocabulary * electronic, printed and texts containing visual elements: * SMS, email or hand written notes, cards to family members or friends * narrative texts such as own personal history, simple / illustrated short story * expressive text such as poetry, songs * informative texts such as blogs * procedural texts such as shopping lists, reminders, simple diary entries, short notes * visual texts such as digital stories, posters * formatted texts, such as surveys, competition forms, raffle tickets * collaborative texts | | |
|  | | | | |
| ***Purpose*** may include: | | * participation in leisure activities * gaining access to goods and services | | |
|  | | | | |
| ***Audience*** may include: | | * self * immediate family * friends * goods and service provider * government agency | | |
|  | | | | |
| ***Appropriate format*** may include: | | * size of words and visuals * place of colour, symbols * digital story * PowerPoint presentation | | |
|  | | | | |
| ***Features of selected text types*** may include: | | * transparent organisation of text structure appropriate to text type: * narrative texts with sequential prose: beginning, middle and end * procedural texts with a small number of sequentially ordered dot points or numbered instructions * informative texts with explicit navigation features such as headings, site map/ menus * persuasive texts supported by visual material, opinion expressed using sentences with simple verb tenses * spacing, headings, alphabetical, numerical listings * information formatted into a table such as a catalogue of personal items * chronological sequenced prose * a number of simple sentences linked by simple cohesive devices such as ‘and’, ‘but’, ‘then’ * navigation features such as grids, arrows, dot points * left to right and top to bottom orientation * sentences: * with simple verb tenses and routine word order patterns * of one or two clauses * containing adjectives, pronouns and prepositions * using conventions such as punctuation and capitalisation including for the personal pronoun I, upper and lower case, full stop, writing on the line) * familiar words / phrases: * own personal details * relating to family and familiar others such as names * place-related and time-related information such as date and place of birth * those associated with personally relevant education, recreation and leisure activities * those associated with giving opinions, expressing ideas and feelings * commonly used words/ phrases simple diagrams such as a hand drawn map * numbers as whole numbers and familiar fractions: * time-related information such as dates of birthdays, years * place-related information * connected with money, personal banking, * counting and measuring * phone numbers of friends and relatives * familiar visuals: * photographs * symbols * logos * posters * murals | | |
|  | | | | |
| ***Content*** may include: | | * using a range of words / phrases / simple sentences: * “Put cat out. Lock door.” * commonly used symbols and icons such as @ for “at” * SMS such as “Gr8 game” / “Home @ 6” * commonly used words from the immediate environment | | |
|  | | | | |
| ***Review*** may include: | | * support from the teacher, peers and / or another support person, as often as is required for: * spelling and punctuation * grammatical accuracy * clarity of purpose and audience * clarity of message * appropriateness of layout, register * effectiveness of layout features | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the purpose and audience for a range of personally relevant digital and paper based text types * produce one digital and one paper based simple, personally relevant text   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as community participation, the same texts may apply to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to personally relevant text types drawn from the learner’s immediate environment   At this level, the learner may:   * work with an expert / mentor where support is available if requested * require additional time to complete written tasks * depend on a personal dictionary | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner planning, drafting and editing simple personally relevant paper based and digital texts * portfolio of paper based and digital texts produced by the learner * oral or written questioning to confirm knowledge of the purpose and audience of a range of personally relevant text types | | |

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| Unit Code | VU21304 | | | |
| Unit Title | Create simple texts for learning purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable the development of writing skills to create simple paper based and digital texts for learning purposes and for communication with others.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two (Writing), 2.05, 2.06 | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | People seeking to improve their personal literacy skills will need to develop a range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create simple texts for learning purposes. These skills will provide the foundation for future activities associated with producing other texts.  Where application is as part of the *Certificate I in General Education for Adults (Introductory),* it is strongly recommended that application is integrated with the delivery and assessment of *VU21300 Engage with simple texts for learning purposes.* The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21299 Engage with simple texts for personal purposes* and *VU21303 Create simple texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify simple digital and paper based learning related text types | 1.1 | | Explore a range of ***simple digital and paper based text types*** | |
| 1.2 | | Relate the ***purpose*** of the texts to own learning need | |
| 1.3 | | Identify the layout and organisation of selected digital and paper based texts | |
|  |  | | | |
| 2 Produce a simple paper based text in the learning context | 2.1 | | | Confirm the purpose of the paper based text |
| 2.2 | | | Select the ***appropriate format*** |
| 2.3 | | | Plan and sequence the ***content*** |
| 2.4 | | | Arrange the ***features*** of the text to meet the purpose |
| 2.5 | | | ***Review*** the draft text and make any adjustments to the final text as required |
|  |  | | | |
| 3 Produce a simple digital text in the learning context | 3.1 | | Confirm the purpose of the digital text | |
| 3.2 | | Select the appropriate format | |
| 3.3 | | Plan and sequence the content | |
| 3.4 | | Arrange the features of the text to meet the purpose | |
| 3.5 | | Review the draft text and make any adjustments to the final text as required | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * stages or processes of writing including planning, drafting and editing * punctuation conventions of sentence writing   Required Skills:   * literacy skills to demonstrate: * beginning ability to structure text * consistent use of upper and lower case letters * developing ability to link ideas using simple conjunctive devices such as “and” and “but”. * grammatically correct simple sentence structure * problem solving skills to identify audience and purpose of paper based and digital texts and use appropriate language | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Simple digital and paper based text types*** may include: | | * simple familiar texts with clear purpose and familiar vocabulary * a electronic, printed and texts containing visual elements: * self assessments * tables to be completed * study plans * SMS, email and / or handwritten messages to the teacher, fellow students * simple blog or wiki post * checklists * charts / posters * workbooks such as self paced activities * journal * labels / diagrams with labels * notes copied from another source such as whiteboard, teacher talk * texts for Read-Cover-Remember-Retell * texts from the study environment such as tests, exercises * study related prose texts such as report with headings * model texts * collaborative texts | | |
|  | | | | |
| ***Purpose*** may include: | | * collecting and / or providing information * recording information * organising information for regular reference * organising time * mnemonic purposes | | |
|  | | | | |
| ***Appropriate format*** may include: | | * printed or cursive written * word processed * text message: * use of punctuation * abbreviations * size of words and visuals * place of colour, symbols * layout on page * organisational features: * alphabetical, numerical listings * spacing * headings * other markers such as symbols * upper and / or lower case | | |
|  | | | | |
| ***Content*** may include: | | * words / phrases: * response to a series of questions to provide an opinion * homework tasks * commonly used symbols and icons * commonly used words from the learning environment | | |
|  | |  | | |
| ***Features*** may include: | | * transparent organisation of text structure appropriate to text type: * narrative texts with sequential prose: beginning, middle and end; * procedural texts with a small number of sequentially ordered dot points or numbered instructions * informative texts with explicit navigation features such as headings, site map / menus * persuasive texts supported by visual material, opinion expressed using sentences with simple verb tenses * spacing, headings * information formatted into a one or two columns table such as wordlists with definitions * chronologically sequenced prose * navigation features such as grids, arrows, dot points, highlighted links * left to right and top to bottom orientation * sentences: * with simple verb tenses and routine word order patterns (subject verb object), e.g. a journal entry of one or two sentences * of one or two clauses * using adjectives, pronouns and prepositions to write about familiar people, places, things and events time/ location markers * with a limited range of simple cohesive devices such as and, but, then to sequence writing * using conventions of punctuation and capitalisation including for the personal pronoun I, upper and lower case, full stop, writing on the line * simple sentences linked by simple cohesive devices, such as ‘and’, ‘but’, ‘then’ * simple words / phrases: * related to homework, tasks for learning * associated with giving an opinion, expressing ideas * numbers as whole numbers and familiar fractions: * time-related information such as dates of courses * place-related information such as locations within the educational institution * connected with money such as course fees, excursion costs * counting and measuring * organising * phone numbers * visuals: * photographs * symbols * logos * drawings * simple diagrams * abbreviations * ticks, circles, underlining * digital story | | |
|  | | | | |
| ***Review*** may include: | | * support from the teacher, peers and / or another support person, as often as is required for: * spelling and punctuation * grammatical accuracy * clarity of purpose / audience / message * appropriateness of layout / register | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the purpose and audience for a range of learning related digital and paper based text types * produce one digital and one paper based simple, learning related text   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may apply to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real time or class specific opportunities to create digital learning related texts such as a blog, wiki or electronic discussion board * access to learning related text types drawn from the learner’s immediate environment which may include formatted and unformatted sections   At this level, the learner may:   * work with an expert / mentor where support is available if requested * require additional time to complete written tasks * depend on a personal dictionary | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner planning, drafting and editing simple learning related paper based and digital texts * portfolio of paper based and digital texts produced by the learner * oral or written questioning to confirm knowledge of the purpose and audience of a range of learning related text types | | |

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| Unit Code | VU21305 | | | |
| Unit Title | Create simple texts for employment purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable the development of writing skills to create simple paper based and digital texts related to employment.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two (Writing): 2.05, 2.06. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | People seeking to improve their employment participation options will need to develop a range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create simple texts with an employment context and purpose. These skills will provide the foundation for future activities associated with producing text.  Where application is as part of the Certificate I in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of *VU21301 Engage with simple texts for employment purposes.* The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21299 Engage with simple texts for personal purposes* and *VU21303 Create simple texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify simple employment related text types | 1.1 | | Explore a range of ***simple employment related digital and paper based text types*** | |
| 1.2 | | Identify the ***purpose*** and ***audience*** of the texts to own learning need | |
| 1.3 | | Identify the ***features*** of selected digital and paper based texts | |
|  |  | | | |
| 2 Produce a simple employment related paper based text | 2.1 | | | Confirm the purpose and audienceof the paper based text |
| 2.2 | | | Select the ***appropriate format*** |
| 2.3 | | | Plan and sequence the ***content*** |
| 2.4 | | | Arrange the features of the text to meet the purpose |
| 2.5 | | | ***Review*** the draft text and make any adjustments to the final text as required |
|  |  | | | |
| 3 Produce a simple employment related digital text | 3.1 | | Confirm the purpose of the digital text | |
| 3.2 | | Select the appropriate format | |
| 3.3 | | Plan and sequence the content | |
| 3.4 | | Arrange the features of the text to meet the purpose | |
| 3.5 | | Review the draft text and make any adjustments to the final text as required | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * stages or processes of writing including planning, drafting and editing * punctuation conventions of sentence writing   Required Skills:   * literacy skills to demonstrate: * beginning ability to structure text * consistent use of upper and lower case letters * developing ability to link ideas using simple conjunctive devices such as “and” and “but” * grammatically correct simple sentence structure * problem solving skills to identify audience and purpose of paper based and digital texts and use appropriate language | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Simple employment related digital and paper based text types*** may include: | | * simple familiar texts with clear purpose and familiar vocabulary * electronic, printed and texts containing visual elements: * formatted workplace texts requiring personal details, providing familiar information such as pre-operation checklists, Workcover, leave forms, tax forms, induction checklists * forms such as roster, timesheets, OHS / WHS incident reports, fault reports, petty cash * signs, notices * email and / or handwritten messages * short memos * warning notices | | |
|  | | | | |
| ***Purpose*** may include: | | * collection of information * compliance / legal / OHS/ WHS requirements * participation in workplace training * communication of information related to storage, location of products and resources, health and safety * communication of instructions or warnings: * change of roster notification | | |
|  | | | | |
| ***Audience*** may include: | | * fellow workers * immediate superior * workers in another section * clients / customers * visitors / contractors | | |
|  | | | | |
| ***Features*** may include: | | * transparent organisation of text structure appropriate to text type: * short narrative texts with sequential prose: beginning, middle and end * procedural texts with a small number of sequentially ordered dot points or numbered instructions * informative texts with explicit navigation features such as headings, site map/ menus * spacing, headings, alphabetical, numerical listings * information formatted into a one or two column table such as checklist of equipment requirements for job, price list of components * a number of simple sentences linked by simple cohesive devices such as and, but, then * navigation features such as grids, arrows, dot points * left to right and top to bottom orientation * sentences: * with simple verb tenses and routine word order patterns, such as questions and instructions about familiar work matters, one or two sentences to describe events * of one or two clauses * containing adjectives, pronouns and prepositions * using conventions such as punctuation and capitalisation including for the personal pronoun I, upper and lower case * familiar words / phrases: * personal details of self and other work colleagues * place-related information such as location of work, workplace * time-related information such as starting time, lunch time, finishing time * technical vocabulary related to the workplace * numbers as whole numbers and familiar fractions: * dates and times * place-related information * connected with money * phone numbers relevant to workplace saved to note book or own personal phone bank * counting, sorting and measuring units of production/ materials * abbreviations: * M / F * N /A * e.g. * OHS / WHS, HAZCHEM * well-known visuals, symbols and logos: * logo of workplace * symbols/ tags related to safe use of machinery * HAZCHEM symbols * photos * posters * maps / diagrams * in multimodal texts / writing such as speech, graphics and moving images * charts and graphs * pie-charts to show production hours * line graphs to show outputs, safety days | | |
|  | | | | |
| ***Appropriate format*** may include: | | * handwritten, word processed * printed or online * data entry in a database * size of words and visuals * place of colour, symbols, capitalisation | | |
|  | | | | |
| ***Content*** may include: | | * words / phrases / simple sentences which may be copied from a simple, model employment related text * commonly used workplace abbreviations, symbols and icons * commonly used words from the immediate workplace environment | | |
|  | | | | |
| ***Review*** may include: | | * with support from the teacher, by peers, by another support person: * spelling and punctuation * grammatical accuracy * clarity of purpose / audience / message * appropriateness of layout, register * effectiveness of layout features | | |
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| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the purpose and audience for a range of employment related digital and paper based text types * produce one digital and one paper based simple, employment related text   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may apply to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to simple employment related text types and texts which may include formatted and unformatted sections   At this level, the learner may:   * work with an expert / mentor where support is available if requested * require additional time to complete written tasks * access a personal dictionary | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner planning, drafting and editing simple employment related paper based and digital texts * portfolio of paper based and digital texts produced by the learner * oral or written questioning to confirm knowledge of the purpose and audience of a range of learning related text types * third party reports from a workplace supervisor detailing the ability of the learner to create simple texts | | |

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| Unit Code | VU21306 | | | |
| Unit Title | Create simple texts to participate in the community | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable development of writing skills to create simple texts relevant to community participation.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two (Writing), 2.05, 2.06 | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their writing skills to enable greater access to and participation in community activities. The ‘community’ can have a range of definitions, depending on the learner’s situation and may signify the local environment in the case of rural or regional learners. While community is most often defined geographically, it can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean ‘society’.  Where application is as part of the *Certificate I in General Education for Adults (Introductory),* it is strongly recommended that application is integrated with the delivery and assessment of *VU21302 Engage with simple texts to participate in the community*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21299 Engage with simple texts for personal purposes* and *VU21303 Create simple texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify simple digital and paper based community related text types | 1.1 | | Explore a range of ***simple community related digital and paper based text types*** | |
| 1.2 | | Identify the ***purpose*** and ***audience*** of the texts | |
| 1.3 | | Recognise the ***key features*** of the texts | |
|  |  | | | |
| 2 Produce a simple community related paper based text | 2.1 | | | Confirm the purpose and audienceof the ***paper based text*** |
| 2.2 | | | Select the ***appropriate format*** |
| 2.3 | | | Plan and sequence the ***content*** |
| 2.4 | | | Arrange the features of the text to meet the purpose |
| 2.5 | | | ***Review*** the draft text and make any adjustments to the final text as required |
|  |  | | | |
| 3 Produce a simple community related digital text | 3.1 | | Confirm the purpose and audienceof the ***digital text*** | |
| 3.2 | | Select the appropriate format | |
| 3.3 | | Plan and sequence the content | |
| 3.4 | | Arrange the features of the text to meet the purpose | |
| 3.5 | | Review the draft text and make any adjustments to the final text as required | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * stages or processes of writing including planning, drafting and editing * punctuation conventions of sentence writing   Required Skills:   * literacy skills to demonstrate: * beginning ability to structure text * consistent use of upper and lower case letters * developing ability to link ideas using simple conjunctive devices such as “and” and “but”. * grammatically correct simple sentence structure * problem solving skills to identify audience and purpose of paper based and digital texts and use appropriate language | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Simple community related digital and paper based text types*** may include: | | * simple familiar texts with clear purpose and familiar vocabulary * electronic, printed, handwritten and visual texts * notices such as garage sale, lost dog, school picnic * posters for a community event * calendar/ diary entry * forms such as library card application, raffle tickets, registration of pets, login registration on websites, registering to vote, census * phone, email, SMS messages * notes / letters such as to child’s teacher * survey / feedback forms * items in newsletters such as ads, personal notices * menu for community activity * instructions such as checklist for locking up a community hall * informational text for a club webpage * presentation such as PowerPoint to convey the main aims of a community group | | |
|  | | | | |
| ***Purpose*** may include: | | * invitation or advertising for an event, meeting, community activity * advertising something for sale * providing information or opinions on community issues * collecting information * voting * gaining access to services * requesting information or action | | |
|  | | | | |
| ***Audience*** may include: | | * local council * sporting group * community group * local library | | |
|  | | | | |
| ***Key features*** may include: | | * transparent organisation of text structure appropriate to text type: * narrative texts with sequential prose: beginning, middle and end; * procedural texts with a small number of sequentially ordered dot points or numbered instructions * informative texts with explicit navigation features such as headings, site map/ menus * persuasive texts supported by visual material, opinion expressed using sentences with simple verb tenses * spacing, headings, alphabetical, numerical listings, * information formatted into a table such as roster of duties for stall at school fete * a number of simple sentences linked by simple cohesive devices such as and, but, then * navigation features such as grids, arrows, dot points * left to right and top to bottom orientation * Sentences: * with simple verb tenses and routine word order patterns, such as questions and instructions about familiar community matters * of one or two clauses * containing adjectives, pronouns and prepositions * using conventions such as punctuation, capitalisation including for the personal pronoun I, upper and lower case, writing on the line * familiar words / phrases: * own personal details * place-related information such as addresses * names of community facilities and service providers in the immediate area * those associated with personally relevant education, recreation and leisure activities * commonly used words/ phrases * numbers as whole numbers and familiar fractions: * time-related information such as holiday programs * place-related information, such as street addresses * counting and measuring such as a simple budget for a community activity * phone numbers * visuals: * simple diagrams such as hand drawn map of local area with community facilities marked, layout for a festival / school fete * photographs * symbols * logos | | |
|  | | | | |
| ***Appropriate format*** may include: | | * electronic communication such as email or SMS * handwritten / word processed * poster / flyer * diagrams, visuals | | |
|  | | | | |
| ***Content*** may include: | | * information to complete an application for: * library card * community volunteering * request for local council service * instructions for an activity | | |
|  | | | | |
| ***Review*** may include: | | * with support from the teacher, by peers, by another support person, by community members: * spelling and punctuation * grammatical accuracy * clarity of purpose / audience / message * appropriateness of layout, register * effectiveness of layout features | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the purpose and audience for a range of community related digital and paper based text types * produce one digital and one paper based simple, community related text   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may apply to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to simple community related text types and texts which may include formatted and unformatted sections   At this level, the learner may:   * work with an expert / mentor where support is available if requested * require additional time to complete written tasks * depend on a personal dictionary | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner planning, drafting and editing simple community related paper based and digital texts * portfolio of paper based and digital texts produced by the learner * oral or written questioning to confirm knowledge of the purpose and audience of a range of community related text types | | |

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| Unit Code | VU21307 | | | |
| Unit Title | Work with numbers and money in simple familiar situations | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving the recognition, comparison and simple one-step calculations with money, whole numbers and simple everyday fractions, decimals and percentages which are part of the learners’ normal routines and activities such as shopping, recreational activities and routine work related calculations or purchases. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two Numeracy: 2.09, 2.10 & 2.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Identify and compare whole numbers and money into the thousands in simple, familiar situations | 1.1 | | Identify ***place value concepts*** in ***whole numbers*** into the thousands | |
| 1.2 | | Express whole numbers orally and write them as numerals and words | |
| 1.3 | | Order and compare whole numbers into the thousands | |
| 1.4 | | Read, write, interpret and compare numbers related to money in ***simple, familiar situations*** | |
|  |  | | | |
| 2 Identify and compare simple everyday fractions, decimals and percentages, in simple, familiar situations | 2.1 | | | Identify ***simple everyday fractions, decimals and percentages*** in simple, familiar situations, express them orally and write them as numerals |
| 2.2 | | | ***Order and compare*** simple everyday unit fractions, decimals and percentages |
|  |  | | | |
| 3 Perform simple, one-step calculations with numbers and money into the thousands | 3.1 | | Perform ***simple, one-step calculations*** of +, –, ×, and ÷ with whole numbers and money in simple, familiar situations | |
| 3.2 | | Interpret and use simple everyday fractions, decimals and percentages to perform simple, one-step calculations with numbers and money into the thousands | |
| 3.3 | | ***Estimate and roughly check*** the results of calculations in relation to the context | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning * place value of whole numbers into the thousands * techniques used to make estimations and check results of calculations * understanding of operations of addition (+), subtraction (–) , simple multiplication (×) or simple division (÷) and the words and symbols associated with them   Required Skills:   * literacy and communication skills to read, write and say whole numbers, simple fractions and familiar words associated with numbers and money * numeracy skills to identify and use the value of coins and notes | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Place value concepts*** refer to: | | * place value concepts for whole numbers into the thousands | | |
|  | | | | |
| ***Whole numbers*** should be: | | * relevant and appropriate to the learner and should be known in both numeral and word form | | |
|  | | | | |
| ***Simple, familiar situations*** may include: | | * identifying and comparing numbers in: * household bills * advertising leaflets or catalogues * simple pricelists * sports results * workplace parts lists * relevant and simple texts and information from newspapers or the internet * identifying and comparing values on packaging, equipment, tools | | |
|  | | | | |
| ***Simple everyday fractions, decimals and percentages*** refers to: | | * decimals mainly related to money and only to two decimal places * fractions such as ½ , ¼ , ⅓, ¾, 1/10 * 10% as it relates to the GST if appropriate and its equivalence to 1/10 * equivalence of common percentages such as 25% and ¼, and 50% and ½ * comparing only unit fractions with a numerator of 1 | | |
|  | | | | |
| ***Order and compare*** refers to: | | * ordering and comparing like forms with like only: * unit fractions with unit fractions, decimals with decimals and percentages with percentages * comparison between different forms only in terms of equivalence of common percentages and fractions such as 25% and ¼, and 50% and ½ | | |
|  | | | | |
| ***Simple, one-step calculations*** refers to: | | * just one operation chosen from +, – , simple × or simple division ÷ * simple multiplication in terms of multiplying by whole numbers up to and including 10 * division by small whole numbers such as 2, 3, 4, 5 or 10, such as calculations for sharing an amount between 2 or 4 people or as it relates to interpreting ½ or a ¼ of an amount – if the amount to be divided (dividend) is more complex (e.g. $59.95 ÷ 3) then a calculator should be used * fraction calculations of whole number amounts only to be for common unit fractions and as above - division by small whole numbers such as 2, 3, 4, 5 or 10 * when working with money, rounding off should be to the nearest 5 cent or 1 cent to reflect practical reality – knowledge of formal rounding off rules are not required * calculations may be done in an idiosyncratic manner, using familiar ‘in head’ methods where appropriate (e.g. × or ÷ by 2, 10), with or without the use of concrete aids, real money, or a calculator | | |
|  | | | | |
| ***Estimate and roughly check*** refers to: | | * results being checked, using rough estimates based on prior and personal knowledge of the context and responses which can be supported by teacher prompting | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use the concept of place value and the associated language of numbers to recognise, compare and talk about numbers and money into the thousands * the ability to say and write numbers and money into the thousands as numerals and as words * the ability to identify and compare simple everyday fractions, decimals and percentages * the ability to undertake simple operations of +, – , simple × or simple division ÷ with whole numbers and money into the thousands and make rough estimates of results in familiar situations | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to concrete, relevant, familiar and personal contexts and materials where the maths content is explicit   At this level, the learner:   * can use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically * may work with an expert/mentor where support is available if requested * can use “in the head” methods, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner recognising money and numbers related to simple familiar situations * portfolio of completed simple one step calculations of +, –, ×, and ÷ with whole numbers and money into the thousands * oral or written questioning to assess knowledge of techniques to roughly estimate and the ability to communicate whole numbers, simple fractions and familiar words associated with numbers and money verbally and / or in writing | | |

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| Unit Code | VU21308 | | | |
| Unit Title | Work with and interpret directions in simple, familiar situations | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving the interpretation of simple everyday maps or street directories, and giving and following of simple and familiar directions which are part of the learners’ normal routines to do with directions and locations in familiar contexts such as near their homes, shopping centres, in workplace buildings or education institutions. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two Numeracy: 2.09, 2.10, & 2.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this Unit is integrated with the delivery and assessment of other Numeracy and Mathematics Units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Identify and interpret key features and concepts of location and direction in simple everyday maps or street directories | 1.1 | | Identify simple ***key features and concepts of position and location*** in ***simple everyday maps or street directories*** | |
| 1.2 | | Read and interpret simple everyday maps or street directories of familiar locations | |
| 1.3 | | Use ***informal and some formal language of position and location*** to interpret simple everyday maps or street directories | |
|  |  | | | |
| 2 Give and follow simple and familiar directions based on simple everyday maps, diagrams or street directories | 2.1 | | | Describe orally the relative location of two or more objects usinginformal and some formal language of position |
| 2.2 | | | Follow ***simple oral directions*** for moving between familiar locations |
| 2.3 | | | Give simple oral directions for moving between familiar locations using informal and some formal language of position |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in signs, diagrams and maps * the key features of simple diagrams, maps and street directories of familiar locations * mainly informal and some formal oral mathematical language of position and location to give and follow directions.   Required Skills:   * communication skills to describe orally the relative location of two or more objects and to follow simple oral directions * literacy skills to read relevant, familiar maps and street directories | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Key features and concepts of position and location*** refers to: | | * intersections, street names, building names, simple co-ordinates such as A12, direction indicator/compass: North, South, East, West | | |
|  | | | | |
| ***Simple everyday maps or street directories*** may include: | | * familiar and simple online maps and street directories * maps of workplace or educational institution * street directory page for learner’s local area * shopping centre map | | |
|  | | | | |
| ***Informal and some formal language of position and location*** may include: | | * language of position: * over/under * in front/behind * left/right * up/down * through * opposite / on the corner / next to * first / second / between * North / South / East / West * a combination of mainly informal and some formal oral mathematical and general language | | |
|  | | | | |
| ***Simple oral directions*** refer to: | | * short, clear, with only two given at a time such as: * moving from one room to another * between buildings in a large institution, workplace or shopping centre * clarification may be given if requested * simple drawings, plans or maps may be used as an aid | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * read and interpret required location and direction information in simple diagrams, maps and street directories * use informal and some formallanguage of location and direction to describe relative positions of objects or locations * apply key features and concepts of position to give and follow simple, familiar oral directions | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real/authentic or simulated tasks, materials and texts from a limited range of familiar and predictable contexts   At this level, the learner:   * can use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically * may work with an expert/mentor where support is available if requested. | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner identifying key features and concepts of position and location in simple everyday maps or street directories to determine direction and location * role play of giving and following oral directions with a limited number of steps such as moving between buildings in a large institution or shopping centre * oral or written questioning to assess knowledge of mainly informal and some formal oral mathematical language of position and location | | |

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| Unit Code | VU21309 | | | |
| Unit Title | Work with measurements in simple, familiar situations | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving measurement estimations and measurements which are part of the learners’ normal routines and activities such as shopping, cooking, work related measures and reading and telling the time. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two Numeracy: 2.09, 2.10, & 2.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Measure and estimate common quantities using simple, familiar units | 1.1 | | Recognise and appropriately use ***common units of metric measurement*** and their abbreviations in ***familiar situations*** | |
| 1.2 | | Use ***common words*** for comparing measurements | |
| 1.3 | | Estimate measures of ***common quantities*** | |
| 1.4 | | Measure common quantities using appropriate ***simple measuring instruments*** graduated in familiar units | |
|  |  | | | |
| 2 Use and interpret time in simple, familiar situations | 2.1 | | | Read and use both ***analogue*** ***and digital time measuring devices***, including for am/pm |
| 2.2 | | | Read, write, interpret and compare ***numbers and words related to time*** in familiar situations including half and quarter hours |
| 2.3 | | | Read and use ***familiar dates*** from both hard copy and electronic calendars |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in measurement contexts and materials such as on tools and packaging * whole numbers, simple fractions and the language associated with measurement and time * abbreviations associated with measurement and time * common units of metric measurement and time and their appropriate use   Required Skills:   * communication and literacy skills to read familiar texts containing common measurements such as a simple recipe * ability to use simple measuring tools and time devices. | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Common units of metric measurement***may include | | * kilograms * metres / centimetres / millimetres * litres / millilitres * degrees Celsius * Volts | | |
|  | | | | |
| ***Familiar situations*** may include: | | * reading and interpreting: * food and cooking ingredient measures * building material specifications * common household or workplace materials * reading opening hours, diaries and calendars, timesheet hours | | |
|  | | | | |
| ***Common words*** may include: | | * long/short * big/small * thick/thin * short/tall * the same as / half / double / quarter | | |
|  | | | | |
| ***Estimate*** refers to: | | * judging or guessing what a measurement value or results will be, usually based on prior knowledge and experience * the use of common personal body referents, especially for length, such as hand span, length of the learner’s pace, own height | | |
|  | |  | | |
| ***Common quantities*** should include: | | * familiar and routine length, mass, capacity/volume, time, and temperature measures * whole numbers into the thousands related to measurement in both numeral and word form * decimals such as ‘a bottle of drink holds 1.25 litres’ * fractional measurements such as ½ , ¼, ⅓ especially in relationship to cup measures used in cooking | | |
|  | | | | |
| ***Simple measuring instruments*** may include: | | * rulers / tapes measures * measuring jugs / cups / spoons * thermometers * household scales | | |
|  | | | | |
| ***Analogue and digital time measuring devices*** may include | | * digital time pieces which should be able to be read completely * analogue time – hour, ½ hour and ¼ hour | | |
|  | | | | |
| ***Numbers and words related to time*** should include: | | * numbers such as 30, 365, 60, ½ and ¼ * hours, minutes, days, weeks, months * yesterday, next week * first / second / before/after * longer/shorter * counting back or forwards in time, such as half an hour before; one week later | | |
|  | | | | |
| ***Familiar dates*** may include: | | * days, weeks, months in paper based or digital calendar format * popular dates such as key holidays / family birthdays | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * recognise, estimate and use appropriate metric units for a range of common measurements in familiar situations * select and use simple and familiar measurement tools to measure and compare a range of different measurements * read and use a range of date and time measuring devices to interpret and convey information about digital and analogue time and dates including counting forward or back | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to digital and analogue time measuring devices * access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts   At this level, the learner :   * may work with an expert/mentor where support is available if requested. * use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically * use “in the head” methods, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner estimating and measuring common quantities using simple, familiar units of measurement * oral or written questioning to assess the ability to use and interpret time in simple, familiar situations and to use common words for comparing measurement | | |

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| Unit Code | VU21310 | | | |
| Unit Title | Work with simple design and shape in familiar situations | | | |
| Unit Descriptor | This unit describes the skills and knowledge to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving the identification, comparison and sketching of simple and familiar two-dimensional and three-dimensional shapes and designs which are part of the learners’ normal routines to do with familiar buildings, furniture, signs, or common household or workplace objects. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two Numeracy: 2.09, 2.10 & 2.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify, sketch and describe simple, familiar shapes and designs | 1.1 | | Identify and describe ***simple, common and familiar two-dimensional shapes and designs*** located in ***familiar situations*** | |
| 1.2 | | Identify and describe ***simple, common and familiar three-dimensional shapes and designs*** located infamiliar situations | |
| 1.3 | | ***Sketch*** simple**,** common and familiar two-dimensional shapes | |
| 1.4 | | Use oral ***informal and some formal language of shape*** to describe and compare shapes | |
|  |  | | | |
| 2 Compare and classify simple, familiar shapes and designs | 2.1 | | | Order, group and classify simple, common and familiar two-dimensional shapes explaining any simple relationships or patterns |
| 2.2 | | | Order, group and classify simple, common and familiar three-dimensional shapes explaining any simple relationships or patterns |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in relation to shapes and designs * the characteristics of common two-dimensional and three-dimensional shapes and the informal and some formal language of shape and design   Required Skills:   * communication and literacy skills to read relevant, familiar materials and illustrations, diagrams and signs * ability to use simple measuring and drawing tools to draw sketches of common two-dimensional shapes | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Simple, common and familiar two-dimensional shapes and designs*** should include: | | * circles * squares / rectangles * triangles / diamonds, | | |
|  | | | | |
| ***Familiar situations*** may include: | | * recognising: * road / warning signs * building landmarks * product packaging | | |
|  | | | | |
| ***Simple, common and familiar three-dimensional shapes and designs*** may include: | | * spheres * cubes * cylinders | | |
|  | | | | |
| ***Sketch*** refers to: | | * reasonably accurate simple shapes rendered freehand and / or using a ruler or template * drawings made using simple or familiar computer software drawing tools | | |
|  | | | | |
| ***Informal and some formal language of shape*** refers to: | | * circle, square, rectangle, triangle, straight, curved, corner, sides and other words related to the shapes of everyday objects * long/short, big/small, thick/thin, short/tall, curved/straight * a combination of mainly informal and some formal oral and written mathematical and general language to communicate | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the characteristics and sketch a representation of common two-dimensional and three-dimensional shapes * use informal and some formal language of shape to compare and describe familiar and common two-dimensional and three-dimensional shapes and designs in relation to familiar objects * ability to sort and classify a range of simple and familiar 2D and 3D shapes and designs | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to concrete, relevant, familiar and personal contexts and materials related to shape and design   At this level, the learner may:   * work with an expert/mentor where support is available if requested. * use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically * use “in the head” methods, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner identifying a range of 2 and 3 - dimensional shapes in familiar situations * portfolio of freehand and / or template or computer assisted sketches of simple**,** common and familiar two-dimensional shapes * oral or written questioning to assess the ability to use informal and some formal language of shape to compare and describe familiar and common two-dimensional and three-dimensional shapes and designs in relation to familiar objects | | |

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| Unit Code | VU21311 | | | |
| Unit Title | Work with and interpret simple numerical information in familiar texts | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to locate and recognise whole numbers and simple everyday fractions, decimals and percentages which are part of numerical information partially embedded in simple familiar texts. Learners can then use those numbers to perform simple one-step calculations when reading documents such as newspaper articles, sports results, prices in advertisements and utility bills. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two Numeracy: 2.09, 2.10, & 2.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Interpret and work with simple numerical information partially embedded in simple familiar texts | 1.1 | | Identify, interpret and compare ***whole numbers*** into the thousands written as numerals or words that are ***partially embedded*** in ***simple, familiar documents*** ***or texts*** | |
| 1.2 | | Express whole numbers orally and write them as numerals and words | |
| 1.3 | | Identify ***simple everyday fractions, decimals and percentages*** in simple, familiar documents or texts, express them orally and write them as numerals | |
| 1.4 | | Use ***common words*** for ordering and comparing numbers | |
|  |  | | | |
| 2 Undertake simple, one-step calculations with numbers into the thousands partially embedded in simple familiar texts | 2.1 | | | ***Simple, one-step calculations*** of +, –, ×, and ÷ are performed with whole numbers into the thousands partially embedded in simple, familiar texts |
| 2.2 | | | The results of calculations are ***estimated and roughly checked*** in relation to the context |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in texts and documents * place value of whole numbers into the thousands * operations of addition (+), subtraction (–) , simple multiplication (×) or simple division (÷) and the words and symbols associated with them * techniques used to make estimations and check results of calculations   Required Skills:   * communication and literacy skills to: * read relevant, familiar texts and documents * read, write and say whole numbers, simple fractions and familiar words associated with numbers | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Whole numbers*** should be: | | * relevant and appropriate to the learner and should be known in both numeral and word form * may include decimals if appropriate such as ‘a bottle of drink holds 1.25 litres and costs $2.15’ | | |
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| ***Partially embedded*** refers to: | | * explicit maths that does not require a lot of reading or interpreting to locate and extract | | |
|  | | | | |
| ***Simple, familiar documents*** ***or texts*** may include: | | * relevant and simple texts: * household bills * advertising leaflets / catalogues * simple pricelists * sports results * workplace parts lists * relevant and simple texts and information from newspapers or the Internet | | |
|  | | | | |
| ***Simple everyday fractions, decimals and percentages*** refers to: | | * decimals mainly related to money and to two decimal places only * fractions should include ½ , ¼ , ⅓, ¾, 1/10 * 10% as it relates to the GST if appropriate and its equivalence to 1/10 * recognise equivalence of 25% and ¼, and 50% and ½ * when comparing fractions only compare unit fractions, i.e fractions with a numerator of 1 | | |
|  | | | | |
| ***Common words*** may include: | | * first / second / between * smaller / bigger / taller * the same as / * half / double / quarter | | |
|  | | | | |
| ***Simple, one-step calculations*** may include: | | * just one operation chosen from +, – , simple × or simple division ÷ * simple multiplication in terms of multiplying by whole numbers up to and including 10 * division by small whole numbers such as 2, 3, 4, 5 or 10, such as calculations for sharing an amount between 2 or 4 people or as it relates to interpreting ½ or a ¼ of an amount – if the amount to be divided (dividend) is more complex (e.g. $59.95 ÷ 3) then a calculator should be used * when working with money, rounding off should be to the nearest 5 cent or 1 cent to reflect practical reality – knowledge of formal rounding off rules are not required * calculations may be done in an idiosyncratic manner, using familiar ‘in head’ methods where appropriate (e.g. × or ÷ by 2, 10), with or without the use of concrete aids, real money, or a calculator | | |
|  | | | | |
| ***Estimated and roughly checked*** refers to: | | * results are checked, using rough estimates based on prior and personal knowledge of the context and responses can be supported by teacher prompting | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify and interpret simple numerical information embedded in familiar texts where the maths content is explicit * use the associated language of numbers to read and convey numerical information and to read, say and write numbers and money into the thousands as * identify and compare simple everyday fractions, decimals and percentages * undertake simple operations of +, – , simple × or simple division ÷ with whole numbers into the thousands and make rough estimates on results in highly familiar texts | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to concrete, relevant, familiar and personal contexts and materials where the maths content is explicit   At this level, the learner can:   * may work with an expert/mentor where support is available if requested * use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically * use “in the head” methods, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner interpreting whole numbers and simple everyday fractions, decimals and percentages from simple familiar documents or texts * portfolio of completed simple one step calculations of +, –, ×, and ÷ with whole numbers into the thousands * oral or written questioning to assess knowledge of techniques to roughly estimate and the ability to communicate whole numbers and familiar words associated with numbers verbally and / or in writing | | |

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| Unit Code | VU21312 | | | |
| Unit Title | Work with and interpret statistical information in simple, familiar texts | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to work with, construct and interpret simple, familiar statistical tables and graphs related to learners’ routine reading of information and documents that include data in tables and graphs such as simple newspaper articles, sports results, pricelists, utility bills etc. Their communication about these mathematical ideas will mainly be spoken but with some written communications. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two Numeracy: 2.09, 2.10 & 2.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those wishing to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Interpret and work with statistical information in simple, familiar tables | 1.1 | | Interpret the ***key features***, ***conventions and symbols*** ***of*** ***simple, familiar tables*** in ***everyday documents or*** ***familiar texts*** | |
| 1.2 | | Locate specific ***whole number*** based information in tables and report on it using ***informal and some formal language*** | |
|  |  | | | |
| 2 Construct simple graphs and tables based on provided scales and axes | 2.1 | | | Order and use familiar whole value data to construct ***simple, familiar tables*** ***and*** ***graphs*** based on provided scales and axes |
| 2.2 | | | Use the key features, ***conventions and symbols of simple, familiar graphs*** |
|  |  | | | |
| 3 Interpret statistical information in simple, familiar graphs | 3.1 | | Identify the key features, ***conventions and symbols of simple, familiar graphs*** in everyday documents or familiar texts | |
| 3.2 | | Locate specific whole number based information in simple, familiar graphs and report on it orally using informal and some formal language | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in texts such as in newspapers, advertising materials, bills and notices * the key features of tables and graphs to identify appropriate numerical and statistical information   Required Skills:   * communication and literacy skills to: * read relevant, short texts that incorporate tables and graphs * read, write and say whole numbers and use informal and some formal language of number and data to talk about numerical and statistical information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| * ***Key features, conventions and symbols of simple, familiar tables*** include: | | * identifying how the rows, columns and their values are labelled, organised and quantified | | |
|  | | | | |
| ***Everyday documents*** ***or*** ***familiar texts*** may include: | | * relevant and simple texts: * household bills * advertising leaflets / catalogues * simple pricelists * sports results * workplace parts lists * relevant and simple texts and information from newspapers or from the internet | | |
|  | | | | |
| ***Whole numbers*** should be: | | * relevant and appropriate to the learner and should be known in both numeral and word form * could include whole value percentage values | | |
|  | | | | |
| ***Informal and some formal language***may include: | | * highest / lowest * most / least * maximum / minimum * first / last / in the middle | | |
|  | | | | |
| ***Simple, familiar tables and graphs*** may include | | * small tables, pictograms and simple bar and line graphs using scales with graduations of 1s, 2s, 5s or 10s * graphs which are based on provided scales and axes with graduations of 1s, 2s, 5s or 10s * pie charts which only need to be read and interpreted at this level, not created | | |
|  | | | | |
| ***Key features, conventions and symbols of simple, familiar graphs*** may include: | | * recognising and identifying features and conventions such as values/variables plotted, labels, axes, scales | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * construct simple graphs and tables based on provided scales and axes * use key features and conventions of tables and graphs to identify and interpret simple numerical and statistical information * use informal and some formal languageof numbers, graphs and tables to read and convey simple numerical and statistical information and to read, say and write numbers into the thousands as numerals and as words | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to concrete, relevant, familiar and personal contexts and materials where the scales and axes are provided   At this level, the learner can:   * use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically * work with an expert/mentor where support is available if requested | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of simple tables and graphs created by the learner * oral and /or written questioning to assess the ability to communicate whole numbers and familiar words associated with numbers verbally and / or in writing and to use key features and conventions of tables and graphs to identify and interpret simple numerical and statistical information | | |

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| Unit Code | VU21323 | | | |
| Unit Title | Develop and document a learning plan and portfolio | | | |
| Unit Descriptor | This unit develops the skills and knowledge to identify and document current skills and plan future skills development to achieve individual learner objectives with the advice of an appropriate support person. This unit also develops the skills and knowledge to develop and maintain a portfolio. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those with personal, learning, employment and community participation goals. The learning plan documents an agreed program that the learner will undertake during the course to plan, document and monitor progress towards achieving learning goals. The program will take into account the learner’s learning style and preferences. The learner documents the learning plan using an established format. The learner is also supported to develop and maintain a portfolio of completed work samples, selected to demonstrate competency in particular skill areas. The portfolio conforms to an agreed format. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Clarify learning goals | 1.1 | | Identify and prioritise ***learning goals*** | |
| 1.2 | | Discuss goals with ***appropriate persons*** and identify any additional skills requirements | |
| 1.3 | | Compare current skills and knowledge with identified goals | |
| 1.4 | | Access ***support resources*** | |
|  |  | | | |
| 2 Clarify factors impacting on own learning | 2.1 | | | Discuss ***previous experiences*** in relation to achieving identified goals |
| 2.2 | | | Identify ***preferred learning styles*** |
| 2.3 | | | Note ways in which participating in the program will assist in meeting personal goals |
|  |  | | | |
| 3 Document an individual learning plan. | 3.1 | | Clarify ***the purpose*** of an individual learning plan | |
| 3.2 | | Identify ***the features*** of an individual learning plan | |
| 3.3 | | Confirmthe ***processes*** for developing an individual learning plan | |
| 3.4 | | Complete the individual learning plan | |
|  |  | |  | |
| 4 [Prepare portfolio of completed work samples](http://www.ntis.gov.au/cgi-bin/waxhtml/~ntis2/unit.wxh?page=90&lElemRef=86753&inputRef=23945&sCalledFrom=pkg) | 4.1 | | Discuss the ***purposes of the portfolio*** | |
| 4.2 | | Identify and discuss ***types of evidence*** required | |
| 4.3 | | Define the ***purpose of evidence*** | |
| 4.4 | | Clarify ***format of portfolio*** | |
| 4.5 | | Collect examples of evidence for portfolio | |
|  |  | |  | |
| 5 Monitor and update the individual learning plan | 5.1 | | Identify progress towards end-of-course goals and objectives | |
| 5.2 | | ***Determine factors which contributed to success*** in meeting goals | |
| 5.3 | | Note ***barriers*** to success in meeting goals | |
| 5.4 | | Discuss learning strategies which can be applied to other contexts with appropriate support person | |
| 5.5 | | Amend individual learning plan as needed. | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * importance of documenting learning to support progress * factors which can support or hinder progress in learning * different learning strategies and how they contribute to learning   Required Skills:   * communication skills to * participate in the planning process to develop a learning plan * discuss aspects of the learning plan such as purpose and preferred learning styles to support development of the plan * read and interpret a range of information related to own goals * problem solving skills to: * gather and use information to support development of the plan * draw on previous experiences to inform development of the plan * identify, select and organise evidence for portfolio using an established model * compare own skills to learning goals to identify achievable steps | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Learning goals*** may include: | | * improving reading, writing and numeracy skills for a variety of purposes, for example: * further study * employment * community participation * health and well being * support for others * new skills and knowledge * specific competencies * employment requirements * career advancement | | |
|  | | | | |
| ***Appropriate persons*** may include: | | * program coordinator * teacher * advisor * teachers in other areas such as trade areas * career development advisors * Community Advocates and Learning Partners/Indigenous community members | | |
|  | | | | |
| ***Support resources*** may include: | | * audio-visual aids * visual materials such as diagrams * ICT based tools * library | | |
|  | | | | |
| ***Previous experiences*** can include: | | * work experience * volunteer or recreational experience * family responsibilities * study including formal schooling or informal learning * any possible barriers to completion | | |
|  | | | | |
| ***Learning styles*** may include: | | * auditory * visual * kinaesthetic * tactile | | |
|  | | | | |
| ***Purposes of a learning plan*** may include: | | * assisting the learner and the provider to plan systematically for the attainment of goals * as a tool to monitor progress * to assist the transition of the learner to his/ her preferred options at the end of the course.. | | |
|  | | | | |
| ***Features of an individual learning plan*** include: | | * short term/long term goals and indicators of success * actions and activities to be undertaken, including monitoring arrangements * responsibilities * timelines * acknowledgement that the document is a working document and is subject to constant change, addition and deletion | | |
|  | | | | |
| ***Components of individual learning planning process*** are: | | * assessment of learner’s needs * negotiation and development of long term goals * identifying one or two short term specific objectives * determination of tasks and progress to achieve goals and objectives * agreement as to who is responsible for the implementation of each task * identification of additional support persons * **case workers and personal carers** * **career counsellors** * **family members** | | |
|  | | | | |
| ***Purposes*** ***of the portfolio*** may include: | | * record what has been achieved in the course * provide a basis for an RPL application at a later stage * provide support for a CV * provide opportunity for reflection on progress towards achieving goals * opportunity to reflect on strategies which have been successful | | |
|  | | | | |
| ***Types of evidence*** may include: | | * collections of samples compiled by the learner * products with supporting documentation * journal/log book | | |
|  | | | | |
| ***Purpose of evidence*** includes: | | * document progress towards achievement of goals * document competencies * build a picture of personal attributes * identify areas for further skill development * identify strengths and weaknesses * document employability skills | | |
|  | | | | |
| ***Formats*** may include: | | * folder * on-line * e-portfolio | | |
|  | | | | |
| ***Factors which contribute to success*** may include: | | * transferring learning from one area to a new area * applying appropriate strategies * practising new skills * seeking support of teacher, peers, other interested parties when needed | | |
|  | | | | |
| ***Barriers*** may include: | | * current life circumstances such as physical, mental, emotional or social constraints * conflict with discourses of education * cultural differences * multiple roles and responsibilities | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * clarify own learning goals and factors affecting own learning, document a learning plan using an established template, maintain a portfolio, and monitor and update the learning plan when necessary. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * an established format to document the learning plan * computer technology as required   Assessment of performance requirements in this unit is best undertaken over the course of the program so learning goals can be reviewed and amended | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * oral or written questioning to assess knowledge of the purpose and strategies to achieve goals * direct observation of the learner participating in the process of developing and monitoring a learning plan or completing tasks for the portfolio * portfolios to assess evidence of how identified goals have been met consisting of : * collections of samples compiled by the learner * product with supporting documentation * journal/log book * testimonials/reports from other teachers or support staff | | |

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| Unit Code | VU21324 | | | |
| Unit Title | Plan and undertake a project | | | |
| Unit Descriptor | This unit develops the skills and knowledge to plan, carry out and review the final outcome of a project based activity focusing on an identified area of interest or need. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners who need to develop a range of literacy, numeracy and oral communication skills through practical application in an activity in a context and/or around a specific content area. Content for the unit can be drawn from any area of learner interest or need. The project can be completed either individually or as a member of a group. Activities will be designed within guidelines established by the learner. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Propose a project | 1.1 | | Select an area of interest or need | |
| 1.2 | | Clarify proposed ***project goals*** with appropriate ***support people*** | |
| 1.3 | | Link current skills, knowledge, interests and learning strategies to project | |
|  |  | | | |
| 2 Design and plan the project | 2.1 | | | Clarify the ***elements*** of the project |
| 2.2 | | | Identify *the* ***steps*** for completing the project |
| 2.3 | | | Clarify ***responsibilities of those involved in the project*** |
|  |  | | | |
| 3 Document the project | 3.1 | | Record ***action plan*** | |
| 3.2 | | ***Record*** work undertaken to meet project goals | |
|  |  | | | |
| 4 [Carry](http://www.ntis.gov.au/cgi-bin/waxhtml/~ntis2/unit.wxh?page=90&lElemRef=86753&inputRef=23945&sCalledFrom=pkg) out the plan | 4.1 | | Gather ***resources*** required for the project | |
| 4.2 | | Undertake project tasks | |
| 4.3 | | Monitor and record activities undertaken | |
| 4.4 | | Amend action plan as needed | |
|  |  | | | |
| 5 Review the conduct of the project | 5.1 | | ***Identify key aspects of success*** in meeting goals | |
| 5.2 | | Identify ***barriers*** to success | |
| 5.3 | | Discuss strategies which can be applied to other contexts with ***appropriate support people*** | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * knowledge of a range of methods to present and record information * potential barriers to completing a project   Required Skills:   * communication skills to: * read and interpret a range of information requirements related to the project * record information related to the progress and completion of the project * discuss resource requirements and progress of the project with those involved   Planning and organising skills to:   * gather information to undertake the project * follow an action plan to complete the project according to identified time frames and processes * problem solving skills to identify contingencies to deal with unplanned obstacles related to the project such as notifying relevant staff of a problem * learning skills to apply own knowledge and interests to selection of project activity * personal management skills to to manage own activities within the project | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Project goals*** may include: | | * completion of an individual or group based activity: * construction of a newsletter * compilation of a recipe book * compilation of a photo collection * creation of a catalogue of songs * organising a class activity such as an outing, a party, a dance * organising a community activity such as sporting club fundraiser, over 50s sporting competition * preparation of a lunch / dinner for a group * designing and producing a T shirt for an event / cause * designing and producing a community mural * working in a community garden * solving specific workplace problems, such as ways of monitoring return of equipment in good order * negotiating solution to roster problems * additional knowledge and skill outcomes such as reading, writing and numeracy skills * value of project to other aspects of the learner’s work, learning, community involvement * previous experiences related to identified goals: * work experience * volunteer or recreational experience * family responsibilities * study including formal schooling or informal learning * health and other personal matters * any possible barriers to completion | | |
|  | | | | |
| ***Appropriate support people*** may include: | | * mentor * teacher * volunteer tutor * family member / friend * community member | | |
|  | | | | |
| ***Elements*** may include: | | * what / who / why / how / when / where | | |
|  | | | | |
| ***Steps***  may include: | | * establishing advantages and disadvantages of working with others on the project | | |
|  | | | | |
| ***Responsibilities of those involved in the project*** may include | | * participation * working collaboratively * monitoring project tasks, roles, time lines and responsibilities * awareness of simple strategies for dealing with conflicting discourses * checking project tasks, roles, time lines and responsibilities | | |
|  |  | | | |
| ***Action plan*** may include: | | * commencement dates * roles and responsibilities * tasks * completion dates | | |
|  | |  | | |
| ***Resources*** may include: | | * research * information | | |
|  | |  | | |
| ***Factors which contribute to success*** can include: | | * transferring learning from one area to a new area * applying appropriate strategies * practising new skills * seeking support of teacher, peers, other interested parties when needed * clear role definitions * problem solving techniques * developing co-operative learning techniques | | |
|  | |  | | |
| ***Barriers*** may include: | | * current life circumstances such as physical, mental, emotional or social constraints * conflict with discourses of education * cultural differences * multiple roles and responsibilities | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * plan a project based on an area of interest, clarify project goals with an appropriate support person, document the project, and carry out the project according to the project plan * participate in a review of the conduct and outcome of the project including successful outcomes and barriers to completion of the project | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * texts and information related to areas of interest that are relevant and familiar to the learner * resources to complete the project for example facilities such as libraries and computers * access to support people such as community “experts” or other experts | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of examples related to the completion of the project such as: * **project action plan** * **journal/log book recording project-related activities** * **collections of samples compiled by the learner such as photos, written materials, visual materials** * **final product of the project** * direct observation of the learner planning and carrying out the project * oral or written questioning to confirm understanding of the actions undertaken to complete the project and difficulties encountered * verbal third party feedback, for example from peers involved in the project: | | |

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| Unit Code | VU21325 | | | |
| Unit Title | Engage with texts of limited complexity for personal purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to engage with a range of everyday, less familiar paper based and digital text types, of limited complexity. It develops the skills to read, interpret and evaluate everyday texts of limited complexity for personal purposes.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Three (Reading): 3.03, 3.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to people seeking to improve their personal literacy skills and who need to develop a range of reading skills both in a paper based and digital context. These skills provide the foundation for future activities associated with engaging with more complex texts.  Where application is as part of the Certificate I in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU21329 Create texts of limited complexity for personal purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21326 Engage with texts of limited complexity for learning purposes* and *VU21330 Create texts of limited complexity for learning purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate personally relevant information in everyday print based and digital textsof limited complexity | 1.1 | | Identify a ***range of texts of limited complexity*** to meet personal needs | |
| 1.2 | | Describe ***features of texts*** | |
| 1.3 | | Select information of personal relevance. | |
|  |  | | | |
| 2 Read and interpret a range of everyday print based and digital personally relevant texts of limited complexity | 2.1 | | | Determine the ***source*** of texts |
| 2.2 | | | Predict the purpose of the text |
| 2.3 | | | Use a range of ***strategies*** ***to comprehend the text*** |
| 2.4 | | | Determine ***main ideas*** in the text |
| 2.5 | | | Identify ***key descriptive details*** |
|  |  | | | |
| 3 Evaluate a range of personally relevant print based and digital texts of limited complexity | 3.1 | | Apply a range of ***strategies to analyse texts*** | |
| 3.2 | | Determine the ***effectiveness*** of the texts in terms of meeting personal purpose. | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required knowledge:   * understands that a text represents the author’s experiences, purposes, opinions * understands that texts have different audiences and different purposes * understands that paper based and digital information may be represented differently * information can be accessed and used in a number of ways including digitally   Required skills:   * problem solving skills to: * interpret basic structural conventions of text such as chronological sequencing of events, identification followed by description * draw on a range of de-coding and meaning-making strategies to make sense of text * oral communication skills to convey information about text including an opinion about its effectiveness * technology skills to access and navigate screen based digital text to locate information of limited complexity | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Range of texts of limited complexity relevant to personal purposes*** may include: | | * longer texts which require integration of a number of ideas and pieces of information * digital, printed, handwritten and visual texts: * personally relevant messages such as email, SMS, cards, letters, online postings * narrative texts / prose texts such as fiction, reflective writing in personal letters, autobiographical accounts, short stories, diary entries, recount * informative texts such as non-fiction texts of personal interest, weblogs, short articles in newsletter * procedural texts such as instructions on using equipment for example touch screens for accessing services, banking * opinion texts * transactional texts such as bills, formal and informal personal letters * visual texts such as stories, posters, art work, notices such as ‘lost kitten’, signs, * photo display with descriptive comments (including electronic versions) * TV programs, advertisements * texts jointly constructed by teacher and student peers | | |
|  | | | | |
| ***Features*** of texts may include: | | * text structures that incorporate a number of ideas and include some embedded information and abstraction: * narrative texts with a chronological sequence of events, orientation, complication, resolution, use of descriptive language, variations in author’s voice * informative texts with impersonal tone, headings, author’s views expressed as facts and which might follow a standard format such as general statement, factual description, conclusion * persuasive texts which use emotive and persuasive language, includes facts and opinions, author’s bias may be explicit with some implicit meaning, and might follow a standard format such as statement of opinion, argument, summing up or recommendation * procedural texts with a series of sequential steps required to achieve goals; icons; text supported by diagrams * transactional texts such as letters with formal opening, statement of purpose, details, request, action required, formal close * explicit navigation features such as headings, table of contents, site map/ menus, dot points * sentences: * complex and compound sentences with simple verb tenses and routine word order patterns * devices used to refer to words or phrases used in previous clauses/sentences * dependent clauses introduced by words such as although, when, while * familiar and some specialised words / phrases/ abbreviations: * those associated with personally relevant education, recreation and leisure activities * introductory phrases which indicate an opinion or fact is being offered * common idioms * familiar visuals, symbols and logos: * arrows * icons * service provider logos | | |
|  | | | | |
| ***Sources*** of text may include: | | * friends * relatives * service providers | | |
|  | | | | |
| ***Predictions*** may be based on: | | * prior knowledge of the context * personal experience * prior knowledge of aspects of the text such as layout * title and other visual clues on cover | | |
|  | | | | |
| ***Strategies*** ***to comprehend the text*** include: | | * meaning-making strategies: * identifying ways in which the author chooses words to convey feelings and experiences, and the effect of these choices in creating emotions in the reader * recognising that use of vocabulary, style of writing, layout and graphic features vary according to purpose * drawing on a broad bank of personally relevant words and phrases * recognising introductory phrases which indicate an opinion or a fact is being offered * clarifying intended meaning by varying speed when reading * recognising meaning of conventional punctuation, font and layout such as semi-colons, brackets, italics * identifying literary devices used by the author * de-coding strategies: * using a range of word identification strategies, including: phonic and visual letter patterns; syllabification; word origins; and background knowledge of text * using punctuation as an aid to understanding such as capitalisation, full stops, commas, exclamation marks, speech marks | | |
|  | |  | | |
| ***Main ideas*** may include key points / topic sentences related to: | | * personal reflection * narrative * information / facts / procedures * personal contact * cultural contact * entertainment | | |
|  | |  | | |
| ***Key descriptive details*** may relate to: | | * plot, characters, setting of fiction text * supporting information for non-fiction texts * details of argument / requirements for transactional texts | | |
|  | |  | | |
| ***Strategies to analyse texts***may include: | | * clarifying the intention of the writer * identifying key words and phrases critical to gaining meaning from the text * discussing effect of language choices on effectiveness of the text such as emotive and descriptive words, use of slang, use of inclusive pronouns * reading a text of fiction, and commenting on the structure and content * expressing an opinion on the text such as how the text affected them, how they felt about an aspect of the text * brainstorming activities to discuss features of the text such as ways in which the text reflects the author’s culture, experiences and value system * comparing similar texts of personal relevance in terms of language used or text structure | | |
|  | |  | | |
| ***Effectivenes*s** is evaluated in terms of: | | * meeting its purpose * meeting the needs of the audience * own knowledge and experience * its source * whether the text conveys the author’s real or imaginary experience/ intentions * whether the author is successful in creating an emotional response in the reader, if that is the perceived intention of the writer | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate, read, interpret and evaluate information in a minimum of 3 different, personally relevant text types of limited complexity at least one of which must be digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as learning, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * digital and paper based texts of limited complexity * communication technology and software * personally relevant   At this level the learner:   * works independently in a range of familiar contexts * uses familiar support resources such as an online dictionary or thesaurus | | |
|  | | | | |
| Method(s) of assessment | | The following methods of assessment are suitable for this unit:   * direct observation of the learner interpreting information in, and making meaning of paper based and digital texts of limited complexity * oral or written questioning to assess knowledge of the purpose and features of different personally relevant text types * oral information from the learner describing the meaning and effectiveness of the selected texts * portfolios containing samples of responses to texts | | |

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| Unit Code | VU21326 | | | |
| Unit Title | Engage with texts of limited complexity for learning purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to engage with a range of everyday and less familiar print and digital texts, of limited complexity to participate in learning. The unit provides the learner with the skills and knowledge necessary to read, interpret and evaluate everyday texts of limited complexity for learning purposes  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Three (Reading): 3.03, 3.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners seeking to improve their reading skills in order to access educational participation options It provides the foundation for future activities associated with engaging with more complex texts for learning purposes.  Where application is as part of the Certificate 1 in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills writing unit: *VU21330* *Create texts of limited complexity for learning purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21325 Engage with texts of limited complexity for personal purposes* and *VU21329 Create texts of limited complexity for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate routine and familiar information in print and digital textsof limited complexity | 1.1 | | Identify a range of ***texts of limited complexity for learning purposes*** | |
| 1.2 | | Describe ***features*** of texts | |
| 1.3 | | Identify Information relevant to learning purposes | |
|  |  | | | |
| 2 Read and interpret a range of print and digital texts of limited complexity for learning purposes | 2.1 | | | Determine ***source*** of texts |
| 2.2 | | | Predict the purpose of the texts |
| 2.3 | | | Usea range of ***strategies*** ***to comprehend the text*** |
| 2.4 | | | Identify main ideas in text |
| 2.5 | | | Identify supporting details |
|  |  | | | |
| 3 Evaluate a range of print and digital texts of limited complexity relevant to learning purposes | 3.1 | | Apply a limited range of ***strategies*** ***to analyse texts*** | |
| 3.2 | | Evaluate the ***effectiveness*** of the texts | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * texts represent the author’s experiences, purposes, opinions * relationship between source of text and validity of information * texts have different audiences and different purposes * information can be accessed and represented in a number of ways including digitally   Required Skills:   * problem solving skills to: * interpret basic structural conventions of text such as sequencing of information, identification followed by description * draw on a range of de-coding and meaning-making strategies to make sense of text * draw on prior knowledge to make sense of text * oral communication skills to convey information about text including an opinion about its effectiveness * technology skills to access and navigate screen based digital text to locate information of limited complexity | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Texts of limited complexity for learning purposes*** may include: | | * longer digital, printed, handwritten and visual texts which require integration of a number of ideas and pieces of information: * instructional learning materials such as text books, collections of learning resources, handouts, web-based materials * procedural manuals / learner guides * reports / feedback * informal and formal email or hand written messages about familiar and immediate matters such as information about an assignment from a fellow class member or the teacher, support available at the learning organisation * individual learning plans, self assessments, portfolios, diaries * formatted texts such as enrolment forms, timetables | | |
|  | | | | |
| ***Features of texts*** may include: | | * text structures that incorporate a number of ideas and include some embedded information and abstraction: * instructional texts with headings and sub-headings to organise the text; format that typically includes a main statement and supporting information such as a learning goal and materials or other requirements needed to support it , sequential steps required to achieve goals; icons to provide guidance to the learner as to what is required * narrative texts such as a chronological sequence of events, use of descriptive language, variations in author’s voice * informative texts which use impersonal tone and headings, facts that might follow a standard format such as general statement, factual description, conclusion * persuasive texts which use emotive and persuasive language, include facts and opinions, author’s bias may be explicit or implicit, and might follow a standard format such as statement of opinion, argument, summing up or recommendation * explicit navigation features such as headings, table of contents, site map/ menus * sentences: * complex and compound sentences with simple verb tenses and routine word order patterns * devices used to refer to words or phrases used in previous clauses/sentences * dependent clauses introduced by words such as although, when, while, if * familiar words / phrases/ abbreviations: * vocabulary associated with personally relevant learning activities * common idioms * technical terms linked to learning goals * visual information: * icons * information and activities presented visually in learning resources such as graphs, tables and charts * table of contents, index | | |
|  | | | | |
| ***Sources*** of text may include: | | * digital/online * instructional designers / writers * teachers/trainers | | |
|  | | | | |
| ***Predictions*** may be based on: | | * prior knowledge of the context * personal experience * prior knowledge of aspects of the text such as layout * title and other visual clues on cover | | |
|  | | | | |
| ***Strategies to comprehend the text*** include: | | * meaning-making strategies: * identifying ways in which the author chooses words to convey feelings and experiences, and the effect of these choices in creating emotions in the reader * recognising that use of vocabulary, style of writing, layout and graphic features vary according to purpose * drawing on a broad bank of personally relevant words and phrases * recognising introductory phrases which indicate an opinion or a fact is being offered * clarifying intended meaning by varying speed when reading * identifying techniques used by the author to achieve purpose such as tone and words * de-coding strategies: * word identification strategies, including: phonic and visual letter patterns; syllabification; word origins; and background knowledge of text. * punctuation as an aid to understanding such as capitalisation, full stops, commas, exclamation marks, speech marks | | |
|  | |  | | |
| ***Supporting details*** may include: | | * more detailed information * arguments in support of ideas | | |
|  | |  | | |
| ***Strategies to analyse texts*** may include: | | * clarifying the intention of the writer * identifying key words and phrases critical to gaining meaning from the text * discussing effect of language choices on effectiveness of the text for example, use of passive voice, technical jargon, impersonal tone * brainstorming activities to discuss features of the text such as ways in which the text reflects the author’s culture, experiences and value system * comparing similar texts of personal relevance in terms of language used or text structure or information provided | | |
|  | |  | | |
| ***Effectiveness*** of the text is evaluated in terms of: | | * meeting its purpose (instruction / information) * meeting the needs of the audience * own knowledge and experience * whether the material is presented in a way that makes it accessible to the reader | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate, read, interpret and evaluate information in a minimum of 3 different, text types of limited complexity related to learning at least one of which must be digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * communication technology and software * personally relevant digital and paper based texts of limited complexity related to learning purposes   At this level the learner:   * works independently in a range of familiar contexts * uses familiar support resources such as an online dictionary or thesaurus | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner interpreting information in and making meaning of paper based and digital texts of limited complexity * oral or written questioning to assess knowledge of the purpose and features of different text types related to learning * oral information from the learner describing the meaning and effectiveness of the selected texts * portfolios containing samples of responses to texts | | |

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| Unit Code | VU21327 | | | |
| Unit Title | Engage with texts of limited complexity for employment purposes | | | |
| Unit Descriptor | This unit develops the skills and knowledge to read, interpret and evaluate a range of everyday and less familiar paper based and digital text types of limited complexity, for employment purposes.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia 2012). They contribute to the achievement of ACSF indicators of competence at Level Three (Reading): 3.03, 3.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners who are seeking develop a range of reading skills both in a paper based and digital context to improve their employment participation options. These skills will provide the foundation for future activities associated with engaging with more complex texts. This unit is suitable for those in employment and those who aspire to employment.  Where application is as part of the Certificate 1 in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU21331 Create texts of limited complexity to participate in the workplace*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21325 Engage with texts of limited complexity for personal purposes* and *VU21329 Create texts of limited complexity for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate routine and familiar information in paper based and digital texts of limited complexity relevant to employment purposes | 1.1 | | Identifya range of ***texts of limited complexity for employment purposes*** | |
| 1.2 | | Describe ***features*** of texts | |
| 1.3 | | Identify relevant information | |
|  |  | | | |
| 2 [Read and interpret a range of paper based and digital texts of limited complexity relevant](http://210.9.70.37/cgi-bin/waxhtml/~ntis2/unit.wxh?page=90&lElemRef=100235&inputRef=27535&sCalledFrom=std) to employment purposes | 2.1 | | | Determine ***source*** of texts |
| 2.2 | | | ***Predict*** the purpose of the texts |
| 2.3 | | | Use a range of ***strategies*** ***to interpret the text*** |
| 2.4 | | | Identify and interpret ***main ideas*** in texts |
| 2.5 | | | Locate relevant explanatory or additional information needed to interpret the texts |
|  |  | | | |
| 3 [Evaluate](http://210.9.70.37/cgi-bin/waxhtml/~ntis2/unit.wxh?page=90&lElemRef=100236&inputRef=27535&sCalledFrom=std) a range of paper based and digital texts of limited complexity for employment purposes | 3.1 | | Apply a limited range of ***strategies*** ***to analyse texts*** | |
| 3.2 | | Evaluate the ***effectiveness*** of the text. | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * strategies used to analyse texts to identify their usefulness * strategies used in texts to achieve purpose and convey information and opinion * relationship between source of text and validity of information * texts have different audiences and different purposes * information can be accessed and represented in a number of ways including digitally   Required Skills:   * problem solving skills to: * interpret basic structural conventions of text such as sequencing of information in flowcharts and work procedures, identification followed by description * draw on a range of de-coding and meaning-making strategies to make sense of text * draw on prior knowledge to make sense of text * distinguish fact from opinion * oral communication skills to convey information about work related texts including an opinion about effectiveness * technology skills to access and navigate screen based digital text to locate and interpret work related information of limited complexity | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Texts of limited complexity for employment purposes*** may include: | | * longer digital, printed, handwritten and visual texts which require integration of a number of ideas and pieces of information: * informative texts: * information from government agencies such as Job Networks, employing organizations and companies * human resources information such as employment contracts and induction materials * OHS / WHS materials * company newsletters * notices from unions * procedural texts: * standard operating procedures * job specifications * manufacturers' specifications * equipment manuals * flowcharts * customer requirements * formatted texts: * workplace forms such as incident report forms * safety data sheets * transactional texts: * letters requesting action or response | | |
|  | | | | |
| ***Features*** of texts include: | | * text structures that incorporate a number of ideas and include some embedded information and abstraction: * procedural texts with sequential steps and key headings such as standard operating procedures * informative texts using a standard format such as general statement, factual description, conclusion such as manufacturer’s information * transactional texts with formal opening, statement of purpose, details, request, action required, formal close * persuasive texts in which bias may be explicit or implicit, may use emotive and persuasive language, include facts and opinions, and might follow a standard format such as statement of opinion, argument, summing up or recommendation such as union information * formatted texts with headings, numbered sections, sequentially organised information such as safety data sheets, ,award documentation, * explicit navigation feature such as, headings, table of contents, site map/ menus * sentences: * complex and compound sentences with simple verb tenses and routine word order patterns such as instructions, explanations, questions, opinions * devices used to refer to words or phrases used in previous clauses/sentences * dependent clauses introduced by words such as although, when, if, while * familiar words / phrases/ abbreviations: * vocabulary related to specific workplace or industry environment * technical terms related to workplace / industry * common idioms * simple diagrams such as flowcharts of processes * numerical information: * information which summarises data formatted into a table or chart * standard measurements * calculations for example ratios, * pay rates, costs | | |
|  | | | | |
| ***Sources*** may include: | | * employment agency * workplace, including paper-based, email, intranet * union * industry body * manufacturer * government department | | |
|  | | | | |
| ***Prediction***s may be based on: | | * prior knowledge of the context * layout of the text * personal experience * prior knowledge of aspects of the text * visuals | | |
|  | | | | |
| ***Strategies*** ***to interpret the text*** may include: | | * meaning-making strategies: * self-correction, re-reading, reading ahead, varying speed, reads aloud, creating questions, checking for accuracy of information by consulting other texts/people * relating separate pieces of information within a text, rather than treating them as separate units of information * using a range of technical vocabulary of relevance to particular industry or workplace * predicting the meaning of unknown words by using surrounding words * de-coding strategies: * using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings * recognising ways in which layout of a document conveys meaning | | |
|  | |  | | |
| ***Main ideas*** may include: | | * technical terms * instructions / operating procedures * customer requirements * OHS / WHS information * quality processes | | |
|  | |  | | |
| ***Strategies*** ***to analyse texts*** may include: | | * clarifying the intention of the writer * identifying key words and phrases critical to gaining meaning from the text * expressing an opinion on the text such as how the text affected them, whether the text conveyed information clearly * brainstorming activities to discuss features of the text * comparing similar texts in terms of language used or text structure | | |
|  | |  | | |
| ***Effectiveness*** is evaluated in terms of: | | * if it is able to be applied * meeting its purpose, including inferred purpose * meeting the needs of the audience * own knowledge and experience * clarity and relevance | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate, read, interpret and evaluate information in a minimum of 3 different, text types of limited complexity relevant to employment or workplace purposes, at least one of which must be digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * access to communication technology and software * personally relevant digital and paper based texts of limited complexity related to employment or the workplace   At this level the learner:   * works independently in a range of familiar contexts * uses familiar support resources such as an online dictionary or thesaurus | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner interpreting information in and making meaning of paper based and digital texts of limited complexity * oral or written questioning to assess knowledge of the purpose and features of different text types related to learning * oral information from the learner describing the meaning and effectiveness of the selected texts * portfolios containing samples of responses to workplace related texts * third party reports from a workplace supervisor detailing the ability of the learner to engage with employment related texts of limited complexity and apply information | | |

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| Unit Code | VU21328 | | | |
| Unit Title | Engage with texts of limited complexity to participate in the community | | | |
| Unit Descriptor | This unit develops the skills and knowledge to engage with a range of everyday and less familiar paper based and digital text types, of limited complexity, to participate in the community. It provides the learner with the skills and knowledge necessary to read, interpret and evaluate everyday texts of limited complexity for community purposes.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Three (Reading): 3.03, 3.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners seeking to improve their reading skills in order to improve their community participation options It provides the foundation for future activities associated with engaging with texts of limited complexity for community participation.  Where application is as part of the Certificate I in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU21332 Create texts of limited complexity to participate in the community*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21325 Engage with texts of limited complexity for personal purposes* and *VU21329 Create texts of limited complexity for personal purposes.*  The ‘community’ can have a range of definitions, depending on the learner’s situation. Community may signify local environment in the case of rural or regional learners. While community is most often defined geographically, it can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean ‘society’. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate routine and familiar information in paper based and digital texts of limited complexity relevant to community purposes | 1.1 | | Identify a range of ***texts of limited complexity*** to participate in thecommunity | |
| 1.2 | | Describe ***features of texts*** | |
| 1.3 | | Identify information relevant to community participation | |
|  |  | | | |
| 2 Read and interpret a range of everyday paper based and digital texts of limited complexity to participate in the community | 2.1 | | | Determine ***source*** of texts |
| 2.2 | | | Predict the purpose of the texts |
| 2.3 | | | Use a range of ***strategies*** ***to comprehend texts*** |
| 2.4 | | | Identify and interpret main ideas in the texts |
| 2.5 | | | Identify supporting information |
|  |  | | | |
| 3 Evaluate a range of everyday paper based and digital texts of limited complexity to participate in the community | 3.1 | | Apply a limited range of ***strategies*** ***to analyse texts*** | |
| 3.2 | | Evaluate the ***effectivenes***s of the text in terms of meeting its purpose | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * strategies used to analyse texts to identify their usefulness * strategies used in texts to achieve purpose and convey information and opinion * relationship between source of text and validity of information * texts have different audiences and different purposes * information can be accessed and represented in a number of ways including digitally   Required Skills:   * problem solving skills to: * interpret basic structural conventions of text such as sequencing of information and identification followed by description * draw on a range of de-coding and meaning-making strategies to make sense of text * draw on prior knowledge to make sense of text * distinguish fact from opinion * oral communication skills to convey information about community related texts including an opinion about their effectiveness * technology skills to access and navigate screen based digital text to locate and interpret work related information of limited complexity | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
|  | | | | |
| ***Texts of limited complexity*** may include: | | * longer texts such as digital, printed, handwritten and visual texts which require integration of a number of ideas and pieces of information: * informative texts such as brochures, community newsletters or notices, local newspaper articles of limited complexity about familiar matters supported by headlines, visual materials * persuasive texts such as advertisements, leaflets about community matters, political advertisements * transactional texts such as letters from government or other community organisations * formatted texts such as surveys on everyday community matters ,or those requiring biographical data for community participation such as membership of an organisation * procedural texts such as instructions to use public transport ticketing machines * visual texts such as posters, graffiti, advertisements for community events, maps of local areas of interest * messages | | |
|  | | | | |
| ***Features of texts*** include: | | * text structures that are clearly structured and incorporate a number of ideas and include some embedded information and abstraction: * persuasive texts which use emotive and persuasive language, include facts and opinions, author’s bias may be explicit or implicit, and might follow a standard format such as statement of opinion, argument, summing up or recommendation * informative texts which use impersonal tones and headings and might follow a standard format such as general statement, factual description, conclusion * transactional texts with formal opening, statement of purpose, details, request, action required, formal close * procedural texts with a series of sequential steps required to achieve goals; icons; text supported by diagrams * explicit navigation features such as headings, table of contents, site map/ menus * information which summarises data formatted into a table or chart * sentences: * complex and compound sentences with simple verb tenses and routine word order patterns * devices used to refer to words or phrases used in previous clauses/sentences * dependent clauses introduced by words such as although, when, while, if * familiar words / phrases/ abbreviations: * place-related information (community venues, government service offices, educational facilities, recreation and leisure facilities) * time-related information (starting times of events, appointments) * those associated with personally relevant, recreation and leisure activities * vocabulary related to community environment * common idioms * numbers as whole numbers, fractions, decimals, and percentages: * measures such as, distance, and time, * connected with money such as comparative costs of community events, changes in benefits, alternative travel arrangements * well-known visuals, symbols and logos: * electronic or paper based map of local area community and public facilities * names/logos of service providers * retail outlets | | |
|  | | | | |
| ***Sources of text*** may include: | | * community group * government department * newspaper * advertising company * political party | | |
|  | | | | |
| ***Predictions*** may be based on: | | * prior knowledge of the context * personal experience * prior knowledge of aspects of the text * title / headings / headlines / home page * page layout * visuals | | |
|  | | | | |
| ***Strategies to comprehend texts*** may include: | | * meaning-making strategies: * self-correction, re-reading, reading ahead, varying speed, reads aloud, creating questions, checking for accuracy of information by consulting other texts/people * relating separate pieces of information within a text, rather than treating them as separate units of information * predicting the meaning of unknown words by using surrounding words and visuals * recognising that use of vocabulary, style of writing, layout and graphic features vary according to purpose * drawing on a broad bank of words and phrases including those related to the immediate community or community of interest * recognising introductory phrases which indicate an opinion or a fact is being offered * clarifying intended meaning by varying speed when reading * de-coding strategies: * using a range of word identification strategies, including: phonic and visual letter patterns; syllabification; word origins; and background knowledge of text * using punctuation as an aid to understanding such as capitalisation, full stops, commas, exclamation marks, speech marks | | |
|  | | | | |
| ***Strategies to analyse texts*** may include: | | * clarifying the intention of the writer * identifying key words and phrases critical to gaining meaning from the text * discussing effect of language choices on effectiveness of the text such as emotive and descriptive words, * commenting on the structure and content * expressing an opinion on the text such as how the text affected the reader, commenting on an aspect of the text * brainstorming activities to discuss features of the text * comparing similar texts in terms of language used or text structure * looking at persuasive devices used by the writer | | |
|  | | | | |
| ***Effectiveness*** is evaluated in terms of: | | * meeting its purpose * meeting the needs of the audience * own knowledge and experience | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate, read, interpret and evaluate information in a minimum of 3 different, text types of limited complexity relevant to community purposes at least one of which must be digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * personally relevant digital and paper based texts of limited complexity related to community participation * resources drawn from the learner’s local community * access to communication technology as required   At this level the learner:   * works independently in a range of familiar contexts * uses familiar support resources such as an online dictionary or thesaurus | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner interpreting information in and making meaning of paper based and digital texts of limited complexity * oral or written questioning to assess knowledge of the purpose and features of different text types related to community participation * oral information from the learner describing the meaning and effectiveness of the selected texts | | |

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| Unit Code | VU21329 | | | |
| Unit Title | Create texts of limited complexity for personal purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to create a range of everyday paper based and digital texts of limited complexity related to personal purposes, which may include some unfamiliar aspects, and for communication with others.  The required outcomes described in this unit of competency relate directly to the *Australian Core Skills Framework (ACSF)* (© Commonwealth of Australia 2012). They contribute to the achievement of the ACSF indicators of competence Level 3 (Writing), 3.05, 3.06. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their personal written communication skills. The unit provides the learner with the skills and knowledge necessary to create everyday texts of limited complexity for personal purposes. It will develop the written communication skills to complete more unfamiliar texts. These skills will provide the foundation for future activities associated with producing more complex texts.  Where application is as part of the *Certificate I in General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU21325 Engage with texts of limited complexity for personal purposes*. The link between Reading and Writing across the different domains also encourages co-delivery and assessment of additional units such as *VU21332 Create texts of limited complexity to participate in the community* | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify personally relevant, everyday and less familiar paper based and digital text types | 1.1 | | Identify a range of ***paper based and digital*** ***texts of limited complexity*** | |
| 1.2 | | Interpret the purpose and needs of the ***audience*** | |
| 1.3 | | Describe the ***features of the texts*** | |
|  |  | | | |
| 2 Plan personally relevant digital and paper based texts of limited complexity | 2.1 | | | Determine the purpose of each text and select the appropriate text type |
| 2.2 | | | Select the ***appropriate format*** for the required purpose and gather ***support materials*** |
| 2.3 | | | Collect the information required to create the texts |
|  |  | | | |
| 3 Produce personally relevant digital and paper based texts of limited complexity | 3.1 | | Plan, sequence and link the content for each text | |
| 3.2 | | ***Review*** each draft text for accuracy and effect | |
| 3.3 | | Complete final texts | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * the major differences between public and private writing * basic structural conventions of text: * chronological sequencing of events, identification followed by description * consistent use of grammatically correct simple sentence forms * occasional use of complex sentences * use of upper and lower case letters * generic grammatical forms including personal pronouns and temporal links   Required Skills:   * problem solving skills to: * locate information * identify a range of audiences and a range of purposes for texts | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Paper based and digital*** ***texts of limited complexity*** may include: | | * longer texts which require integration of a number of ideas and pieces of information and could include visuals * informal and formal messages about familiar and immediate matters: * SMS, email or hand written to family member, friend, a child’s teacher * notes taken from a telephone message * narrative texts: * reflective writing in personal letter * short stories / autobiographical accounts * diary entries * recounts * expressive text: * poetry * songs * notes in a visual diary * informative texts: * blogs * short articles for newsletters * report * procedural texts: * shopping lists * reminders, family birthdays * simple diary entries * notes copied from other sources * instructions such as a recipe * opinion texts such as opinion letters to local newspapers * persuasive texts such as presentation of an argument for or against with a recommendation * formatted texts such as surveys, competition entry forms, accessing goods and services * texts containing visual elements: * digital stories * posters / notices / signs * labels in a photo album including on social media * collaborative texts | | |
|  | | | | |
| ***Audience*** may include: | | * self only * immediate family / friends * local newspaper | | |
|  | | | | |
| ***Features of the texts*** may include: | | * structure: * clearly structured text using structural conventions * variation between public and private writing * features of narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language * features of procedural and informative texts such as transparent organisation with sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings * features of persuasive texts which include facts and opinions, standard format such as statement of opinion, argument, summing up or recommendation * navigation features such as grids, arrows, dot points * information formatted into a table * sentences: * consistent use of grammatically correct simple sentence forms * use of dependant clauses introduced by words such as ‘although’, ‘when’, ‘if’, and ‘while’ * occasional use of complex and compound sentences * use of upper and lower case letters * use of generic grammatical forms including personal pronouns and temporal links * devices to refer to words or phrases used in previous clauses/sentences * vocabulary: * precise /relevant use of vocabulary * use of introductory phrases to indicate an opinion or fact is being offered * use of appropriate language for audience and purpose * awareness and appropriate / effective use of local varieties of non standard Australian English slang, * visuals: * photographs * symbols * drawings / sketches / illustrations / diagrams * maps | | |
|  | | | | |
| ***Appropriate format*** may include: | | * handwritten / word processed * on paper / poster * online such as SMS / email / social media / digital story * size of words and visuals * place of colour, symbols | | |
|  | | | | |
| ***Support materials*** may include: | | * sample texts / templates * written information from a range of sources: * newspaper articles * personal letters * literature, films, documentaries, radio programs * spoken word resources such as oral history, indigenous narratives | | |
|  | | | | |
| ***Review*** may include: | | * support from the teacher, peers and / or another support person for: * spelling and punctuation * grammatical accuracy * clarity of purpose / audience and message * appropriateness of layout and register * effectiveness of layout features | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the purpose and audience for a range of personally relevant digital and paper based text types * create one digital and one paper based simple, personally relevant text with each text reflecting a different text type   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain such as community participation, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real / authentic texts in context * access to online facilities, communications technology as appropriate   At this level the learner   * works independently in a range of familiar contexts * uses familiar support resources such as an online dictionary or thesaurus | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner creating personally relevant texts of limited complexity * portfolio of drafts and completed texts of limited complexity created by the learner * oral and / or written questioning to assess the ability to identify a range of personally relevant text types for different purposes and audiences | | |

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| Unit Code | VU21330 | | | |
| Unit Title | Create texts of limited complexity for learning purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable the development of writing skills to create a range of everyday texts of limited complexity which are relevant to the learning environment and which may include some unfamiliar aspects.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Three (Writing). 3.05, 3.06 | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their literacy skills in the learning environment and need to develop a range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create everyday texts of limited complexity in the learning environment. It will develop the written communication skills to complete more unfamiliar texts and to produce or complete the range of texts used in a formal learning environment. These skills will provide the foundation for future activities associated with producing more complex texts for study purposes.  Where application is as part of the *Certificate I in General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU21326 Engage with texts of limited complexity for learning purposes*. The link between Reading and Writing across the different domains also encourages co-delivery and assessment of additional units such as *VU21325 Engage with texts of limited complexity for personal purposes and* *VU21329 Create texts of limited complexity for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Identify everyday and less familiar digital and paper based texts types relevant to learning | 1.1 | | Source a range of ***paper based and digital texts of limited complexity*** | |
| 1.2 | | Interpret the purpose and needs of the ***audience*** | |
| 1.3 | | Describe the ***features of the texts*** | |
|  |  | | | |
| 2 Plan learning related digital and paper based texts of limited complexity | 2.1 | | | Determine the purpose of each text and select the appropriate text type |
| 2.2 | | | Select the ***appropriate format*** for the required purpose and gather ***support materials*** |
| 2.3 | | | Collect the information required to create the texts |
|  |  | | | |
| 3 Produce learning related digital and paper based texts of limited complexity | 3.1 | | Plan, sequence and link the content for each text | |
| 3.2 | | ***Review*** each draft text for accuracy and effect | |
| 3.3 | | Complete final texts | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| * the major differences between public and private writing * basic structural conventions of text: * chronological sequencing of events, identification followed by description * consistent use of grammatically correct simple sentence forms * occasional use of complex sentences * use of upper and lower case letters * generic grammatical forms including personal pronouns and temporal links   Required Skills:   * problem solving skills to: * locate information * identify a range of audiences and a range of purposes for texts | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Paper based and digital texts of limited complexity*** may include: | | * longer texts which require integration of a number of ideas and pieces of information * electronic, printed, handwritten and visual texts: * informal and formal email or hand written messages about familiar and immediate matters such as requesting information about an assignment from a fellow class member or the teacher * notes taken from a whiteboard * notes taken from verbal instructions such as how to complete a task * vocabulary, spelling lists * task lists * diary entries related to study plans * individual learning plans * self assessments * tests / exercises / reports * portfolios * labels / labelled diagrams * dictation * work books * journal * digital stories * reflective writing related to learning * blogs / text for a webpage * collaborative text * report * notes in a visual diary | | |
|  | | | | |
| ***Audience*** may include: | | * private or public audiences: * self only such as vocabulary lists, notes, task lists * class members such as report, summary of research, collaborative work * teacher, application for extension of time, message to explain absence * organisational such as administration change of address details, enrolment * personal study or assessment purposes * collection of information to prepare for writing activities * recording and organising information for regular reference * organising time such as timeline, homework grid / calendars | | |
|  | | | | |
| ***Features of the texts*** may include: | | * text structure: * clearly structured text using structural conventions * variation between public and private writing * features of narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language * features of procedural and informative texts transparent organisation, such as sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings * features of persuasive texts which include facts and opinions, standard format such as statement of opinion, argument, summing up or recommendation * navigation features such as grids, arrows, dot points * information formatted into a table * sentences*:* * consistent use of grammatically correct simple sentence forms * use of dependant clauses introduced by words such as ‘although’, ‘when’, ‘if’, and ‘while’ * occasional use of complex and compound sentences * correct use of upper and lower case letters * use of generic grammatical forms including personal pronouns and temporal links * devices to refer to words or phrases used in previous clauses/sentences * vocabulary: * precise /relevant use of vocabulary * use of introductory phrases to indicate an opinion or fact is being offered * use of appropriate language for audience and purpose * awareness and appropriate / effective use of local varieties of non standard Australian English slang, dialect, LOTE * visuals: * photographs * symbols * drawings / sketches / illustrations / diagrams * maps | | |
|  | | | | |
| ***Appropriate format*** may include: | | * handwritten / word processed * SMS / email / digital story * size of words and visuals * place of colour, symbols * PowerPoint presentation * report / essay / short answer questions * book review * reference list * notes for a classroom presentation * student evaluation / feedback | | |
|  | | | | |
| ***Support materials*** may include: | | * sample texts / templates * written material, information from the teacher, other students, library texts, online sources | | |
|  | | | | |
| ***Review*** may include: | | * support from the teacher, by peers, by another support person for: * spelling and punctuation * grammatical accuracy * clarity of purpose and audience * clarity of message * appropriateness of layout, register * effectiveness of layout features | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the purpose and audience for a range of learning related digital and paper based text types * create one digital and one paper based simple, learning related text with each text reflecting a different text type   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real / authentic texts in context * access to online facilities, communications technology as appropriate   At this level the learner may depend on:  At this level the learner:   * works independently in a range of familiar contexts * uses familiar support resources such as an online | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner creating learning related texts of limited complexity * portfolio of drafts and completed learning related texts of limited complexity created by the learner * oral and / or written questioning to assess the ability to identify a range of learning related text types for different purposes and audiences | | |

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| Unit Code | VU21331 | | | |
| Unit Title | Create texts of limited complexity to participate in the workplace | | | |
| Unit Descriptor | This unit describes the skills and knowledge to create a range of everyday paper based and digital texts of limited complexity related to employment purposes, which may include some unfamiliar aspects.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Three (Writing): 3.05, 3.06 | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to people seeking to improve their employment participation options by developing a range of writing and communication skills associated with creating texts related to employment. The unit provides the learner with the skills and knowledge necessary to produce texts of limited complexity with an employment context and purpose. These skills will provide the foundation for future activities associated with producing text.  Where application is as part of the *Certificate I in General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU21327 Engage with texts of limited complexity for employment purposes.* The link between Reading and Writing across the different domains also encourages co-delivery and assessment of additional units such as *VU21325 Engage with texts of limited complexity for personal purposes and* *VU21329 Create texts of limited complexity for personal purposes* | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Identify personally relevant and less familiar paper based and digital text types relevant to employment | 1.1 | | Explore a range of  ***employment related digital and paper based text types of limited complexity*** | |
| 1.2 | | Identify the ***purpose*** and ***audience*** of the texts | |
| 1.3 | | Identify the ***features*** of selected digital and paper based texts | |
|  |  | | | |
| 2 Produce an employment related paper based text of limited complexity | 2.1 | | | Determine the purpose of the text and select the appropriate text type |
| 2.2 | | | Select the ***appropriate format*** |
| 2.3 | | | Plan and sequence the ***content*** |
| 2.4 | | | Arrange the features of the text to meet the purpose |
| 2.5 | | | ***Review*** the draft text and make any adjustments to the final text as required |
|  |  | | | |
| 3 Produce a simple employment related digital text | 3.1 | | Determine the purpose of the digital text and select the appropriate text type | |
| 3.2 | | Select the appropriate format | |
| 3.3 | | Plan and sequence the content | |
| 3.4 | | Arrange the features of the text to meet the purpose | |
| 3.5 | | Review the draft text and make any adjustments to the final text as required | |
| Required Knowledge:   * stages or processes of writing including planning, drafting and editing * punctuation conventions of sentence writing such as full stops, commas and question marks * technical vocabulary and acronyms relevant to the workplace   Required Skills:   * literacy skills to demonstrate: * ability to structure and sequence writing to produce text * use of punctuation devices such as full stops and commas, capitalisation of letters * ability to use grammatical forms for different purposes such as giving explanations” * ability to use dependent clauses with simple connectives such as when, if . * problem solving skills to identify audience and purpose of paper based and digital texts and use appropriate language | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Paper based and digital*** ***texts of limited complexity*** may include | | * longer texts which require integration of a number of ideas and pieces of information and could include visuals * informative texts: * OH&S materials * company newsletters * routine reports such as an incident report or service provided * shift notes * procedural texts * standard operating procedures * job specifications * manufacturers' specifications * equipment manuals * flowcharts * customer requirements * formatted texts * incident report forms / pre-operational checklists * material safety data sheets * transactional texts: * letters or emails requesting action or response | | |
|  | | | | |
| ***Purpose*** may include: | | * collection of information * compliance / legal / OHS requirements * participation in workplace training * communication of information related to storage, location of products and resources, health and safety * communication of instructions or warnings | | |
|  | |  | | |
| ***Audience* may include*:*** | | * fellow workers * immediate superior * workers in another section * clients / customers * visitors / contractors | | |
|  | | | | |
| ***Features of the texts*** may include: | | * text structures that incorporate a number of ideas and include some embedded information and abstraction: * procedural texts with sequential steps and key headings such as standard operating procedures * informative texts using a standard format such as general statement, factual description, conclusion such as manufacturer’s information * transactional texts with formal opening, statement of purpose, details, request, action required, formal close * persuasive texts in which bias may be explicit or implicit, may use emotive and persuasive language, include facts and opinions, and might follow a standard format such as statement of opinion, argument, summing up or recommendation such as union information * formatted texts with headings, numbered sections, sequentially organised information such as safety data sheets, ,award documentation, * explicit navigation feature such as, headings, table of contents, site map / menus * sentences: * complex and compound sentences with simple verb tenses and routine word order patterns, for example, instructions, explanations, questions, opinions * devices used to refer to words or phrases used in previous clauses/sentences * dependent clauses introduced by words such as although, when, if, while * familiar words / phrases/ abbreviations: * vocabulary related to specific workplace or industry environment * technical terms related to workplace / industry * common idioms * acronyms such as OHS, HR, MSDS * simple diagrams such as flowcharts of processes * numerical information, for example: * information which summarises data formatted into a table or chart * standard measurements * calculations for example ratios, * pay rates / costs | | |
|  | | | | |
| ***Appropriate format*** may include: | | * handwritten, word processed * printed or online * data entry in a database * size of words and visuals * font * place of colour, symbols, capitalisation | | |
|  | | | | |
| ***Content*** may include: | | * commonly used workplace abbreviations, symbols and icons * commonly used and specialised words from the immediate workplace environment | | |
|  | | | | |
| ***Review*** may include: | | * using own support resources such as the teacher, peers or spell checker to review: * spelling and punctuation * grammatical accuracy * clarity of purpose / audience / message * appropriateness of layout, register * effectiveness of layout features | | |
|  | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the purpose and audience for a range of employment related digital and paper based text types * produce one digital and one paper based employment related text of limited complexity   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may be relevant to both domains. | | |
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| Context of and specific resources for assessment | | Assessment must ensure:   * access to real / authentic employment related texts * access to online facilities, communications technology as appropriate   At this level the learner:   * works independently in a range of familiar contexts * uses familiar support resources such as an online dictionary or thesaurus | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner creating personally relevant texts of limited complexity related to employment purposes * portfolio of drafts and completed texts of limited complexity created by the learner * oral and / or written questioning to assess the ability to identify a range of personally relevant employment related text types for different purposes and audiences | | |

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| Unit Code | VU21332 | | | |
| Unit Title | Create texts of limited complexity to participate in the community | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable the development of writing skills to create a range of texts of limited complexity which deal with everyday subject matters but may include some less familiar aspects and which are relevant to participation in the community.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Three (Writing): 3.05, 3.06 | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to develop their writing skills to enable greater access to and participation in community activities. The ‘community’ can have a range of definitions, depending on the learner’s situation and may signify the local environment in the case of rural or regional learners. While community is most often defined geographically, it can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean ‘society’.  Where application is as part of the *Certificate I in General Education for Adults,* it is strongly recommended that application is integrated with the delivery and assessment of *VU21328 Engage with texts of limited complexity to participate in the community*. The link between Reading and Writing across the different domains also encourages co-delivery and assessment of additional units such as *VU21325 Engage with texts of limited complexity for personal purposes* *VU21329 Create texts of limited complexity for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Identify everyday and less familiar text types useful for community access | 1.1 | | Select a range of ***texts of limited complexity*** | |
| 1.2 | | Interpret the ***purpose*** and needs of the ***audience*** for the selected texts | |
| 1.3 | | Describe the ***features of the texts*** | |
|  |  | | | |
| 2 Plan community related texts of limited complexity | 2.1 | | | Confirm the purpose of and audience for the text |
| 2.2 | | | Select the ***appropriate format*** for the required purpose and gather ***support materials*** |
| 2.3 | | | Collect the information required to create the texts |
|  |  | | | |
| 3 Produce community texts | 3.1 | | Select and use appropriate featuresto express precise meaning | |
| 3.2 | | ***Review*** text and check for accuracy | |
| 3.3 | | Evaluate text for clarity, relevance and impact | |
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| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * the major differences between public and private writing * basic structural conventions of text: * chronological sequencing of events, identification followed by description * consistent use of grammatically correct simple sentence forms * occasional use of complex sentences * use of upper and lower case letters * generic grammatical forms including personal pronouns and temporal links   Required Skills:   * problem solving skills to: * locate information * identify a range of audiences and a range of purposes for texts | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Texts of limited complexity*** may include: | | * longer texts which require integration of a number of ideas and pieces of information * informal and formal messages about familiar and immediate matters: * SMS, email or handwritten to familiar others in the community * letters in local community newsletter / newspapers * online comment to a newspaper * letters of support for local community organisations * narrative texts: * scripts for radio presentations * family history * recount for a newspaper article * expressive and opinion texts such as scripts for radio presentations, article for local paper, as part of a letter * informative texts: * posters / leaflets to support community initiatives * script for a short talk which may include presentation of visual or other information * summary of main points of an argument for or against an issue in the community * community announcements * procedural text and formatted texts: * instructions for an activity / community association * agendas and minutes for meetings * written material to advertise community activities * forms / surveys / questionnaires * tables / graphs * visual texts: * posters * notices / signs | | |
|  | | | | |
| ***Purpose*** may include: | | * to present a position to local community about an issue of local importance * preparation of a newsletter to support activities of local club * request to access local government services | | |
|  | | | | |
| ***Audience*** may include: | | * parents * club members * users of a community facility * local government | | |
|  | | | | |
| ***Features of the texts*** may include: | | * structure: * clearly structured text using structural conventions * variation between public and private writing * features of narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language * features of procedural and informative texts such as transparent organisation, sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings * navigation features such as grids / arrows / dot points * information formatted into a table * sentences: * consistent use of grammatically correct simple sentence forms * use of dependant clauses introduced by words such as ‘although’, ‘when’, ‘if’, and ‘while’ * occasional use of complex and compound sentences * correct use of upper and lower case letters * use of generic grammatical forms including personal pronouns and temporal links * devices to refer to words or phrases used in previous clauses/sentences * vocabulary: * precise /relevant use of vocabulary * use of introductory phrases to indicate an opinion or fact is being offered * use of appropriate language for audience and purpose * awareness and appropriate / effective use of local varieties of non standard Australian English slang / LOTE * visuals: * photographs / drawings / sketches / illustrations / diagrams * symbols / maps | | |
|  | | | | |
| ***Appropriate format*** may include: | | * handwritten / word processed * on paper / poster * online such as SMS / email / online formatted texts * size of words and visuals * place of colour, symbols | | |
|  | | | | |
| ***Support materials*** may include: | | * word processing program * electronic presentation software program * materials for poster / flyer * sample texts / templates * written and / or online community related material and information | | |
|  | | | | |
| ***Review*** may include: | | * support from the teacher, peers and / or another support person for: * spelling and punctuation * grammatical accuracy * clarity of purpose / audience and message * appropriateness of layout and register * effectiveness of layout features | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the purpose and audience for a range of digital and paper based text types relevant to community participation * create one digital and one paper based simple, personally relevant community related text with each text reflecting a different text type   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real, authentic texts and text types from the community * access to online facilities, communications technology as appropriate   At this level the learner:   * works independently in a range of familiar contexts * uses familiar support resources such as an online dictionary or thesaurus | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner creating personally relevant community related texts of limited complexity * portfolio of drafts and completed texts of limited complexity created by the learner * oral and / or written questioning to assess the ability to identify a range of community related text types for different purposes and audiences | | |

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| Unit Code | VU21333 | | | |
| Unit Title | Work with a range of numbers and money in familiar and routine situations | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable learners to develop numeracy skills related to interpreting, using and calculating with a range of whole numbers, decimals, routine fractions and percentages and money in familiar and routine situations in their personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Three Numeracy: 3.9, 3.10 & 3.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Interpret and compare whole numbers, decimals, routine fractions and percentages | 1.1 | | Use ***place value concepts for whole numbers and decimals*** to interpret and compare numbers | |
| 1.2 | | Use the meaning of ***routine common fraction and percentages*** to interpret and compare numbers | |
| 1.3 | | Convert between ***equivalent common fraction, decimal and percentage forms*** in order to compare numbers | |
|  |  | | | |
| 2 Perform routine, multi-step calculations with numbers and money in familiar situations | 2.1 | | | Make ***an initial estimate*** when undertaking calculations |
| 2.2 | | | Perform ***routine multi step calculations*** with numbers and money in ***familiar situations*** including makingan ***initial estimate*** and where appropriate converting between equivalent common fraction, decimal and percentage forms |
| 2.3 | | | Use and apply ***order of arithmetic operations*** to solve routine two step calculations |
| 2.4 | | | Use and apply ***common rates*** in familiar or routine situations |
| 2.5 | | | Check the ***reasonableness of results*** against initial estimate, context of problem and personal knowledge/experience |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in texts and materials * place value to read, write and interpret decimals and large whole numbers * decimals, common fractions and percentages and their common equivalent forms * informal and formal language of number to compare and interpret decimals, common fractions and percentages * techniques used to make initial estimations and check results of calculations in relation to the context   Required Skills:   * communication and literacy skills to read relevant, familiar texts and diagrams | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Place value concepts for whole numbers and decimals*** refers to: | | * the relationship between numeral position and numerical value * the decimal point is clearly identified as a separator between whole number and part of a whole number such as dollar and part of a dollar * learners should be familiar with a range of numbers from thousandths to millions * a transition needs to be made slowly from interpreting $0.25 as 25 cents to 25 hundredths to a quarter of a dollar, for example | | |
|  | | | | |
| ***Routine common fraction and percentages*** may include: | | * common fractions including halves, thirds, quarters, fifths, tenths, hundredths * common percentages such as 20%, 15%, 40%, 75%, 100% | | |
|  | | | | |
| ***Equivalent common fraction, decimal and percentage forms*** may include: | | * converting between common fraction, decimal and percentage forms for simplification of calculations, such as 0.25 or 25% to ¼, or halving instead of using 50%, or dividing by 10 instead of working out 10% * common fractions including halves, thirds, quarters, fifths, tenths, hundredths * decimals to 3 decimal places * common percentages such as 20%, 15%, 40%, 75%, 100% | | |
|  | | | | |
| ***Initial estimate*** refers to: | | * using number facts and rounding to make an initial estimate of an expected result/answer - if it is not evident in the context, the accuracy required needs to be discussed and clearly established | | |
|  | | | | |
| ***Routine multi step calculations*** may include: | | * familiar/routine calculations that use more than one operation chosen from +, – , × or ÷ which may be the same operation, and/or include a percentage or fraction calculation as one of the steps) * familiar/routine multi- step calculations with common fractions or percentages such as 20% of $45 or ¾ of $56 * calculations using familiar ‘in head’ methods where appropriate such as × or ÷ by 2, 10, 100 and also by pen and paper and by using a calculator or other technological processes and tools * division by decimal values and long division may be worked out on a calculator * when working with money, rounding off should be to the nearest 5 cent or 1 cent to reflect practical reality | | |
|  | | | | |
| ***Familiar situations*** may include: | | * shopping * planning holidays * purchasing household items * reading and working with household bills, advertising leaflets, catalogues, sale pricelists * Standard Operating Procedures * financial papers such as bank statements, budgets, salary statements, pay packets | | |
|  | | | | |
| ***Order of arithmetic operations*** refers to: | | * the priority order of multiplication and division over addition and subtraction and the use of brackets in writing down two-step calculations involving + or – , with × is introduced and explained based on appropriate real life examples and how it applies to the use of some calculators such as purchasing one item at one cost ($5) and 3 of another item at a different unit cost ($6) gives 5 + 3 × 6 which can give answers of 48 or 23 | | |
|  | | | | |
| ***Common rates*** may include: | | * simple common routine rates: * $/kg, how much would you pay for 2.5 kg of potatoes at $1.69 per kg * $/m about how many metres of material at $5.99 per metre would you get for $20 * a calculation of a medicine or pet food dosage based on ml/kg | | |
|  | | | | |
| ***Reasonableness of results*** refers to: | | * where appropriate, making a comparison of final result to initial estimate is made to provide a reality check of the value * referral to context to decide if the result is possible and relevant or needs revising or modification * prior knowledge may lead to comparison to previous experiences and therefore decide whether result is appropriate or not | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use the concept of place value and the associated language of numbers to interpret, compare and talk about whole numbers into the thousands and decimals to thousandths * identify and compare routine fractions and percentages including using equivalent common fraction, decimal and percentage forms * undertake a range of routine, multi-step calculations with numbers and money and make initial estimates of results in familiar situations and confirm results | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible   At this level, the learner can:   * work independently and use own familiar support resources * use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams * use a blend of “in the head” methods, pen and paper methods and calculators or technological processes and tools | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner performing routine multi step calculations with numbers and money in familiar situations * portfolio of completed routine, multi-step calculations with numbers and money in contexts relevant to the learner * oral or written questioning to assess the ability to interpret and compare whole numbers, decimals, routine fractions and percentages | | |

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| Unit Code | VU21334 | | | |
| Unit Title | Work with and interpret directions in familiar and routine situations | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable learners to develop numeracy skills related to the interpretation and use of familiar maps or street directories, and giving and following directions which are part of the learners’ familiar and routine situations in their personal, public, work or education and training lives. Their communication about these mathematical ideas will be a combination of spoken and written responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Three Numeracy: 3.9, 3.10 & 3.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Use and interpret familiar maps or street directories | 1.1 | | Read, interpret and use ***key features and conventions*** on ***familiar maps and street directories*** to locate and describe particular places, locations or routes | |
| 1.2 | | Use ***simple scale indicators*** to estimate or calculate distances on ***familiar maps*** | |
|  |  | | | |
| 2 Interpret and use routine maps or street directories to follow and give oral and written directions | 2.1 | | | Create ***sketch maps*** and use ***oral and written directions*** to give and follow directions, checking on the effectiveness of the given directions |
| 2.2 | | | Use a range of ***formal and informal language of position*** |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in diagrams, maps and street directories * key features and conventions such as distance, directions, simple scales, labels, symbols and keys on maps and plans * informal and formal oral and written mathematical language of position and location * position and location to give and follow directions   Required Skills:   * literacy skills to read relevant, familiar written instructions and diagrams, including maps and street directories * communication skills to use the formal and informal language of position | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Key features and conventions*** include: | | * indexes in directories to identify pages and grid references (co-ordinates) * common symbols such as those for information, police, public transport, main routes, traffic lights, parks | | |
|  | | | | |
| ***Familiar maps and street directories*** may include: | | * maps of local area, street directories, maps or plans of shopping centres and educational institutions * familiar online maps and street directories and GPS navigation devices | | |
|  | | | | |
| ***Simple scale indicators*** refers to: | | * ones which uses simple distance and length units such as 1cm = 10km – use of a ratio scale is not required at this level and a learner should use ruler, string or other aids to determine distance from a map | | |
|  | | | | |
| ***Sketch maps*** should be: | | * reasonably accurate, simple and uncluttered | | |
|  | | | | |
| ***Oral and written directions*** may include: | | * simple, short and clear oral directions covering two or three changes in direction * locations between buildings in a large institution, from one workplace to another or from home to the local shopping centre * simple and brief written directions supported by sketched diagrams or maps | | |
|  | | | | |
| ***Formal and informal language of position*** may include: | | * over/under * in front/behind * left/right * up/down * through / opposite / on the corner / next to / in between * more formal North, South, East, West * clockwise/anticlockwise; ½ turn, ¼ turn; 180o degree turn, grid references * a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use key features and conventions in maps and street directories to locate particular places, locations or routes including estimating distances * use informal and formallanguage of location and direction to describe the location of particular places or routes on maps and street directories * use and apply key features and concepts of position, including using sketch maps, to give and follow oral and written directions | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible   At this level the learner can:   * work independently and use own familiar support resources * use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams * use a blend of “in the head” methods, pen and paper methods and calculators or technological processes and tools | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learners giving and following directions or using plans in outside locations * portfolio of sketch maps completed by the learner * oral and / or written questioning to assess the ability to use the formal and informal language of position | | |

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| Unit Code | VU21335 | | | |
| Unit Title | Work with measurement in familiar and routine situations | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable learners to develop numeracy skills related to estimating, measuring and calculating everyday quantities including with time and dates, which are part of the learners’ routine and less familiar situations in their personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Three Numeracy: 3.09, 3.10 & 3.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Estimate, measure and calculate routine quantities | 1.1 | | Use and interpret the ***concepts and units of measure for routine quantities*** including using ***suitable symbols and abbreviations*** | |
| 1.2 | | Make an initial ***estimate of measurement*** and perform ***correct measurements*** using appropriate ***tools and instruments*** | |
| 1.3 | | ***Convert measures*** of length, mass, and capacity/volume within the metric system | |
| 1.4 | | Perform ***routine and familiar calculations*** with relevant measurements are performed | |
| 1.5 | | Check ***reasonableness of results*** and interpret results in terms of original purpose and the context | |
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| 2 Interpret, use and calculate with time in familiar and routine situations | 2.1 | | | Read and use ***time measuring and/or recording devices*** to interpret, estimate and calculate with time in ***familiar and routine situations*** |
| 2.2 | | | Use ***symbols and language related to time*** to communicate results of ***calculations involving time*** |
| 2.3 | | | Identify and use the ***relationship between units of time*** to convert between units of time |
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| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in measurement contexts, materials and diagrams * routine units of metric measurement and conversions between metric units * units of time and their representation * knowledge of decimals and common fractions in relation to measurement and time * informal and formal language of number in relation to measurement and time * knowledge of abbreviations associated with measurement and time   Required Skills:   * communication and literacy skills to read relevant, familiar texts and diagrams and communicate results of calculations * numeracy skills to estimate, measure and calculate with everyday quantities and time using familiar measuring instruments including time measuring and/or recording devices | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Concepts and units of measure for routine quantities*** should include: | | * routine measurements for temperature, length, height, mass, volume/capacity * common routine measurements for perimeter and simple area * areas of non-rectangular shapes estimated by counting squares such as for areas of hands, leaves, curved shapes * rectangular areas based on an understanding of the formula Area = length x width developed from counting squares and seeing the pattern and relationship between the units along the length and width * angle as a rotation with a full turn = 360° and recognition of right angles as 90° and estimating angles in relation to less or more than 90° and 180° | | |
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| ***Suitable symbols and abbreviations*** include: | | * the words, symbols and conventions for familiar or routine measurement units and rates such as litres, l, millilitres, ml, $/m, $/l, $/kg * names, abbreviations and symbols of the units of measurement within the metric system such as centimetre (cm), millimetre (mm), kilometre (km), millilitre (ml) | | |
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| ***Estimate of measurement*** refers to: | | * a rough estimate is appropriate unless a specific accuracy is requested by the assessor * use of common personal body referents such as hand spans | | |
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| ***Correct measurements*** refers to: | | * measurement made from starting point, especially where the instrument does not start at zero, the accuracy asked for is given | | |
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| ***Tools and instruments*** may include: | | * tape measures / rulers * kitchen / bathroom scales * thermometers / medicine glasses * measuring cups / spoons | | |
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| ***Convert measures*** refers to: | | * conversions such as mm-cm-m-km, ml-l, g-kg and vice versa * tonne and kilolitre only if specific need arises * converting may require fractions or decimal notation where this is the appropriate form needed such as 3,500 m is 3 ½ km or 3.5km | | |
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| ***Routine and familiar calculations*** refers to: | | * familiar/routine calculations that use one or two operations chosen from +, – , x or ÷ * calculations using familiar ‘in head’ methods where appropriate and also by pen and paper and by using a calculator * division by small whole numbers only * division by decimal values and long division which may be worked out on a calculator * simple common routine rates related to measurement such as $/kg, $/m | | |
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| ***Reasonableness of results*** refers to: | | * answers being given in required units and accuracy as appropriate to task such as sugar measure is in g not kg, *pinch* of salt is a few grams * amount is realistic given the context | | |
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| ***Time measuring and/or recording devices*** may include: | | * digital and analogue time pieces / alarm clocks * paper based or electronic calendars * timers on ovens / washing machines | | |
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| ***Familiar and routine situations*** may include: | | * recording entries in paper based or electronic calendars * timing of tasks and processes in Standard Operating Procedures * checking timetables / television program guides * establishing due dates for bill payments | | |
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| ***Symbols and language related to time*** may include: | | * oral and written language of time such as hours, minutes, days, weeks, fortnight, months, years and their respective abbreviations * semesters, seasons before/after, longer/shorter later, earlier, day before yesterday, first, second, between, due date | | |
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| ***Calculations involving time*** may include: | | * total length of time for a number of different times such as adding work shifts, TV programs * difference in time between different durations or dates such as work shifts, TV programs, days between two dates | | |
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| ***Relationship between units of time*** may include: | | * minutes and hours where 60min =1hr, 30min =1/2hr * weeks in a month or hours in a day * days in a year | | |
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| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * estimate and use appropriate metric units to measure a range of routine quantities * undertake routine and familiar calculations with relevant measurements including to convert between metric units appropriately * select and use familiar measurement tools to measure and compare measurements * read, use and calculate with times and dates | | |
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| Context of and specific resources for assessment | | Assessment must ensure:   * use of concrete, relevant contexts and materials where the maths content is partly embedded but accessible   At this level the learner can:   * work independently and use own familiar support resources * use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams * use a blend of “in the head” methods, pen and paper methods and calculators or technological processes and tools | | |
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| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner estimating, measuring and calculating routine quantities and calculating with time in situations relevant and familiar to the learner * portfolio of correct measurements and calculations performed by the learner in contexts relevant to the learner * oral or written questioning to assess the ability to use time measuring and/or recording devices | | |

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| Unit Code | VU21336 | | | |
| Unit Title | Work with design and shape in familiar and routine situations | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable the development of numeracy skills related to identification, comparison, construction and drawing of familiar two-dimensional and three-dimensional shapes and designs which are part of the learners’ familiar and routine situations in their personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Three Numeracy: 3.09, 3.10 & 3.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Interpret illustrations, plans and diagrams of routine two and three-dimensional shapes | 1.1 | | Classify, identify and describe common ***two-dimensional*** and ***three-dimensional shapes*** located in ***familiar and routine situations*** using both ***informal and formal language of shape*** | |
| 1.2 | | Read and ***interpret plans and diagrams*** representing familiar three-dimensional objects to see if they are representative of the original object and vice versa | |
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| 2 Draw plans and assemble models of routine three-dimensional shapes | 2.1 | | | Draw and represent, using diagrams and plans, common two-dimensional and three-dimensional shapes located in familiar and routine situations |
| 2.2 | | | Assemble ***three-dimensional models*** from given instructions and nets |
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| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in relation to shapes and designs * common two-dimensional and three-dimensional shapes * the informal and formal language of shape * the features and conventions of plans and drawings and instructions related to assembling shapes   Required Skills:   * communication and literacy skills to read relevant, familiar texts, diagrams, illustrations, and plans and communicate using the informal and formal language of shape * numeracy skills to estimate, measure and draw plans and diagrams using familiar drawing and measuring instruments | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Two-dimensional shapes*** include: | | * shapes visible in the environment in particular: * square, rectangle, triangle, circle, diamond * where appropriate pentagon, hexagon which may appear as road signs and advertisements | | |
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| ***Three-dimensional shapes*** include: | | * cylinder, cone, cube, cuboid/rectangular prism * pyramids and spheres as they are represented in real objects in familiar situations | | |
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| ***Familiar and routine situations*** may include: | | * packaging * buildings * furniture * gardening and landscaping situations * household or workplace objects * signage | | |
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| ***Informal and formal language of shape*** may include: | | * rectangle / square / triangle / circle / sphere / cube / cylinder / pyramid * horizontal / diagonal / vertical / parallel ***/*** sides / edges / corners and faces / curved / crescent / star / oval / heart-shaped * a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams | | |
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| ***Interpret plans and diagrams*** refers to: | | * identifying and describing key features and conventions on plans or diagrams and matching relevant aspects and characteristics between the plan and the actual item e.g. match sides / angles / corners * routine and familiar plans, diagrams and drawings such as floor plans / garden plans / builders, architects or landscaping plans / assembly instructions / dressmaking / craft patterns | | |
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| ***Three-dimensional models*** refers to: | | * models made from various materials assembled following written instructions: * instructions to build a box * assembling shape from a net of the object * commercial instructions for creating Christmas decorations or bonbons | | |
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| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * sort, classify and describe a range of two-dimensional and three-dimensional shapes and designs that exist in real situations * draw and interpret plans of common three-dimensional shapes * follow plans and instructions to assemble three-dimensional shapes from nets | | |
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| Context of and specific resources for assessment | | Assessment must ensure:   * access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible   At this level the learner can:   * work independently and use own familiar support resources * use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams | | |
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| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner drawing plans and assembling models of routine three-dimensional shapes * portfolio of shapes drawn by the learner to represent common two-dimensional and three-dimensional shapes found in the learner’s own environment * oral or written questioning to assess the ability to identify and interpret illustrations, plans and diagrams of routine two and three-dimensional shapes relevant to the learner | | |

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| Unit Code | VU21337 | | | |
| Unit Title | Work with and interpret numerical information in familiar and routine texts | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable learners to develop numeracy skills related to locating and recognising a range of whole numbers, decimals, routine fractions and percentages which are part of numerical information partly embedded in routine texts. Learners can then use those numbers to perform simple multi-step calculations which are part of the learners’ familiar and routine situations in their personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence Level Three Numeracy: 3.9, 3.10 & 3.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Interpret numerical information partly embedded in familiar and routine texts | 1.1 | | Interpret and use orally and in writing ***numerical information*** including whole numbers, decimals and ***routine, common fractions and percentages*** which are ***partly embedded*** in ***familiar and routine texts*** | |
| 1.2 | | Use ***place value concepts for whole numbers and decimals*** to interpret and compare numbers partly embedded in text | |
| 1.3 | | Use the meaning of routine common fraction and percentages to interpret and compare numbers partly embedded in text | |
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| 2 Perform routine, multi-step calculations with numbers partly embedded in familiar and routine texts | 2.1 | | | Extract numerical information including whole numbers, decimals and routine fractions and percentages partly embedded in text, and determine an appropriate ***mathematical process or calculation*** to solve the given mathematical task |
| 2.2 | | | Makean ***initial estimate*** when undertaking calculations |
| 2.3 | | | Perform ***routine multi step calculations*** with numbers infamiliar situations including makingan initial estimate and where appropriate converting between ***equivalent common fraction, decimal and percentage forms*** |
| 2.4 | | | Checkthe ***reasonableness of results*** against initial estimate, context of problem and personal knowledge/experience |
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| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in texts and materials * place value to read, write and interpret decimals and large whole numbers * decimals, common fractions and percentages and their common equivalent forms * informal and formal language of number to compare and interpret decimals, common fractions and percentages * techniques used to make initial estimations and check results of calculations in relation to the context   Required Skills:   * communication and literacy skills to read relevant, familiar texts and identify decimals, common fractions and percentages when partly embedded in texts | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Numerical information*** may include: | | * numbers into the millions * fractions including halves, thirds, quarters, fifths, tenths, hundredths * decimals to 3 decimal places * common percentages such as 20%, 15%, 40%, 75%, 100%, | | |
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| ***Routine, common fractions and percentages*** may include: | | * common fractions including halves, thirds, quarters, fifths, tenths, hundredths * common percentages such as 20%, 15%, 40%, 75%, 100%, | | |
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| ***Partly embedded*** means: | | * the maths involved is found within a familiar and routine text where some scanning and reading is required to be able to interpret, locate and extract the necessary mathematics | | |
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| ***Familiar and routine texts*** may include: | | * newspaper or magazine articles * workplace documents such as Standard Operating Procedures * online information * public information documents * advertising leaflets / catalogues, | | |
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| ***Place value concepts for whole numbers and decimals*** refers to: | | * the relationship between numeral position and numerical value * the decimal point is clearly identified as a separator between whole number and part of a whole number such as a dollar and part of a dollar * familiarity with a range of numbers from thousandths to millions * making a transition slowly from interpreting, for example, $0.25 as 25 cents to 25 hundredths to a quarter of a dollar | | |
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| ***Mathematical process or calculation*** may include: | | * +,–, x, ÷, a conversion, ordering values, simple fractions of whole numbers, simple ‘% of’ such as 50%, 25%, 10%, 20% * fractions, decimals, percentages are converted to equivalent values such as 25% = ¼ = 0.25, in situations where fractions and percentages are quoted in the same problem making a comparison difficult; or where one form of a fraction may be more difficult to work with; or where a measurement is quoted in different ways, such as 2¼ m and 2.250 m | | |
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| ***Initial estimate*** refers to: | | * using number facts and rounding to make an initial estimate of an expected result/answer - if it is not evident in the context, the accuracy required needs to be discussed and clearly established | | |
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| ***Routine multi step calculations*** include: | | * familiar/routine calculations that use more than one operation chosen from +, – , × or ÷ which can be the same operation, and/or include a percentage or fraction calculation as one of the steps * calculations should be done using familiar ‘in head’ methods where appropriate, such as × or ÷ by 2, 10, 100 etc. and also by pen and paper and by using a calculator or other technological processes and tools * division by decimal values and long division may be worked out on a calculator * when working with money, rounding off should be to the nearest 5 cent or 1 cent to reflect practical reality | | |
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| ***Equivalent common fraction, decimal and percentage forms*** may include: | | * converting between common fraction, decimal and percentage forms for simplification of calculations, such as 0.25 or 25% to ¼, or halving instead of using 50%, or dividing by 10 instead of working out 10% | | |
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| ***Reasonableness of results*** refers to: | | * where appropriate, making a comparison of final result to initial estimate is made to provide a reality check of the value * referral to context to decide if the result is possible and relevant or needs revising or modification * prior knowledge may lead to comparison to previous experiences and therefore decide whether result is appropriate or not | | |
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| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * read, extract and interpret numerical information partly embedded in a range of familiar and routine texts * use the concept of place value and the associated language of numbers to interpret, compare and talk about whole numbers into the thousands and decimals to thousandths * identify and compare routine fractions and percentages including using equivalent common fraction, decimal and percentage forms * undertake routine, multi-step calculations with numbers and make initial estimates of results in familiar situations and confirm the results | | |
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| Context of and specific resources for assessment | | Assessment must ensure:   * access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible   At this level, the learner can:   * work independently and use own familiar support resources * use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams * use a blend of “in the head” methods, pen and paper methods and calculators or technological processes and tools | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner identifying and comparing routine fractions and percentages, including using equivalent common fraction, decimal and percentage forms, in situations that are familiar situations * portfolio of routine, multi step calculations which include initial estimates * oral and written questioning to assess the ability to use the concept of place value and the language of numbers to interpret, compare and talk about whole numbers into the thousands and decimals to the thousandths | | |

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| Unit Code | VU21338 | | | |
| Unit Title | Work with and interpret statistical information in familiar and routine texts | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable learners to develop numeracy skills related to interpreting and comprehending familiar chance statements and working with, constructing and interpreting statistical tables and graphs related to learners’ familiar and routine situations in their personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Three Numeracy: 3.9, 3.10 & 3.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Collect familiar data and construct tables and familiar and routine graphs | 1.1 | | ***Collect and record data*** in tables manually or in spreadsheets | |
| 1.2 | | Represent data in ***graphical form*** using the ***key features and conventions of graphs*** manually or using appropriate software | |
| 1.3 | | Check the appropriateness and accuracy of the ***statistical representation*** against the context of the problem | |
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| 2 Interpret statistical information in familiar and routine tables and graphs | 2.1 | | | ***Interpret and describe*** the meaning of data in tables, graphs or charts and accompanying ***text***, using a range of ***descriptive informal and formal language*** |
| 2.2 | | | Checkthe ***reasonableness of any statistical interpretation*** against context of the problem and personal knowledge/experience |
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| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in texts such as in newspapers, online, on utility bills and in notices and documents * key features and conventions of tables and graphs * informal and formal language of number and data to read, write and communicate about statistical results and information   Required Skills:   * communication and literacy skills to read relevant, familiar texts that incorporate tables and graphs * problem solving skills to interpret tables and graphs to identify appropriate numerical and statistical information * planning and organising skills to collect data and create tables and graphs | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Collect and record data in tables*** refers to: | | * data which can be whole numbers, percentages, decimals and simple common fractions found in statistical information * data collected can be existing data or new data developed with assistance * deciding the categories/headings required to organise the data with assistance * where data needs grouping assistance may be given * data can be entered into hard copy tables or into a word processing package or spreadsheet | | |
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| ***Graphical form*** may include: | | * pictographs * column/bar graphs * line graphs * pie charts which should be produced using graphing tools in software such as Excel or Word or with a provided a pie chart template | | |
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| ***Key features and conventions of graphs*** refers to: | | * values/variables which are correctly identified, plotted and labelled, sensible scales and axes are used * the scale should be worked out with assistance if requested and be appropriate in terms of size and readability * scales created should count in 1’s, 2’s, 5’s,10’s or 100’s and can be expressed as percentages | | |
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| ***Statistical representation*** refers to: | | * deciding if the constructed table(s) and graph(s) represent the data accurately and are appropriate for the data and the context such as are the variables on the axes correctly represent the data, are the scales appropriate, is it the right type of graph for the data * prior knowledge may lead to comparison to previous experiences and therefore decide whether the result is appropriate or not | | |
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| ***Text*** may include: | | * newspapers / magazine journal articles * workplace documents * relevant online texts or information * public information documents * advertising leaflets / catalogues * timetables | | |
|  | | | | |
| ***Descriptive informal and formal language*** includes: | | * maximum / minimum * same as * increasing / decreasing * constant / changing | | |
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| ***Reasonableness of any statistical interpretation*** refers to: | | * checking against the context to decide if the results and interpretations are possible and relevant * using prior knowledge to compare to previous experiences and therefore deciding whether result is appropriate * thinking about the results in terms of personal implications, social consequences, and how the statistics were used and applied | | |
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| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * collect and organise data into tables * use data to construct a range of graphs using appropriate scales and axes * use key features and conventions of tables and graphs to identify and interpret familiar and routine statistical information * use the informal and formal languageof numbers, graphs and tables to interpret and convey familiar statistical information and results | | |
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| Context of and specific resources for assessment | | Assessment must ensure:   * access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible * access to software spreadsheet applications and computer hardware where appropriate   At this level, the learner can:   * work independently and use own familiar support resources * use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams | | |
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| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of tables and graphs completed by the learner * oral and written questioning to assess the ability to communicate statistical results and information | | |

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| Unit Code | VU21353 | | | |
| Unit Title | Research pathways and produce a learning plan and portfolio | | | |
| Unit Descriptor | This unit develops the skills and knowledge to investigate pathway options and plan skills development, in discussion with an appropriate support person. The learner will develop and maintain a portfolio of evidence over time. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners with personal, learning, employment and community participation goals. The learning plan documents an agreed program that the learner will undertake during the course to identify possible pathways, plan, document, and monitor progress towards achieving learning goals. The program will take into account the learner’s learning style and preferences. The learner will also develop and maintain a portfolio of evidence which documents achievement of course goals. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify potential pathways | 1.1 | | Discussarange of ***options*** with an appropriate adviser | |
| 1.2 | | Access and note information about possible options | |
|  |  | | | |
| 2 Clarify learning goals | 2.1 | | | Identify ***learning goals*** in relation to identified options |
| 2.2 | | | Explore any additional skills requirements |
| 2.3 | | | Identify any gaps in current skills and knowledge |
| 2.4 | | | Discuss preferred ***learning styles*** |
| 2.5 | | | Discuss ***previous experiences*** in relation to achieving identified goals |
|  |  | | | |
| 3 Design and implement an individual learning plan | 3.1 | | Discuss the ***purposes*** of an individual learning plan | |
| 3.2 | | Clarify the ***features*** and ***components*** of an individual learning plan | |
| 3.3 | | Determine the ***processes*** for developing an individual learning plan | |
| 3.4 | | Document the individual learning plan and seek approval from relevant parties | |
|  |  | |  | |
| 4 [Prepare portfolio of completed work samples](http://www.ntis.gov.au/cgi-bin/waxhtml/~ntis2/unit.wxh?page=90&lElemRef=86753&inputRef=23945&sCalledFrom=pkg) | 4.1 | | Identify ***possible audiences and uses*** for the portfolio are identified | |
| 4.2 | | Identify ***requirements of the portfolio*** | |
| 4.3 | | Discuss ***types of evidence*** selected | |
| 4.4 | | Assemble ***examples of evidence*** for portfolio | |
|  |  | |  | |
| 5 Monitor and update the individual learning plan | 5.1 | | Regularly review progress towards end-of-course goals and objectives | |
| 5.2 | | Determine ***factors which contributed to success*** in meeting goals | |
| 5.3 | | Identify ***barriers*** to success and propose potential solutions | |
| 5.4 | | Identify learning strategies which can be applied to other contexts | |
| 5.5 | | Evaluate individual learning plan and revise as necessary | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * importance of documenting learning, monitoring and reviewing learning goals * potential barriers to learning to enable current and future barriers to be recognised   Required Skills:   * communication and literacy skills to: * participate in the planning process to develop a learning plan * discuss aspects of the learning plan such as purpose and preferred learning styles to support development of the plan * read and interpret a range of information about potential options * apply research skills to locate information relevant to own goals and options * problem solving skills to: * gather and use information to support development of the plan * draw on previous experiences to inform development of the plan * identify, select and organise evidence for the portfolio * compare own skills to learning goals and options to identify achievable steps * self management skills to: * determine own preferred learning style * evaluate own skills and knowledge to identify gaps | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Options*** may include: | | * further study * vocational qualifications * employment * community participation | | |
|  | | | | |
| ***Learning goals*** may include: | | * improving reading, writing and numeracy skills for a variety of purposes: * further study * employment * community participation * health and well being * support for others * self improvement * gaining new skills and knowledge * specific competencies * target qualifications * new career * career advancement | | |
|  | | | | |
| ***Learning styles*** may include: | | * auditory * visual * kinaesthetic * reflective | | |
|  | | | | |
| ***Previous experiences*** can include: | | * work experience * volunteer or recreational experience * family responsibilities * study including formal schooling or informal learning * health and other personal matters * any possible barriers to completion | | |
|  | | | | |
| ***Purposes*** may include: | | * assisting the learner to plan systematically for the attainment of goals * as a tool to monitor progress * to assist the transition of the learner to his/ her preferred options at the end of the course | | |
|  | |  | | |
| ***Features*** may include: | | * short term goals and indicators of success * long term goals and indicators of success * actions and activities to be undertaken, including monitoring arrangements * potential issues and strategies * responsibilities * timelines | | |
|  | |  | | |
| ***Components*** may include: | | * self assessment of learner’s needs * negotiation and development of long term goals identifying one or two short term specific objectives * determination of tasks and progress to achieve goals and objectives * agreement as to who is responsible for the implementation of each task * identification of additional support persons: * Community Advocates and Learning Partners/Indigenous community members * case workers and personal carers * career counsellors * peer support * family members | | |
|  | |  | | |
| ***Possible audiences*** may include: | | * employers * program managers and teachers * employment agencies * self * family | | |
|  | |  | | |
| ***Possible uses*** mayinclude: | | * documenting progress towards achievement of goals * documenting competencies * building a picture of personal attributes * identifying areas for further skill development * documenting employability skills | | |
|  | |  | | |
| ***Requirements of the portfolio***may include: | | * methods of organisation such as by date, topic area, unit of study * format such as on-line, folder, e-portfolio | | |
|  | |  | | |
| ***Types of evidence*** may include: | | * collections of samples compiled by the learner * products with supporting documentation * journal/log book | | |
|  | |  | | |
| ***Examples of evidence*** may include: | | * audience and purpose specific * evidence of proof reading for spelling and punctuation * evidence of logical order | | |
|  | |  | | |
| ***Factors which contribute to success*** may include: | | * documenting a learning program * selecting and applying appropriate strategies * transferring learning from one area to a new area * practising new skills * accessing teacher, peers, other interested parties if necessary | | |
|  | |  | | |
| ***Barriers*** may include: | | * current life circumstances such as physical, mental, emotional or social constraints * previous negative learning experiences * cultural differences | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify potential pathway options and learning goals to achieve them * undertake a self assessment of own skills and identify factors which may affect own learning * develop and document a learning plan in relation to identified goals, maintain a portfolio, and monitor and update the learning plan when necessary | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * on-going access to appropriate persons and support resources to assist with development of the plan * access to information about further study options, employment opportunities   Assessment of performance requirements in this unit is best undertaken over the course of the program so learning goals can be reviewed and amended. | | |
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| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * oral or written questioning using interviews or self assessments to assess knowledge of the purpose of learning plans and potential barriers to the achievement of identified goals * direct observation of the learner participating in the process of developing and monitoring a learning plan or completing tasks for the portfolio * portfolios to assess evidence of how identified goals have been met consisting of : * collections of samples compiled by the learner * product with supporting documentation * journal/log book * third party reports from other teachers or support staff detailing learner performance and / or achievement | | |

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| Unit Code | VU21354 | | | |
| Unit Title | Implement and review a project | | | |
| Unit Descriptor | This unit describes the skills and knowledge to develop a project proposal, design and plan the project, carry out the project and evaluate the outcome. It encompasses selection of an activity, developing a plan, and preparing the required resources. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners who need to develop a range of literacy, numeracy and oral communication skills through practical application in an activity in a selected context and/or around a specific content area Content for the unit can be drawn from any area of learner interest or need. The project can be completed either individually or as a member of a group. It can be completed in a range of contexts such as in the workplace or in the community. Activities will be designed within guidelines established by the learner. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Propose a project | 1.1 | | Investigate and select an area of interest or need | |
| 1.2 | | Identify and confirm proposed ***project goals*** with appropriate people | |
| 1.3 | | Evaluate current skills, knowledge, interests and learning in relation to the proposal | |
|  |  | | | |
| 2 Prepare resources | 2.1 | | | Confirm the ***elements*** of the project |
| 2.2 | | | Determine the ***processes*** for completing the project |
| 2.3 | | | Identify ***responsibilities*** of those involved in the project |
|  |  | | | |
| 3 Document the project | 3.1 | | Develop and complete an ***action plan*** | |
| 3.2 | | Record work undertaken to meet project goals | |
|  | | | | |
| 4 Coordinate and complete the activity | 4.1 | | Conduct research and gather relevant information | |
| 4.2 | | Undertake project tasks efficiently | |
| 4.3 | | Monitor activities against action plan | |
| 4.4 | | Revise and amend action plan as needed. | |
|  |  | |  | |
| 5 Evaluate the project | 5.1 | | Identify and analyse ***factors which contributed to success*** in meeting goals | |
| 5.2 | | Examine ***barriers*** to success and ways to address them | |
| 5.3 | | Determine strategies which can be applied to other contexts | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * knowledge of basic project methodology to complete the project * knowledge of potential barriers and strategies to address these   Required Skills:   * communication and literacy skills to: * record information related to the progress and completion of the project * discuss project proposals and own interests and skills * gather and analyse information from a variety of sources * read and interpret a range of information * problem solving skills to: * identify and address issues and barriers which arise * make adjustments to the project plan to enable successful completion * identify and obtain resources required for the project * self management skills to: * follow and monitor an action plan and related activities * determine own skills and interests and match these to a suitable project proposal * work within an identified time frame | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Project goals*** may include: | | * completion of an activity: * newsletter * recipe book * a class activity, such as an outing, a morning tea * a community activity, such as a sporting club fundraiser, * preparation of a biography using digital stories * design and produce a community mural * work in a community garden * problem solve better ways of working with a piece of machinery, completing a process * previous experiences related to identified goals: * work experience * volunteer or recreational experience * managing family responsibilities * study including formal schooling or informal learning * health and other personal development matters | | |
|  | | | | |
| ***Elements*** may include: | | * what: * goals * evaluation strategies * resource requirements such as equipment, tools, people * contingencies if there are problems * who: * support * expert advice * team members * why: * value * relevance * how: * steps and milestones * when: * timelines * where | | |
|  | | | | |
| ***Processes*** may include: | | * brainstorming ideas and concepts for projects * establishing advantages and disadvantages of working with others or individually | | |
|  | | | | |
| ***Responsibilities*** may include: | | * roles of team members * role of team leader * reporting problems | | |
|  | | | | |
| ***Action plan*** may include | | * commencement dates * roles and responsibilities * tasks * completion dates | | |
|  | |  | | |
| ***Factors which contributed to success*** can include: | | * transferring learning from one area to a new area * applying appropriate teamwork strategies * practising new skills * seeking support of teacher, peers, other interested parties when needed * role definitions * applying problem solving techniques * developing co-operative learning techniques | | |
|  | |  | | |
| ***Barriers*** may include | | * current life circumstances such as physical, mental, emotional or social constraints * cultural differences * multiple roles and responsibilities | | |
|  | |  | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * select an activity according to own skills and interests; determine project goals with appropriate person(s); access resources; plan, design and carry out the project * monitor the project against the project plan and document activities * evaluate the conduct of the project including successful outcomes and barriers to completion of the project | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * texts and information to support the project and/or activities selected * resources to complete the project for example facilities such as libraries and computers * access to support people such as community “experts” or other experts | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of examples related to the completion of the project such as: * project action plan * journal/log book recording project-related activities * collections of samples compiled by the learner such as photos, written materials, visual materials * final product of the project * direct observation of the learner planning and carrying out the project * oral or written questioning to confirm understanding of the actions undertaken to complete the project and difficulties encountered * verbal third party feedback from peer involved in the project | | |

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| Unit Code | VU21355 | | | |
| Unit Title | Engage with a range of complex texts for personal purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to engage with complex texts for personal purposes. The focus of the unit is on interpreting a range of structurally intricate paper based and digital text types which are relevant to personal purposes and which may include some specialisation and non routine contexts.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Four (Reading): 4.03, 4.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those seeking to improve their personal literacy skills and who need to develop a range of reading skills both in a paper based and digital context. These skills provide the foundation for future activities to extend reading skills to enable interpreting complex texts with unfamiliar features.  Where application is as part of the Certificate II in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills writing unit *VU21359 Create a range of complex texts for personal purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21356 Engage with a range of complex texts for learning purposes* and *VU21360 Create a range of complex texts for learning purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate structurally intricate print based and digital texts relevant to a range of personal purposes | 1.1 | | Select a range of ***structurally intricate texts*** | |
| 1.2 | | Determine ***own purpose*** for accessing the texts | |
| 1.3 | | Define **features of texts** | |
| 1.4 | | Compare and confirm relevance of texts to own purpose | |
|  |  | | | |
| 2 Analyse content in a range of complex print based and digital texts for personal purposes | 2.1 | | | Apply a range of ***reading strategies*** to interpret the texts |
| 2.2 | | | Summarisemain ideasin texts |
| 2.3 | | | Evaluate supporting materials |
|  |  | | | |
| 3 Critically evaluate a range of complex print based and digital texts relevant to personal purposes | 3.1 | | Identify ***means used by the author to achieve the purpose of the text*** | |
| 3.2 | | Apply arange of ***strategies*** ***to critically analyse texts*** | |
| 3.3 | | Assess the relevance of the texts to intended audience and purpose | |
| 3.4 | | Compare the texts and evaluate their effectiveness | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * a range of vocabulary including some specialised vocabulary to support comprehension * techniques used by writers to convey meaning and achieve purpose * understanding that a text reflects an author’s culture, experiences and value system * understands that paper based and digital information may be represented differently   Required Skills:   * problem solving skills to: * select and apply reading strategies to interpret and analyse texts * apply critical analysis skills to interpret and compare texts * assess relevance of texts to own purposes and needs * assess the validity of online information * oral communication skills to discuss features and content of texts to establish relevance and effectiveness * technology skills to access and navigate screen based digital text to locate information of some complexity | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Structurally intricate texts*** may include: | | * complex texts which include embedded information, specialised vocabulary and abstraction and symbolism * digital, printed, handwritten and visual texts: * personally relevant letters, email, SMS, cards * narrative texts / prose texts such as fiction, short stories * expressive texts such as songs and poetry * informative texts such as non-fiction texts of personal interest, weblogs, biographical pieces, newsletters, magazines * procedural texts such as instructions on using equipment * transactional texts such as formal personal letters requesting visual texts such as digital stories, posters, art work, advertisements * personal notes taken from a range of sources, both written and aural * opinion pieces such as letters to the editor , articles in journals | | |
|  | |  | | |
| ***Own purpose*** may include: | | * personal interest and enjoyment * support for self or others * information about a topic of personal interest * review of model texts to support personal writing | | |
|  | | | | |
| ***Features*** may include: | | * text structureswhich use a variety of sentence structures and language features: * narrative text with a chronological sequence of events, orientation, complication, resolution, use of descriptive language, variations in author’s voice * informative texts that might follow a standard format such as general statement, factual description, conclusion, uses impersonal tone, uses numbered outlines, discourse markers, expresses writer’s views as facts or might include abstract nouns that condense ideas, processes and descriptions * persuasive texts that use emotive and persuasive language, include facts and opinions, author’s bias may be explicit or implicit, may include supporting materials and evidence, may include opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation * procedural texts such as sequential steps required to achieve goals * transactional texts such as personal letters (informal) or formal letters with formal opening, statement of purpose, details, request, action required, formal close * sentences: * complex syntactic structures including: * nominalisation * modality * linking devices to demonstrate conceptual connections and/or causal relationships * words / phrases/ abbreviations: * vocabulary which creates nuances of meaning * vocabulary related to personal needs and wishes * slang, non standard Australian English * visualssuch as*,* illustrations, art works, photographs, movies with sub titles | | |
|  | | | | |
| ***Reading strategies*** may include: | | * meaning-making strategies: * relating separate pieces of information within a text, rather than treating them as separate units of information * using knowledge of principal conventions of texts to assist with constructing meaning from a range of text types * recognising that language relates to social contexts and when social relations change, language may also change * employing a variety of strategies when interpreting text such as self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people * recognising how supporting material is used effectively * distinguishing fact from opinion * noting cues such as particular words which indicate a new or important point is about to be made * making notes from written texts of personal relevance * comparing information from different sources * de-coding strategies: * using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings * recognising ways in which punctuation conveys a range of emotions or intentions | | |
|  | | | | |
| ***Means used by the author to achieve the purpose of the text*** may include: | | * choice of genre and text structures * choice of language to create subtleties or precise meaning * use of punctuation to convey emotions or intentions * logically organised separate pieces of information arranged within the text | | |
|  | |  | | |
| ***Strategies to critically analyse text***may include: | | * clarifying the purpose of the writer including stated and inferred purpose * brainstorming activities to discuss features of the text such as ways in which the text reflects the author’s culture, experiences and value system * identifying key words and phrases critical to gaining meaning from the text * discussing effect of language choices on effectiveness of the text for example, emotive and descriptive words, use of slang, use of inclusive pronouns * commenting on the structure and content, expressing an opinion on the text such as how the text affected them, how they felt about an aspect of the text * comparing similar texts of personal relevance in terms of language used or text structure * discussion of writer’s voice * comparing ideas * discussing the effectiveness of the text: * whether it meets the needs of the audience * how it relates to own knowledge and experience * whether the appropriate mood is created * whether the plot development is satisfactory | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate, read, interpret and evaluate information in a minimum of 3 different complex personally relevant text types of some complexity at least one of which must be digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as learning, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * real / authentic texts of personal relevance to the learner * communication technology and software as appropriate   At this level the learner:   * works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation * initiates and uses support from a range of established sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner interpreting and analysing information in, and making meaning of complex paper based and digital texts * oral or written questioning to assess knowledge of the techniques used by writers to achieve their purpose in personally relevant text types * oral information from the learner assessing the effectiveness of the selected texts * portfolios containing: * samples of responses to texts * journal / log book of reflections on texts | | |

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| Unit Code | VU21356 | | | |
| Unit Title | Engage with a range of complex texts for learning purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to interpret a range of structurally intricate paper based and digital texts which are relevant to learning purposes and which may include some specialisation and non routine contexts  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Four (Reading): 4.03, 4.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those seeking to improve their further educational participation options and who need to develop a range of reading skills both in a paper based and digital context. These skills provide the foundation for future activities to extend reading skills to enable interpreting complex texts with unfamiliar features.  Where application is as part of the Certificate II in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills writing unit: *VU21360 Create a range of complex texts for learning purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21355 Engage with a range of complex texts for personal purposes* and *VU21359 Create a range of complex texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate structurally intricate print based and digital texts relevant to a range of learning purposes | 1.1 | | Examine a range of ***structurally intricate texts*** | |
| 1.2 | | Define ***features*** of texts | |
| 1.3 | | Confirm ***purpose*** of the texts | |
| 1.4 | | Select texts relevant to own learning purposes | |
|  |  | | | |
| 2 Analyse content in a range of complex print based and digital texts for learning purposes | 2.1 | | | Use a range of ***strategies*** ***to interpret the text*** |
| 2.2 | | | Summarise main ideas in texts |
| 2.3 | | | Evaluate supporting materials in texts |
|  |  | | | |
| 3 Critically evaluate a range of complex print based and digital texts relevant to own learning purposes | 3.1 | | Identify means used by the author to achieve the purpose of the texts | |
| 3.2 | | Apply a range of ***strategies*** ***to critically analyse texts*** | |
| 3.3 | | Assess the relevance of the texts to own purpose | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * knowledge of a range of vocabulary related to learning including some specialised vocabulary to support comprehension * knowledge of techniques used by writers to convey meaning and achieve purpose * understanding that a text reflects an author’s culture, experiences and value system * understanding that paper based and digital information may be represented differently   Required Skills:   * problem solving skills to: * select and apply reading strategies to interpret and analyse texts * apply critical analysis skills to interpret and compare texts * assess relevance of texts to own purposes and needs * assess the validity of online information * oral communication skills to discuss features and content of texts to establish relevance and effectiveness * technology skills to access and navigate screen based digital text to locate information of some complexity | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Structurally intricate texts*** may include: | | * complex texts which include embedded information, specialised vocabulary and abstraction and symbolism * digital, printed, handwritten and visual texts: * instructional material such as text books, research material on the internet, weblogs * classroom based learning materials notes taken from whiteboard, notes taken from a variety of sources * procedural or technical manuals / learner guides, work books * course information such as VTAC guide * journal articles, reports, including technical information * instructions on how to complete a task or project * informal and formal emails, online postings or hand written messages about matters related to learning for example, information about an assignment from a fellow class member or the teacher * individual learning plans, portfolios, diary entries related to study plans, task lists * diagrams with supporting information related to a specific area of study | | |
|  | | | | |
| ***Features*** of texts include: | | * text structureswhich use a variety of sentence structures: * instructional texts with headings and sub-headings to organise the text; format that typically includes a statement of learning goals, materials needed or other requirements, sequential steps required to achieve goals; and icons to provide guidance to the learner as to what is required * informative texts with impersonal tone, headings, author’s views expressed as facts, might include abstract nouns that condense ideas, processes and descriptions, and might follow a standard format such as general statement, factual description, conclusion * persuasive texts with emotive and persuasive language, including facts and opinions, author’s bias may be explicit or implicit, may include supporting materials, may include opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation * narrative texts with a chronological sequence of events, use of descriptive language, variations in author’s voice * tables, graphs containing formatted data with explicit navigation features such as headings, table of contents, site map/ menus, numbered contents, dot points * sentences: * complex syntactic structures including: * nominalisation * modality * linking devices to demonstrate conceptual connections and/or causal relationships * words / phrases/ abbreviations: * vocabulary associated with personally relevant education activities * technical terms linked to learning goals / subject areas * abbreviations associated with further education such as TAFE, VET, ,VCE, HE, * visual information * information and activities supported visually for example industry toolboxes * posters of careers information * documentaries * technical procedures such as a science experiment | | |
|  | | | | |
| ***Purposes*** may include: | | * providing knowledge such as scientific, environmental, historical * providing information for example career pathways, further education pathways * providing skills development for example, scientific methods and techniques | | |
|  | | | | |
| ***Strategies to interpret the text*** may include: | | * meaning-making strategies: * relating separate pieces of information within a text, rather than treating them as separate units of information * using knowledge of principal conventions of texts to assist with constructing meaning from a range of text types * recognising that language relates to social contexts and when social relations change, language may also change * employing a variety of strategies when interpreting text such as self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people * recognising how supporting material is used effectively * distinguishing fact from opinion * noting cues such as particular words which indicate a new or important point is about to be made * making notes from written texts of personal relevance * comparing information from different sources * de-coding strategies: * using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings * recognising ways in which punctuation conveys a range of emotions or intentions | | |
|  | | | | |
| ***Means used by the author to achieve the purpose of the text*** may include: | | * choice of genre and text structure * choice of language to create subtleties or precise meaning * use of punctuation to convey a range of emotions or intentions * logically organised separate pieces of information arranged within the text | | |
|  | |  | | |
| ***Strategies to critically analyse text*** may include: | | * analysis to identify : * misleading information * underlying values * subtle nuances * evidence to support judgements/conclusions * clarifying the purpose of the writer including stated purpose and inferred purpose * brainstorming activities to discuss features of the text such as ways in which the text reflects the author’s culture, experiences and value system * identifying key words and phrases critical to gaining meaning from the text * comparing similar texts of personal relevance in terms of language used or text structure * discussion of writer’s voice * comparing ideas * discussion about the effectiveness of writing. * whether it meets its purpose, including inferred purpose * whether it meets the needs of the audience * how it relates to own knowledge and experience | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate, read, interpret and evaluate information in a minimum of 3 different complex, structurally intricate text types relevant to learning purposes, at least one of which must be digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * print and digital texts relevant to learning * communication technology and software   At this level the learner:   * works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation * initiates and uses support from a range of established sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner interpreting information in, and making meaning of complex paper based and digital texts * oral or written questioning to assess knowledge of the techniques used by writers to achieve their purpose in text types relevant to learning purposes * oral information from the learner assessing the effectiveness of the selected texts * portfolios containing samples of responses to texts | | |

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| Unit Code | VU21357 | | | |
| Unit Title | Engage with a range of complex texts for employment purposes | | | |
| Unit Descriptor | This unit develops the skills and knowledge to interpret a range of structurally intricate paper based and digital texts which are relevant to employment purposes and which may include some specialisation and non routine contexts.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Four (Reading): 4.03, 4.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those seeking to improve their employment options and who need to develop a range of reading skills both in a paper based and digital context. These skills provide the foundation for future activities to extend reading skills to enable interpreting analysing and evaluating more complex texts with unfamiliar features. This unit is suitable for those already in employment and those who aspire to employment.  Where application is as part of the Certificates in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU21361 Create a range of complex texts to participate in the workplace*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21355 Engage with a range of complex texts for personal purposes* and *VU21359 Create a range of complex texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate a range of structurally intricate print based and digital texts relevant to employment purposes | 1.1 | | Access and examine ***key employment and workplace texts*** | |
| 1.2 | | Locate any relevant explanatory or additional information needed to interpret the texts. | |
| 1.3 | | Identify and confirm the ***purpos***e of the texts | |
| 1.4 | | Define ***features of the texts*** | |
|  |  | | | |
| 2 Analyse content in a range of complex print based and digital texts for employment purposes | 2.1 | | | Usea range of ***strategies*** ***to interpret the texts*** |
| 2.2 | | | Interpret key information in the texts |
| 2.3 | | | Evaluate supporting materials in texts |
| 2.4 | | | Select Information to meet own purposes |
|  |  | | | |
| 3 Critically evaluate a range of complex print based and digital texts relevant to employment purposes | 3.1 | | Identify ***means used by the author to achieve the purpose of the texts*** | |
| 3.2 | | Apply ***a range of strategies*** ***to critically analyse*** the texts | |
| 3.3 | | Assess the relevance of the texts to own purpose | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * a range of vocabulary related to employment including some specialised vocabulary to support comprehension * techniques used by writers to convey meaning and achieve purpose * understanding that a text reflects an author’s culture, experiences and value system * differences in how paper based and digital information may be represented   Required Skills:   * problem solving skills to: * select and apply reading strategies to interpret and analyse texts * apply critical analysis skills to interpret and compare texts * assess relevance of texts to own purposes and needs * assess the validity of online information * oral communication skills to: * discuss features and content of texts to establish relevance and effectiveness * pose questions to clarify own purpose for accessing texts * technology skills to access and navigate screen based digital text to locate information of some complexity | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Key employment and workplace texts*** may include | | * complex texts which include embedded information, specialised vocabulary and abstraction and symbolism * digital, printed, handwritten and visual texts: * information from government agencies such as Job Networks, advertisements and application processes * human resource and employment contracts * induction materials / job specifications * OHS / WHS materials * manufacturers' specifications / standard operating procedures * workplace plans, drawings and specifications * information from unions * workplace newsletters | | |
|  | | | | |
| ***Purposes*** may include: | | * to provide information * to provide advice * to explain a work process | | |
|  | | | | |
| ***Features*** may include: | | * text structureswhich use a variety of sentence structures and language features: * informative texts that use impersonal tone, numbered outlines / dot points, technical terms, abstract nouns that condense ideas, processes and descriptions, and follow a standard format such as statement of purpose, steps, diagrams / photographs and may include data such as statistical information * persuasive texts with author’s bias that may be explicit or implicit, use emotive and persuasive language, includes facts and opinions, include supporting materials, may include opposing views on a subject and follow a standard format such as statement of opinion, argument, summing up or recommendation*;* * procedural texts with sequential steps required to achieve goals and which may be supported by diagrams, icons, symbols * formatted texts such as workplace forms or job applications with headings, instructions and symbols * tables, graphs containing formatted data with explicit navigation features such as headings, table of contents, site map/ menus, numbered contents, dot points * sentences: * complex syntactic structures including nominalisation, modality, linking devices to demonstrate conceptual connections and/or causal relationships * words / phrases/ abbreviations: * technical terms * abbreviations such as OHS / WHS, MSDS, HR * simple diagrams: * process flowchart * charts, graphs to encapsulate data * posters to convey messages such as OHS / WHS information * numerical information: * measurements and calculations using common measuring instruments * awards / salary information such as ordinary hours and penalty rates | | |
|  | | | | |
| ***Strategies to interpret texts*** may include: | | * meaning-making strategies: * self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people * relating separate pieces of information within a text, rather than treating them as separate units of information * recognising that language relates to social contexts and when social relations change, language may also change * using a range of technical vocabulary of relevance to particular industry or workplace * recognising how supporting material is used effectively * distinguishing fact from opinion * noting cues such as particular words which indicate a new or important point is about to be made for example, icons, emphasis, words indicating a shift in focus or position for example: however, although * making notes from written texts * comparing information from different sources * de-coding strategies: * using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings | | |
|  | | | | |
| ***Means used by the author to achieve the purpose of the text*** may include: | | * choice of genre and text structure * choice of language to create subtleties or precise meaning * effective use of punctuation to convey a range of emotions or intentions * logically organised separate pieces of information arranged within the text | | |
|  | |  | | |
| ***Strategies to critically analyse text*** may include: | | * clarifying the purpose of the writer including stated purpose and inferred purpose * brainstorming activities to discuss features of the text such as ways in which the text reflects the writer’s culture, experiences and value system * identifying key words and phrases critical to gaining meaning from the text * comparing ideas * discussion about the effectiveness of writing: * whether it meets the needs of the audience * how it relates to own knowledge and experience * whether any supporting information is reliable | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate, read, interpret and evaluate information in a minimum of 3 different complex, structurally intricate text types relevant to employment purposes, at least one of which must be digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * print and digital texts relevant to work and employment * communication technology and software where appropriate   At this level the learner:   * works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation * initiates and uses support from a range of established sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner interpreting information in, and making meaning of complex paper based and digital texts * oral or written questioning to assess knowledge of the techniques used by writers to achieve their purpose in text types relevant to employment purposes * oral information from the learner identifying key information in the texts and assessing the effectiveness of the selected texts * portfolios containing samples of responses to texts | | |

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| Unit Code | VU21358 | | | |
| Unit Title | Engage with a range of complex texts to participate in the community | | | |
| Unit Descriptor | This unit develops the skills and knowledge to engage with a range of structurally intricate paper based and digital text types which are relevant to participation in the community and which may include some specialisation and non routine contexts.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Four (Reading): 4.03, 4.04. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those seeking to improve their community participation options and who need to develop a range of reading skills both in a paper based and digital context. These skills provide the foundation for future activities to extend reading skills to enable interpreting complex texts with unfamiliar features.  The ‘community’ can have a range of definitions, depending on the learner’s situation. Community may signify local environment in the case of rural or regional learners. While community is most often defined geographically, it can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean ‘society’.  Where application is as part of the Certificate II in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills writing unit: *VU21362 Create a range of complex texts to participate in the community*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21355 Engage with a range of complex texts for personal purposes* and *VU21359 Create a range of complex texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Locate structurally intricate print based and digital texts relevant to participation in the community | 1.1 | | Examine arange of ***structurally intricate texts for community participation*** | |
| 1.2 | | Define the ***features of texts*** | |
| 1.3 | | Confirm ***source*** of the texts | |
| 1.4 | | Select texts relevant to own community participation needs | |
|  |  | | | |
| 2 Analyse content in a range of complex print based and digital texts relevant to community participation | 2.1 | | | Apply a range of ***reading strategies*** to interpret the texts |
| 2.2 | | | Summarise ***main ideas*** in texts |
| 2.3 | | | Identify and evaluate supporting materials |
|  |  | | | |
| 3 Critically evaluate a range of complex print based and digital texts relevant to community participation | 3.1 | | Identify ***means used by the author to achieve the purpose of the text*** | |
| 3.2 | | Apply arange of ***strategies*** ***to analyse texts*** | |
| 3.3 | | Assess the relevance of the texts to own purpose | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * a range of vocabulary including some specialised vocabulary to support comprehension * techniques used by writers to convey meaning and achieve purpose * understanding that a text reflects an author’s culture, experiences and value system * understands that paper based and digital information may be represented differently   Required Skills:   * problem solving skills to: * select and apply reading strategies to interpret and analyse texts * apply critical analysis skills to interpret and compare texts * assess relevance of texts to own purposes and needs * assess the validity of online information * oral communication skills to discuss features and content of texts to establish relevance and effectiveness * technology skills to access and navigate screen based digital text to locate information of some complexity | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Structurally intricate texts for community participation*** may include | | * complex texts which include embedded information, specialised vocabulary and abstraction and symbolism * digital, printed, handwritten and visual texts: * newspaper articles about community issues * council brochures, community newsletters, government pamphlets * community directories * advertisements, leaflets about community matters, political advertisements * letters from government/council or other organisations * community posters, graffiti, advertisements for community events * surveys on everyday community matters, agenda and minutes of community meetings | | |
|  | | | | |
| ***Features of texts*** include: | | * text structureswhich use a variety of sentence structures and language features relevant to different text types: * persuasive texts which use emotive and persuasive language, include facts and opinion where the writer’s bias may be explicit or implicit, include supporting materials, may include opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation * informative texts which use impersonal tone, numbered outlines, discourse markers where the writer’s views are expressed as facts, might include abstract nouns that condense ideas, processes and descriptions, and might follow a standard format such as general statement, factual description, conclusion * procedural texts with sequential steps required to achieve goals and which may be supported by diagrams, icons, symbols * transactional texts such as letters with formal opening, statement of purpose, details, request, action required, formal close * explicit navigation features such headings, table of contents, site map/ menus, numbered contents, hyperlinks * tables, graphs or charts which contain data formatted into a of a number of columns and rows * sentences: * complex syntactic structures including: * nominalisation * modality * linking devices to demonstrate conceptual connections and/or causal relationships * words / phrases/ abbreviations: * vocabulary which creates nuances of meaning * those associated with personally relevant education, recreation and leisure activities * vocabulary related to community environment * precise selection of vocabulary to convey shades of meaning * numbersas whole numbers, fractions, decimals, and percentages: * measures of distance, time using common * connected with money such as comparative costs of community events, changes in benefits, alternative travel arrangements * counting and measuring * visuals, symbols and logos: * community and public facilities * names of service providers * retail outlets | | |
|  | | | | |
| ***Sources*** may include: | | * community group * council * government department * advertising company * political party | | |
|  | | | | |
| ***Reading strategies*** include: | | * meaning-making strategies: * relating separate pieces of information within a text, rather than treating them as separate units of information * using knowledge of principal conventions of texts to assist with constructing meaning from a range of text types * recognising that language relates to social contexts and when social relations change, language may also change * employing a variety of strategies when interpreting text such as self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people * recognising how supporting material is used effectively * identifying any persuasive devices used by the writer for example emotive language, biased selection of materials, use of authority / experts to validate views * comparing information from different sources * de-coding strategies: * using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings * recognising ways in which punctuation conveys a range of emotions or intentions | | |
|  | | | | |
| ***Means used by the author to achieve the purpose of the text*** may include: | | * choice of genre and text structure * choice of language to create subtleties or precise meaning * use of punctuation effectively to convey a range of emotions or intentions * logically organised separate pieces of information arranged within the text | | |
|  | |  | | |
| ***Strategies******to analyse texts*** may include: | | * clarifying the purpose of the writer including stated purpose and inferred purpose * brainstorming activities to discuss features of the text such as ways in which the text reflects the author’s culture, experiences and value system * identifying key words and phrases critical to gaining meaning from the text * discussing effect of language choices on effectiveness of the text for example emotive and descriptive words, use of slang, use of inclusive pronouns * comparing similar texts in terms of language used or text structure * discussion of writer’s voice * comparing ideas * discussion about the effectiveness of writing: * whether it meets the needs of the audience * how it relates to own knowledge and experience * whether the reader is swayed by the argument | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate, read, interpret and critically evaluate information in a minimum of 3 different complex, structurally intricate text types relevant to community participation, at least one of which must be digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * real / authentic texts from a community related environment relevant to the learner * communication technology and software as appropriate   At this level the learner:   * works independently in a range of familiar contexts * uses familiar support resources such as an online dictionary or thesaurus | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner interpreting information in, and making meaning of complex paper based and digital texts * oral or written questioning to assess knowledge of the techniques used by writers to achieve their purpose in text types related to community participation * oral information from the learner assessing the effectiveness of the selected texts * portfolios containing: * samples of responses to texts * journal / log book of reflections on the texts | | |

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| Unit Code | VU21359 | | | |
| Unit Title | Create a range of complex texts for personal purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable the development of writing skills to create digital and paper based texts of some complexity for personal purposes and for communication with others. At this level the learner work across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Four (Writing), 4.05, 4.06 | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their personal literacy skills by developing a range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create a range of texts of some complexity for personal purposes. It will extend written communication skills to provide the foundation for future activities associated with producing complex texts.  Where application is as part of the *Certificate II in General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU21355 Engage with a range of complex texts for personal purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units such as *VU21358 Engage with a range of complex texts to participate in the community* and *VU21362 Create a range of complex texts of to participate in the community* | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Research a range of complex digital and paper based text types relevant to personal need | 1.1 | | Select a range of ***paper based and digital*** ***texts*** ***of some complexity*** | |
| 1.2 | | Identify the purpose and ***audience*** for each selected text | |
| 1.3 | | Define the ***features*** of the texts | |
|  |  | | | |
| 2 Prepare complex digital and paper based texts for personal purposes | 2.1 | | | Organise the ***appropriate*** ***format***, language, ***support materials*** and equipment |
| 2.2 | | | Research relevant content required to create texts |
| 2.3 | | | Arrange draft content to meet the requirements of the texts |
|  |  | | | |
| 3 Produce complex digital and paper based texts for personal purposes | 3.1 | | Develop complex texts | |
| 3.2 | | ***Review*** texts and check for accuracy | |
| 3.3 | | Edit texts to enhance meaning and effectiveness in response to feedback | |
| 3.4 | | Present texts according to ***specified requirements*** | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * a range of styles of writing and presenting information to a range of audiences * knowledge of register to enable appropriate selection and application to context * a broad vocabulary and a range of grammatical structures * how to structure a range of texts   Required Skills:   * communication skills to relay complex relationships between ideas * literacy skills to write texts which include a number of examples, opinions, facts, or arguments with supporting evidence * organisational skills to gather and order information required to create texts * problem solving skills to select and apply appropriate register according to context | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Paper based and digital*** ***texts*** ***of some complexity*** may include: | | * texts of relative complexity including embedded information, specialised vocabulary and abstraction and symbolism * electronic, printed and texts containing visual elements such as: * informal and formal email or hand written messages containing a series of linked paragraphs on a range of personal topics * notes taken from a book, article * instructions such as how something works, recipes * poetry / songs / digital stories * reflective writing in personal letters, autobiographical accounts * opinion letters to local newspapers * short article for a paper based or electronic newsletter * recounts / short stories * paper or digital diary entries / notes in a visual diary * blogs / text for a webpage * collaborative text * radio or film script * report * detailed description for an insurance company about a claim * speech for a wedding or eulogy | | |
|  | | | | |
| ***Audience*** may include: | | * self only * immediate family / friends * local newspaper | | |
|  | | | | |
| ***Features*** may include: | | * layout features and styles as appropriate for either electronic or “paper based” text * standard templates e.g. club newsletter * use of appropriate language for audience and purpose * text structure: * clearly structured text using a range of structural conventions * variation between public and private writing * features of narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language * features of informative texts such as transparent organisation with sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; general statement, factual description or logically sequenced explanation, conclusion * features of procedural texts such as instructions: statement of the goal, requirements and steps to achieve the goal * features of persuasive texts such as argument: statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations * navigation features such as grids, arrows, dot points * information formatted into a table of one or two columns * features of transactional texts such as formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close * sentences: * consistent use of structurally complex sentences * use of nominalisation * use of modal verbs and modification devices * use of abstract nouns to condense ideas, processes and descriptions and/or explanations * use of linking devices appropriate to text type * vocabulary*:* * use of appropriate language for audience and purpose, such as descriptive language, techniques to convey feelings and ideas, figures of speech * use of vocabulary specific to topic * precise selection of vocabulary to convey shades of meaning * most frequently used words spelt with accuracy * regular use of standard punctuation * control over the use of generic grammatical forms such as temporal links such as “meanwhile” and abstract nouns such as “migration”, and referential devices * awareness and appropriate / effective use of local varieties of non standard Australian English, slang, LOTE * visuals: * photographs / drawings / sketches / illustrations * symbols * diagrams, graphs * maps | | |
|  | | | | |
| ***Appropriate format*** may include: | | * handwritten / word processed / PowerPoint presentation * online such as html / email * digital story * size of words and visuals * place of colour, symbols * using features of punctuation, font and layout to support meaning and clarity such as semi-colons, brackets italics | | |
|  | | | | |
| ***Support materials*** may include: | | * sample texts / templates * written information from a range of sources such as newspaper articles / personal letters * literature / films / documentaries / radio programs * spoken word resources such as oral history / indigenous narratives | | |
|  | | | | |
| ***Review*** may include: | | * support from the teacher, by peers, by another support person for: * spelling and punctuation * grammatical accuracy * clarity of purpose / audience / clarity of message * appropriateness of layout, register * effectiveness of layout features | | |
|  | | | | |
| ***Specified requirements*** may include: | | * presentation as part of portfolio * content of text * format/layout | | |
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| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the purpose and audience for a broad range of complex personally relevant digital and paper based text types * create one complex digital and one paper based, personally relevant text, with each text reflecting a different text type   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as community participation, the same texts may apply to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real / authentic texts in context * access to online facilities, communications technology as appropriate   At this level the learner:   * works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation * initiates and uses support from a range of established sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of digital and paper based texts of different text types created by the learner which show evidence of drafting and review * oral or written questioning to assess knowledge of a the purpose and audience for a range of texts | | |

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| Unit Code | VU21360 | | | |
| Unit Title | Create a range of complex texts for learning purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable the development of writing skills to create a broad range of complex paper based and digital texts which are relevant to the learning environment. At this level the learner works across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Four (Writing), 4.05, 4.06 | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their literacy skills in the learning environment by developing a range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create a broad range of complex texts in the learning environment. It will develop the written communication skills to produce or complete a range of texts used in a formal learning environment. These skills will provide the foundation for future activities associated with producing complex texts for study purposes.  Where application is as part of the *Certificate II in General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU21356 Engage with a range of complex texts for learning purposes*.  The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units such as *VU21359 Create a range of complex texts for personal purposes* and *VU21355 Engage with a range of complex texts for personal purposes* | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Research a range of complex digital and paper based texts of relevant to learning | 1.1 | | Select a range of ***paper based and digital texts*** | |
| 1.2 | | Identify the ***purpose*** ***and*** ***audience*** for the selected texts | |
| 1.3 | | Define the ***features*** of the texts | |
|  |  | | | |
| 2 Prepare a range of complex digital and paper based texts for learning purposes | 2.1 | | | Organise the ***appropriate format***, language, ***support materials*** andequipment |
| 2.2 | | | Research content required to create texts |
| 2.3 | | | Draft the content to meet the requirements of the texts |
|  |  | | | |
| 3 Produce a range of complex digital and paper texts for learning purposes | 3.1 | | Develop complex paper based and digital texts | |
| 3.2 | | ***Review*** texts and check for accuracy | |
| 3.3 | | Edit texts to enhance meaning and effectiveness in response to feedback | |
| 3.4 | | Present texts according to ***specified requirements*** | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * a range of styles of writing and presenting information to a range of audiences * knowledge of register to enable appropriate selection and application to context * a broad vocabulary and a range of grammatical structures * how to structure a range of texts   Required Skills:   * communication skills to relay complex relationships between ideas * literacy skills to write texts which include a number of examples, opinions, facts, or arguments with supporting evidence * organisational skills to gather and order information required to create texts * problem solving skills to select and apply appropriate register according to context | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Paper based and digital texts*** may include: | | * texts of relative complexity including embedded information, specialised vocabulary and abstraction and symbolism * electronic, printed and texts containing visual elements: * informal and formal email or hand written messages about familiar and immediate matters such as requesting information about an assignment from a fellow class member or the teacher * notes taken from the blackboard / whiteboard * notes taken from verbal instructions * summaries / essays / structured writing * vocabulary lists / task lists / dictation * individual learning plans / portfolios * work books / journal * digital stories * reflective writing related to learning * weblogs, text for a webpage * collaborative text / report * text to support verbal / visual presentation | | |
|  | | | | |
| ***Purpose and audience*** may include: | | * private or public audiences: * self only for vocabulary lists, notes, task lists * class members for a report, summary of research, collaborative work * organisational for administration change of address details / enrolment * personal study purposes or to complete a requirement: * collection of information to prepare for writing activities * recording and organising information for regular reference * organising time | | |
|  | | | | |
| ***Features*** may include: | | * layout features and styles as appropriate for digital and paper based text * standard templates * use of appropriate language for audience and purpose * text structure: * clearly structured text using a range of structural conventions * variation between public and private writing * features of narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language * features informative texts such as transparent organisation with sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; general statement, factual description or logically sequenced explanation, conclusion * features of procedural texts such as instructions, statement of the goal, requirements and steps to achieve the goal * features of persuasive texts such as argument, statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations * navigation features such as grids, arrows, dot points * information formatted into a table with a number of columns * features of transactional texts such as formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close * sentences: * consistent use of structurally complex sentences * use of nominalisation * use of modal verbs and modification devices * use of abstract nouns to condense ideas, processes and descriptions and/or explanations * use of linking devices appropriate to text type * vocabulary*:* * use of appropriate language for audience and purpose, e.g. descriptive language, techniques to convey feelings and ideas, figures of speech * use of vocabulary specific to topic * precise selection of vocabulary to convey shades of meaning * most frequently used words spelt with accuracy * regular use of standard punctuation * control over the use of generic grammatical forms such as temporal links such as “meanwhile” and abstract nouns of “migration”, and referential devices * awareness and appropriate / effective use of local varieties of non standard Australian English, slang, LOTE * visuals: * photographs / drawings / sketches / illustrations * symbols * diagrams, graphs / maps | | |
|  | | | | |
| ***Appropriate format*** may include: | | * handwritten / word processed / PowerPoint presentation * online such as html / email / digital story * report / essay / book review * short answer questions * reference list * notes for a classroom presentation * student evaluation / feedback * size of words and visuals * place of colour, symbols * using features of punctuation, font and layout to support meaning and clarity such as semi-colons, brackets italics | | |
|  | | | | |
| ***Support materials*** may include: | | * word processing program / electronic presentation software program * sample texts / templates * written material, information from the teacher, other students, library texts, online sources, newspaper articles | | |
|  | | | | |
| ***Review*** may include: | | * support from the teacher, by peers, by another support person for: * spelling and punctuation * grammatical accuracy * clarity of purpose / audience / clarity of message * appropriateness of layout, register * effectiveness of layout features | | |
|  | | | | |
| ***Specified requirements*** may include: | | * presentation as part of portfolio * content of text * use of research * format/layout * range of texts | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the purpose and audience for a broad range of complex learning related digital and paper based text types * create one complex digital and one paper based, learning related text, with each text reflecting a different text type   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may apply to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * real / authentic texts from the learning environment * online facilities, communications technologies as appropriate   At this level the learner:   * works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation * initiates and uses support from a range of established sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of digital and paper based texts of different text types created by the learner which show evidence of drafting and review * oral or written questioning to assess knowledge of a the purpose and audience for a range of texts | | |

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| Unit Code | VU21361 | | | |
| Unit Title | Create a range of complex texts to participate in the workplace | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable the development of written communication in the workplace. It includes extracting meaning from written information for workplace purposes and preparing complex written materials.  At this level the learner works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Four (Writing). ) 4.05, 4.06 | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those wishing to improve their literacy skills for the work environment by developing range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create workplace documents of some complexity. These skills will provide the foundation for future activities associated with producing text.  Where application is as part of the *Certificate II in General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU21357 Engage with a range of complex texts for employment purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units such as *VU21359 Create a range of complex texts for personal purposes* and *VU21355 Engage with a range of complex texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Research a range of complex digital and paper based workplace related texts | 1.1 | | Select a range of ***paper based and digital*** ***workplace texts*** | |
| 1.2 | | Identify the ***purpose*** and ***audience*** for the selected texts | |
| 1.3 | | Define the ***features*** of the texts | |
|  |  | | | |
| 2 Prepare a range of complex digital and paper based texts for the workplace | 2.1 | | | Organise the ***appropriate format***, language, support materials and equipment |
| 2.2 | | | Research content required to create texts |
| 2.3 | | | Draft the content to meet the requirements of the texts |
|  |  | | | |
| 3 Produce a range of complex digital and paper based texts for workplace purposes | 3.1 | | Develop texts of some complexity according to any ***organisational requirements*** | |
| 3.2 | | Review texts and check for accuracy | |
| 3.3 | | Edit texts to enhance meaning and effectiveness in response to feedback | |
| 3.4 | | Present texts according to ***specified requirements*** | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * knowledge of organisational protocols / requirements related to written workplace material such as information security, email protocols and use of appropriate language * differences between requirements for written as opposed to spoken English   Required Skills:   * literacy skills to link ideas in written material through selection and use of words, language structures and punctuation appropriate to the purpose * organisational skills to gather and order information required to create texts | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Paper based and digital*** ***workplace texts*** may include: | | * texts of relative complexity including embedded information, specialised vocabulary and abstraction and symbolism * emails / web sites / help screens * agendas / minutes / meeting notes * instructions / manuals * letters / memos / facsimiles / messages * reports * schedules / timetables / web calendars * manufacturers'/operating instructions/technical instructions * occupational health and safety procedures * style manuals * leave applications / travel forms / petty cash vouchers | | |
|  | | | | |
| ***Purpose*** may include: | | * instructional * advisory * mandatory * legislative | | |
|  | | | | |
| ***Audience*** may include: | | * work colleagues / supervisors * self * internal / external clients | | |
|  | | | | |
| ***Features*** may include: | | * layout features and styles as appropriate for digital and paper based text * standard templates such as workplace memos * use of appropriate language for audience and purpose * text structure: * clearly structured text using a range of structural conventions * features of informative texts such as transparent organisation with sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; general statement, factual description or logically sequenced explanation, conclusion * features of procedural texts such as instructions: statement of the goal, requirements and steps to achieve the goal * navigation features such as grids, arrows, dot points * information formatted into a table of one or two columns * features of transactional texts such as formal letter / email with formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close * sentences: * consistent use of structurally complex sentences * use of nominalisation * use of modal verbs and modification devices * use of abstract nouns to condense ideas, processes and descriptions and/or explanations * use of linking devices appropriate to text type * vocabulary*:* * use of appropriate language for audience and purpose, including specialised workplace terminology * use of vocabulary specific to workplace * precise selection of vocabulary to convey shades of meaning * most frequently used words spelt with accuracy * regular use of standard punctuation * control over the use of generic grammatical forms such as temporal links of “meanwhile” and abstract nouns * visuals: * photographs / symbols * drawings / sketches / illustrations * diagrams, graphs * maps | | |
|  | | | | |
| ***Appropriate format*** may include: | | * tables, charts and other graphic information * formatted and unformatted text types * formal emails | | |
|  | | | | |
| ***Organisational requirements*** may include: | | * codes of practice * codes of ethics * security standards * administrative procedures * writing guides/style manuals | | |
|  | | | | |
| ***Specified requirements*** may include: | | * organisational standards for format and accuracy * use of standard templates * required timeframes | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the purpose and audience for a range of complex employment related digital and paper based text types * create one complex digital and one paper based, employment related text, with each text reflecting a different text type   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may apply to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real workplace texts in context * access to communications technology as required   At this level the learner:   * works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation * initiates and uses support from a range of established sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of digital and paper based texts of different text types created by the learner which show evidence of drafting and review * oral or written questioning to assess knowledge of a the purpose and audience for a range of workplace related texts | | |

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| Unit Code | VU21362 | | | |
| Unit Title | Create a range of complex texts to participate in the community | | | |
| Unit Descriptor | This unit describes the skills and knowledge to enable the development of writing skills to create a range of complex digital and paper based texts which are relevant to participation in the community. At this level the learner works across a range of contexts including some that are unfamiliar and/or unpredictable and including some specialisation. The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Four (Writing): 4.05, 4.06 | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to develop their writing skills to enable greater access to and participation in community activities. The ‘community’ can have a range of definitions, depending on the learner’s situation and may signify the local environment in the case of rural or regional learners. While community is most often defined geographically. It can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean ‘society’.  Where application is as part of the *Certificate II in General Education for Adults,* it is recommended that application is integrated with the delivery and assessment of *VU21358 Engage with a range of complex texts to participate in the community*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units such as *VU21359 Create a range of complex texts for personal purposes* and *VU21355 Engage with a range of complex texts for personal purposes* | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Research a range of complex digital and paper based community related texts | 1.1 | | Select a range of ***complex***  ***paper based and digital texts*** | |
| 1.2 | | Identify the ***purpose*** and ***audience*** for the selected texts | |
| 1.3 | | Define the ***features*** of the texts | |
|  |  | | | |
| 2 Prepare a range of complex digital and paper based texts | 2.1 | | | Organise the ***appropriate format***, language, support materials andequipment |
| 2.2 | | | Research content required to create texts |
| 2.3 | | | Draft the content to meet the requirements of the texts |
|  |  | | | |
| 3 Produce a range of complex digital and paper based texts | 3.1 | | Develop complex paper based and digital | |
| 3.2 | | ***Review*** texts and check for accuracy | |
| 3.3 | | Edit texts to enhance meaning and effectiveness in response to feedback | |
| 3.4 | | Present texts according to ***specified requirements*** | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * a range of styles of writing and presenting information to a range of audiences * knowledge of register to enable appropriate selection and application to context * a broad vocabulary and a range of grammatical structures * structural features of a range of text types   Required Skills:   * communication skills to relay complex relationships between ideas * literacy skills to write texts which include a number of examples, opinions, facts, or arguments with supporting evidence * organisational skills to gather and order information required to create texts * problem solving skills to select and apply appropriate register according to context | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Complex paper based and digital texts*** may include: | | * texts of relative complexity including embedded information, specialised vocabulary and abstraction and symbolism * electronic, printed, handwritten and visual texts such as: * reports/ letters in local community newsletter / newspapers such as opinions, descriptive accounts, letters to the editor * letters of support for local community organisations * posters/ leaflets to support community initiatives * script for a short talk which may include presentation of visual or other information * agendas and detailed and accurate minutes for meetings * summary of main points of an argument for or against an issue in the community * scripts for radio presentations, interviews * community announcements * written material to advertise community activities * submission for funding * collaborative writing such as job description for a community appointed project officer * procedures for a community organisation such as safety, emergency, fire * detailed instructions for a community event such as fete rosters, responsibilities and activities | | |
|  | | | | |
| ***Purpose*** may include: | | * to present an argument to local community about an issue of local importance * preparation of a newsletter to support activities of local club * a summary of fund raising activities and amounts raised for a school / community association newsletter * presentation of material / a story to a child’s class or at the local library * request for community services | | |
|  | | | | |
| ***Audience*** may include: | | * parents * club members * users of a community facility such as local swimming pool which is about to close * local government | | |
|  | | | | |
| ***Features*** may include: | | * layout features and styles as appropriate for digital and paper based texts * standard templates e.g. club newsletter * use of appropriate language for audience and purpose * text structure: * clearly structured text using a range of structural conventions * variation between public and private writing * features of narrative and expressive texts, such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language * features informative texts such as transparent organisation, such as sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; general statement, factual description or logically sequenced explanation, conclusion * features of procedural texts such as instructions: statement of the goal, requirements and steps to achieve the goal * features of persuasive texts such as argument: statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations * navigation features such as grids, arrows, dot points * information formatted into a table of one or two columns * features of transactional texts such as formal letter format with formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close * sentences: * consistent use of structurally complex sentences * use of nominalisation * use of modal verbs and modification devices * use of abstract nouns to condense ideas, processes and descriptions and/or explanations * use of linking devices appropriate to text type * vocabulary: * use of appropriate language for audience and purpose, e.g. descriptive language, techniques to convey feelings and ideas, figures of speech * use of vocabulary specific to topic * precise selection of vocabulary to convey shades of meaning * most frequently used words spelt with accuracy * regular use of standard punctuation * control over the use of generic grammatical forms such as temporal links of meanwhile and abstract nouns such as migration and referential devices * awareness and appropriate / effective use of local varieties of non standard Australian English, slang, LOTE * visuals: * photographs / symbols * drawings / sketches / illustrations / maps * diagrams, graphs | | |
|  | | | | |
| ***Appropriate format*** may include: | | * handwritten / word processed * on paper / poster / email * online * size of words and visuals * place of colour, symbols * using features of punctuation, font and layout to support meaning and clarity such as semi-colons, brackets italics | | |
|  | | | | |
| ***Review*** may include: | | * support from the teacher, by peers, by another support person for: * spelling and punctuation * grammatical accuracy * clarity of purpose / audience / clarity of message * appropriateness of layout, register * effectiveness of layout features | | |
|  | | | | |
| ***Specified requirements*** may include: | | * content of text * language * format / layout | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the purpose and audience for a broad range of complex community participation related digital and paper based text types * create one digital and one paper based complex text related to , community participation with each text reflecting a different text type   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may apply to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * real / authentic texts from a community related environment relevant to the learner * online facilities, communications technologies as appropriate   At this level the learner:   * works independently and initiates and uses support from a range of established sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of digital and paper based texts of different text types created by the learner which show evidence of drafting and review * oral or written questioning to assess knowledge of a the purpose and audience for a broad range of texts related to community participation | | |

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| Unit Code | VU21363 | | | |
| Unit Title | Investigate and interpret shapes and measurements and related formulae in a range of contexts | | | |
| Unit Descriptor | This unit describes the skills and knowledge to develop numeracy and mathematical skills involving investigating two-dimensional and three-dimensional shapes and their representation, and on estimating, measuring and calculating quantities, including using formulae, related to their personal, public, work or education and training lives.  At this level the learner works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute directly to the achievement of ACSF indicators of competence at Level Four Numeracy: 4.09, 4.10, & 4.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Create two-dim and three-dimensional shapes and their representation | 1.1 | | Represent two-dimensional shapes and three-dimensional objects by ***scale drawings***, ***simple plans and models*** using appropriate ***symbols and conventions*** | |
| 1.2 | | Use ratio to create scale drawings, simple plans and models | |
| 1.3 | | Estimate, draw and measure ***angles*** using a protractor or compass | |
|  |  | | | |
| 2 Investigate two-dimensional and three-dimensional shapes and their representation | 2.1 | | | Use ***ratio*** to interpret scale drawings, simple plans and models |
| 2.2 | | | Read and interpret scale drawings, simple plans and models to see if they are representative of the original object and vice versa |
| 2.3 | | | Use the ***features and language of shape*** to describe objects and their representation |
|  |  | | | |
| 3 Estimate, measure and calculate quantities including using formulae | 3.1 | | Make initial ***estimate of measurement*** and ***measure correctly*** using appropriate ***instruments*** | |
| 3.2 | | Interpret, use and describe ***concepts and units of measure*** using suitable ***language and symbols*** | |
| 3.3 | | Select and use ***appropriate formulae*** to calculate the measurement properties of ***common shapes*** | |
| 3.4 | | Perform ***conversions between metric units*** | |
| 3.5 | | Check and interpret on the ***reasonableness of results*** in terms of original purpose | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in relation to shapes and designs and in measurement contexts and materials such as on tools, packaging, recipes, designs, diagrams * simple measurement formulae in familiar and routine contexts * the characteristics and convention of plans and drawings of two-dimensional and three-dimensional shapes * knowledge of a combination of informal and formal language of shape   Required Skills:   * literacy skills to read relevant illustrations, diagrams, signs, instructions including on relevant tools and machinery * problem solving skills to: * interpret plans and draw and assemble three-dimensional models * estimate, measure and calculate a range of metric quantities * estimate, measure and draw accurate scale plans and diagrams of two-dimensional and three-dimensional shapes using drawing and measuring instruments | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Scale drawings***, ***simple plans and models*** may include: | | * plans of buildings such as classrooms, a house, a garden, a shop, an office or a factory floor and locations such as shopping centres or workplaces * scale drawings c such as local maps, state maps, maps of Australia, survey or bushwalking maps, or any other relevant maps which have keys and defined scales * models assembled following written instructions or constructed from nets of three-dimensional objects * two-dimensional drawings to scale * three-dimensional drawings not necessarily accurately scaled | | |
|  | | | | |
| ***Symbols and conventions*** include: | | * scales expressed in ratio form, clear indications of dimensions, clear labelling and symbols such as for parallel lines («) as well as lines of equal length | | |
|  | | | | |
| ***Angles*** refers to: | | * the symbols and conventions for angles(°, <) * knowledge and language of angles may include acute, obtuse, right, straight, circle * bearings used to give direction may be introduced | | |
|  | |  | | |
| ***Ratio*** refers to: | | * ratios for scales in the form of 1:25, 1:100, which should be understood and interpreted * simple ratios to be used and applied such as 1:2, 1:10 or 1:100 * more difficult ratios such as 1:25000 should be interpreted but not used to create drawings or plans | | |
|  | | | | |
| ***Features and language of shape*** may include: | | * square, rectangle, circle, quadrilateral, triangle, isosceles, equilateral, regular, polygon, hexagon, diagonal, sphere, cube, cylinder, prism, pyramid, edges, corners, faces and shapes of interest such as crescent and star * features and descriptions such as symmetrical, horizontal, vertical, perpendicular and parallel | | |
|  | | | | |
| ***Estimate of measurement*** includes: | | * use of personal body referents and knowledge including visualisation of size and quantity * recognition of an appropriate range and level of accuracy required is understood | | |
|  | | | | |
| ***Measure correctly*** refers to: | | * ensuring the instrument starts at zero where appropriate (not on thermometers), the measurement made from the starting point, the accuracy asked for is given, detailed calibrations on measuring instruments are read and interpreted correctly | | |
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| ***Instruments*** may include: | | * tape measures, rulers * kitchen and bathroom scales, letter/parcel scales * thermometers * measuring cups/cylinders, spoons * protractors for angle measurement | | |
|  | | | | |
| ***Concepts and units of measure*** include: | | * concepts of linearity, surface, 3D space amount, capacity and corresponding number of dimensions to measure such as box: 3-dimensions, sheet of glass: 2-dimensions * those for temperature, length, height, mass, capacity, area, volume, angle, or specific interest such as horses’ height, amperes, volts, wind speed, air pressure, astronomical distances | | |
|  | | | | |
| ***Language and symbols*** may include: | | * metres squared, m2 * hectares, building squares * cc, cm3, ml, m3, kL, * $/m, $/m2, $/m3, | | |
|  | | | | |
| ***Appropriate formulae*** may include: | | * perimeter / circumference * standard volumes of cubes, cuboids and cylinders but not volumes of other solids such as spheres, pyramids * standard areas of rectangles, triangles and circles; surface area to be understood as addition of several areas | | |
|  | | | | |
| ***Common shapes*** | | * three-dimensional shapes such as packaging, buildings, furniture, cubes and other prisms, pyramids | | |
|  | | | | |
| ***Conversions between metric units*** will involve: | | * converting mm-cm-m-km, ml-l, g-kg and vice versa with tonne and kilolitre included if relevant * converting between units as required before use in area or volume calculations * converting between km2 and hectares where relevant or volume and capacity such as cm3, ml or m3, kL * both fraction or decimal notation where this is the appropriate form needed such as 3,500 m is 3½ km or 3.5km | | |
|  | | | | |
| ***Reasonableness of results*** refers to: | | * outcomes being checked against initial estimates and rough calculations and visualisation of size and quantity * amount is realistic given the context, for example, if purchasing for cooking is the purpose then 0.5 eggs or if for tiling ½ a tile are unacceptable as answers * answers being given in required units and accuracy as appropriate to task such as sugar measure in g not kg, *pinch* of salt is a few grams, | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use ratios, angle properties and scale drawings to create and to investigate two-dimensional and three-dimensional shapes and their representation * use the features and language of shape to describe a range of shapes and their plans * estimate measures, and use appropriate metric units and measurement tools to accurately measure and compare a range of quantities * convert between metric units * undertake calculations with relevant measurement formulae | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts * access to appropriate measuring instruments   At this level the learner can:   * flexibly use a blend of personal “in the head” methods, and formal pen and paper and calculator procedures (and software programs where appropriate) to solve problems * work independently and initiate and use support from a range of established resources * use a range of informal and formal oral and written mathematical language, symbols, abbreviations and diagrams | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of measurements and calculations undertaken using a range of appropriate formulae * oral or written questioning to assess the ability to use the features and language of shape to describe a range of shapes and their plans | | |

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| Unit Code | VU21364 | | | |
| Unit Title | Investigate numerical and statistical information in a range of contexts | | | |
| Unit Descriptor | This unit describes the skills and knowledge to develop numeracy and mathematical skills involving investigating and interpreting numerical information embedded in a range of texts and creating, investigating and interpreting statistical data, tables and graphs related to their personal, public, work or education and training lives.  At this level the learner works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2008). They contribute directly to the achievement of ACSF indicators of competence at Level Four Numeracy: 4.09, 4.10, & 4.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Investigate and interpret numerical information in a range oftexts | 1.1 | | Identify and extract ***numbers and numerical information*** embedded within a range of ***texts*** | |
| 1.2 | | Useanappropriate ***mathematical procedure*** to undertake calculations when investigating the numbers and numerical information in the text | |
| 1.3 | | Make aninitial estimate of the result then perform an accurate ***numerical calculation*** | |
| 1.4 | | Use the ***descriptive language*** ***of numbers and numerical information*** | |
| 1.5 | | ***Interpret*** ***the results*** in terms of their reasonableness against initial estimates and in terms of any personal, social or work consequences. | |
|  |  | | | |
| 2 Investigate and create statistical data, tables and graphs | 2.1 | | | ***Collect*** ***and represent*** ***data*** in tables and in ***graphical form***, using appropriate scales and axes |
| 2.2 | | | Calculate ***measures of central tendency*** and ***simple measures of spread*** for sets of ungrouped data |
| 2.3 | | | Use the ***descriptive language*** ***of graphs, tables and averages*** |
| 2.4 | | | Interpret the results of the investigation in terms of the meaning of the data and /or accompanying texts, tables and graphs and in terms of any personal, social or work consequences |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in texts and materials * decimals, fractions and percentages and their equivalent forms * key features and conventions of tables and graphs * techniques used to make initial estimations and check results of calculations in relation to the context * measures of central tendency and simple measures of spread   Required Skills:   * communication and literacy skills to: * read relevant texts incorporating numerical and statistical information in tables and graphs * use both informal and formal language of number and data to investigate and interpret a range of numerical and statistical information * read, understand and interpret numerical information embedded in texts * problem solving skills to ability to calculate with different types of numbers * organisational skills to collect data and create tables and statistical graphs | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
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| ***Numbers and numerical information*** should include: | | * whole numbers, fractions, decimals, percentages and ratios and their equivalent values in a form appropriate to the situation * chance and probability values related to the likelihood of everyday chance events such as chance of rain, gambling * rates including km/hr, $/m, $/m3, one in ten * ratios which should be related to mixing domestic and garden chemicals, recipes, work-related ratios * relevant positive and negative numbers such as to Temperature * numbers expressed as simple powers such as e.g. 23, 52 and which may include simple scientific notation such as 3.6 x 103 * common square roots and their meaning such as √4 = 2 | | |
|  | | | | |
| ***Texts*** may include: | | * printed and digital texts: * website, newspaper, or magazine journal articles * workplace documents * financial information such as taxation returns * advertising leaflets / catalogues * timetables | | |
|  | | | | |
| ***Mathematical procedure***includes: | | * addition, subtraction, multiplication, division (+,–, ×, ÷), conversion between fractions, decimals and percentages then an operation, several conversions to allow comparison, ordering values * using different methods, and choosing the most appropriate method for the question such as 5% done in the head using ½ of 10%, or using pen and paper, whereas complicated calculations such as 4.25% done only using a calculator * conversion of fractions, decimals, percentages and ratios into their equivalent values in a form appropriate to the situation | | |
|  | | | | |
| ***Numerical calculation***includes: | | * +,–, ×, ÷ with whole numbers and decimals where division by decimal values and long division may be worked out on a calculator * +,–, ×, ÷ with standard fractions only e.g. 2/3, 1/5, 7/10, etc. and where multiplication and division with fractions is related to relevant applications e.g. multiplying fractions when increasing a recipe with fractions; calculating how far an estimated distance is based on a pace length of ¾ of a metre * percentages including *% of*, *% change* and *A as % of B*, * routine rate and ratio calculations such as 2:3=4 * knowledge and use of the order of arithmetic operations * calculations can be undertaken flexibly using a blend of relevant “in the head” methods, and formal pen and paper and calculator procedures and software programs where appropriate | | |
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| ***Descriptive language of numbers and numerical information*** includes: | | * read and write decimal numbers such as point two four five, 0.245, two and five thousandths, 2.005 * common words, phrases and symbols for mathematical procedures such as percentages, rates, and arithmetical operations * symbols and words for comparison such as >, <, = ,≥, ≤ | | |
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| ***Interpret the results*** refers to: | | * a comparison of final result to initial estimate or referral to context to decide if the result is possible, relevant * knowledge may lead to comparison to previous experience and therefore decide whether result is appropriate | | |
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| ***Collect*** ***and represent*** ***data*** refers to: | | * data which can be existing or new collected via a survey/questionnaire * data which may be whole numbers, percentages, decimals and fractions * where data needs grouping assistance may be given * data can be entered into hard copy tables or into a word processing package or spreadsheet | | |
|  | | | | |
| ***Graphical form*** may include: | | * pie charts, bar graphs, line graphs, pictograms typically found in newspapers, on household bills, information leaflets * scales created should be appropriate to the data collected or being investigated * scatter diagrams, box and whisker plots | | |
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| ***Measures of central tendency*** refers to: | | * mean, median and mode calculated from survey results, wages, production figures, sports information, sample packet contents * the use or misuse of the term average in relation to this should be discussed | | |
|  | | | | |
| ***Simple measures of spread***may include: | | * range * interquartile range | | |
|  | | | | |
| ***Descriptive language of graphs, tables and averages*** includes: | | * common words, phrases and symbols for mathematical procedures such as percentages, rates, and arithmetical operations * symbols and words for comparison such as >, <, = ,≥, ≤ * descriptive language of graphs, tables and averages such as maximum, minimum, increasing, decreasing, constant, slope, fluctuating, average, above/below average, range * a range of informal and formal oral and written mathematical language, symbols, abbreviations and diagrams | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * read and extract numerical information embedded in a range of texts * undertake a range of mathematical calculations with numbers, make initial estimates of results and interpret and convey the results using both informal and formal languageof numbers, graphs, tables and statistical information * collect and organise data into tables and to construct graphs using appropriate scales and axes * use key features and conventions of tables and graphs and of measures of central tendency and simple measures of spread to investigate and interpret familiar and routine statistical information | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts   At this level the learner can:   * flexibly use a blend of personal “in the head” methods, and formal pen and paper and calculator procedures (and software programs where appropriate) to solve problems * work independently and initiate and use support from a range of established resources * use a range of informal and formal oral and written mathematical language, symbols, abbreviations and diagrams | | |
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| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of work completed by the learner demonstrating the ability to investigate and interpret numerical information embedded in a range of relevant texts * portfolio of tables and graphs created by the learner which demonstrate the ability to investigate and interpret statistical data * oral or written questioning to assess the ability to use the formal and informal language of numbers, graphs, tables and statistical information to interpret and convey the results of a range of mathematical calculations | | |

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| Unit Code | VU21365 | | | |
| Unit Title | Investigate & use simple mathematical formulae and problem solving techniques in a range of contexts | | | |
| Unit Descriptor | This unit describes the skills and knowledge to develop numeracy and mathematical skills involving developing and using simple formulae to describe and represent relationships between variables in range of real life contexts, and on using simple mathematical problem solving techniques to interpret and solve straight forward mathematical problems related to their personal, public, work or education and training lives.  At this level the learner works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute directly to the achievement of ACSF indicators of competence at Level Four Numeracy: 4.09, 4.10, & 4.11. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Investigate and use simple mathematical formulae in relevant contexts | 1.1 | | Develop ***simple*** ***formulae*** and ***algebraic* *expressions***which generalise straightforward number patterns or relationships between variables in ***familiar or routine contexts*** | |
| 1.2 | | Translate ***simply worded problems*** involving unknown quantities into simple linear ***equations*** | |
| 1.3 | | Use ***verbal generalisations***and ***informal and symbolic notation, representation and conventions*** of algebraic expressions | |
| 1.4 | | Substitute into simple formulaeorsimple linear equations to find particular values and to check the effectiveness of the developed formulae or equation | |
| 1.5 | | Solve simple formulae and equations using ***informal or formal techniques*** | |
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| 2 Use mathematical problem solving techniques to investigate and solve relevant problems | 2.1 | | | Use ***appropriate techniques*** to interpret and extract relevant information from a ***problem solving activity or text*** |
| 2.2 | | | Select and use a range of appropriate ***problem solving techniques*** |
| 2.3 | | | Assess the ***reasonableness of the result*** and select an alternative problem solving techniques, if necessary |
| 2.4 | | | Use the ***language and terminology*** of problem solving to communicate the procedures and outcomes of the problem solving activity |
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| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * signs / prints/ symbols represent meaning in relation to the writing and representation of algebraic expressions * the use and the purpose of formulae and that they represent relationships between variables in real life tasks and situations   Required Skills:   * literacy skills to read relevant texts and diagrams * problem solving skills to: * understand and use simple mathematical formulae in familiar or routine contexts * interpret, use and calculate with a range of types of numbers | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
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| ***Simple formulae*** includes: | | * formulae between variables in familiar or routine contexts: * volume of a rectangular prism (V= L×W×H) * Australian Rules football scores (P = 6g + b) * cost of payment for a plumber charging $120 per hour and a call out fee of $50 (C = 50 + 120h) | | |
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| ***Algebraic* *expressions*** includes: | | * linear relationships and algebraic expressions for number patterns involving one or two arithmetical steps and based around situations that can be described or modelled such as “double the number and add five more” | | |
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| ***Familiar or routine contexts*** may include: | | * sports scores * taxi fares * cooking * repair charges * utility payments | | |
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| ***Simply worded problems*** should include: | | * one or two arithmetical steps and use language such as doubling, halving, words for the four arithmetic operations | | |
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| ***Equations*** should: | | * normally involve only two variables using one or two mathematical operations | | |
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| ***Verbal generalisations*** may include: | | * language such as doubling, halving, squaring,‘$25 plus $60 per hour’ | | |
|  | | | | |
| ***Informal and symbolic notation, representation and conventions*** includes: | | * informal representations using words or letters and symbols and standard abbreviations and conventions for the four operations, squares, and fractional amounts including using meaningful symbols such as ’s for unknowns, t’s for teaspoons, P for profit, etc. for written generalisations * conventions for writing algebraic expression are used, such as not using a symbol for multiplication as in 6g = 6 × g | | |
|  | | | | |
| ***Informal or formal techniques*** may include: | | * informal techniques such as backtracking / guess / check and improve * simple applications of formal techniques such as using inverse operations to both sides of an equation in order to isolate the required variable on one side of the equation * simple graphical techniques such as plotting a graph from a table of values and identifying key values from the graph (not including gradient at this level) | | |
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| ***Appropriate techniques*** include: | | * restating/rewriting * drawing diagrams, using flow charts, sketching a graph | | |
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| ***Problem solving activity or text*** includes: | | * activities / tasks which require strategies other than the standard application of arithmetical processes | | |
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| ***Problem solving techniques*** may include: | | * guess and check; elimination; making a table, diagram or sketch; using patterns; simplifying; concrete modelling * those modelled by the teacher at this level with guidance and support via leading questions | | |
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| ***Reasonableness of the result*** refers to: | | * a comparison of final result to initial estimate or referral to context to decide if the result is possible, relevant * knowledge may lead to comparison to previous experience and therefore decide whether result is appropriate | | |
|  | | | | |
| ***Language and terminology*** includes: | | * common words and phrases for mathematical problem solving techniquessuch as guess and check, pattern, simplify, trial and error | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * develop and write a range of simple formulae based on real life situations or which generalise straightforward number patterns or relationships between variables * use a range of simple algebraic techniques in using and solving simple mathematical formulae and algebraic expressions * choose appropriate mathematical problem solving techniques to investigate and solve relevant problems | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real/authentic or simulated tasks, materials and texts which require strategies other than the standard application of arithmetical processes   At this level the learner can:   * flexibly use a blend of personal “in the head” methods, and formal pen and paper and calculator procedures (and software programs where appropriate) to solve problems * work independently and initiate and use support from a range of established resources * use a range of informal and formal oral and written mathematical language, symbols, abbreviations and diagrams | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of work completed by the learner demonstrating the ability to use a range of mathematical problem solving techniques and to develop and use formulae and algebraic expressions in everyday contexts * oral or written questioning to assess the ability to translate simply worded problems involving unknown quantities into simple linear equations and to communicate processes and outcomes of mathematical problem solving | | |

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| Unit Code | VU21375 | | | |
| Unit Title | Evaluate pathway options, design a learning plan and compile a portfolio | | | |
| Unit Descriptor | This unit describes the skills and knowledge to evaluate pathway options, plan skills development; design, implement and monitor a learning plan; and compile a portfolio of evidence. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners with personal, learning, employment and community participation goals. The learning plan documents an agreed program that the learner will undertake during the course to research and evaluate pathways, plan, document, and monitor progress towards achieving learning goals and objectives. The program will take into account the learner’s learning style and preferences. The learner will also develop and maintain a portfolio of evidence which documents achievement of course goals and meets formal requirements of the audience. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Assess potential pathway options | 1.1 | | Identify and considera broad range of ***options*** | |
| 1.2 | | Identify ***sources of information*** about options | |
| 1.3 | | Access and note information about possible options | |
| 1.4 | | Evaluate options in relation to own interests, skills and knowledge | |
|  |  | | | |
| 2 Clarify learning goals | 2.1 | | | Identify and prioritise ***learning goals*** in relation to identified options |
| 2.2 | | | ***Evaluate*** current skills and knowledge against goals |
| 2.3 | | | Explore ***learning styles*** andidentify those preferred |
| 2.4 | | | Discuss ***own personal learning context*** in relation to achieving identified goals |
| 2.5 | | | Discuss ***program options*** to support achievement of goals. |
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| 3 Design and implement an individual learning plan. | 3.1 | | Determine ***the purpose*** and ***features*** of an individual learning plan | |
| 3.2 | | Definethe ***processes*** ***for developing an individual learning plan*** | |
| 3.3 | | Document the individual learning plan | |
|  |  | |  | |
| 4 Prepare portfolio of completed work samples | 4.1 | | Explorepossible ***audiences*** and ***uses*** for the portfolio | |
| 4.2 | | Confirm ***requirements of the portfolio*** | |
| 4.3 | | Select and evaluate ***types of evidence*** | |
| 4.4 | | Confirm and assemble evidence for portfolio | |
| 4.5 | | Seek feedback on the effectiveness of the portfolio from advisors and respond accordingly | |
|  |  | |  | |
| 5 Monitor and update the individual learning plan | 5.1 | | Critically evaluate progress towards end-of-course goals and objectives | |
| 5.2 | | Identify and discuss ***factors which contributed to success*** in meeting goals | |
| 5.3 | | Examine ***barriers to success*** in meeting goals and strategies to manage these | |
| 5.4 | | Identify learning strategies which can be applied to other contexts | |
| 5.5 | | Evaluate individual learning plan and redraft as required. | |
|  | | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * importance of documenting learning, monitoring and reviewing learning goals * potential barriers to learning to enable current and future barriers to be recognised   Required Skills:   * communication and literacy skills to: * participate in the planning process to develop a learning plan * discuss aspects of the learning plan such as purpose and preferred learning styles to support development of the plan * read and interpret a range of information about potential options * apply research skills to locate and evaluate information relevant to own goals and options * develop and document a leaning plan according to identified processes * problem solving skills to: * gather and use information to support development of the plan * draw on previous experiences to inform development of the plan * identify, select and evaluate evidence for the portfolio * compare own skills to learning goals and options to identify achievable steps * self management skills to: * determine own preferred learning style * evaluate own skills and knowledge to match to appropriate options * monitor own progress against documented learning plan | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Options*** may include: | | * further study in VET and / or higher education * employment, including seeking promotion and accessing training opportunities * industry qualifications * community participation * personal development options | | |
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| ***Sources of information*** may include: | | * on-line data bases, e.g. for employment options * career counsellors * training organisation materials and open days * education/ careers sections in newspaper * VTAC Guide | | |
|  | | | | |
| ***Learning goals*** may include: | | * improving reading, writing and numeracy skills for a variety of purposes, for example: * further study * employment * community participation * health and well being * achieving specific competencies * gaining target qualifications * getting a new career * career advancement | | |
|  | | | | |
| ***Evaluate*** includes | | * researching any additional skills requirements of learning options * identifying gaps in own underpinning skills and knowledge | | |
|  | | | | |
| ***Learning styles*** may include: | | * auditory * visual * kinaesthetic * tactile * reflective | | |
|  | |  | | |
| ***Own personal learning context*** can include: | | * previous work experience * volunteer or recreational experience * family responsibilities * study including formal schooling or informal learning * health and other personal matters * any possible barriers to completion | | |
|  | |  | | |
| ***Program options*** may include: | | * participation in whole course or particular units * choice of electives * flexible delivery mode * concurrent assistance * partnership arrangements with other providers to broaden options | | |
|  | |  | | |
| ***Purposes*** may include: | | * assisting the learner to plan systematically for the attainment of goals * as a tool to monitor progress * to assist the transition of the learner to his/ her preferred options at the end of the course | | |
|  | |  | | |
| ***Features*** include: | | * short and long term goals and indicators of success * actions and activities to be undertaken, including monitoring arrangements * responsibilities * timelines | | |
|  | |  | | |
| ***Processes*** ***for developing an individual learning plan*** include: | | * assessment of own needs * negotiation and development of long term goals * identifying one or two short term specific objectives * determination of tasks and progress to achieve goals and objectives * identification of additional support persons: * Community Advocates and Learning Partners/Indigenous community members * case workers and personal carers * career counsellors * peer support * family members | | |
|  | |  | | |
| ***Audiences*** may include: | | * admissions officers * employers * employment agencies * self * family | | |
|  | |  | | |
| ***Uses*** may include*:* | | * documenting progress towards achievement of goals * documenting competencies * building a picture of personal attributes * identifying areas for further skill development * documenting employability skills | | |
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| ***Requirements of portfolio*** may include: | | * portfolio pieces selected and organised logically for example, by date, topic area, unit of study * format of portfolio consistent with audience, purpose and use * proof reading for spelling and punctuation | | |
|  | |  | | |
| ***Types of evidence*** may include: | | * collections of samples compiled by the learner * products with supporting documentation * journal/log book * certificates | | |
| ***Barriers*** may include: | | * current life circumstances such as physical, mental, emotional or social constraints * negative educational experiences * cultural differences * multiple roles and responsibilities | | |
|  | |  | | |
| ***Factors which contribute to success*** may include: | | * selecting and applying appropriate strategies * transferring learning from one area to a new area * practising new skills * seeking support of teacher / peers when needed | | |
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| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * research and evaluate a range of pathway options and supporting goals * undertake a self assessment of own skills against identified options and goals * develop and document a learning plan in relation to identified goals, monitor against learning plan and assemble a portfolio according to requirements | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to information about further study options, employment opportunities   Assessment of performance requirements in this unit is best undertaken over the course of the program so learning goals can be reviewed and amended. | | |
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| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * oral or written questioning to assess knowledge of the purpose of learning plans and potential barriers to the achievement of identified goals * direct observation of the learner participating in the process of developing and monitoring a learning plan and selecting evidence for the portfolio * portfolios to assess evidence of how identified goals have been met consisting of collections of samples compiled by the learner: * product with supporting documentation * journal / log book * testimonials/reports from other teachers or support staff | | |

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| Unit Code | VU21376 | | | |
| Unit Title | Engage with a range of highly complex texts for personal purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to engage with highly complex texts for personal purposes The focus of this is on interpreting and critically analysing highly complex paper based and digital texts for personal purposes. These include intricate, dense and extended texts across a broad range of contexts including specialised contexts.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level five (Reading): 5.03, 5.04.  At this level the learner is autonomous and accesses and evaluates support from a broad range of sources. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those seeking to improve their personal literacy skills and who need to develop a range of reading skills both in a paper based and digital context. These skills provide the foundation for future activities to extend reading skills to interpret and critically analyse highly complex texts for personal purposes and enable the learner to have access to knowledge and skills which will assist them in future educational, employment and community activities.  Where application is as part of the Certificate III in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *VU21380 Create a range of highly complex texts for personal purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21377 Engage with a range of highly complex texts for learning purposes* and *VU21381 Create a range of highly complex texts for learning purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Access and select a range of highly complex intricate print based and digital texts for personal purposes | 1.1 | | Clarify ***own specified purposes*** for engaging with texts | |
| 1.2 | | Locate and accessa range of ***highly complex texts*** | |
| 1.3 | | Assess and select texts relevant to own purposes | |
|  |  | | | |
| 2 Review selected print based and digital texts for personal purposes | 2.1 | | | Interpret the ***purpose*** of the selected texts |
| 2.2 | | | Define**features of texts** selected |
| 2.3 | | | Apply**reading strategies**to interpret key ideas and supporting information in texts |
|  |  | | | |
| 3 Critically interpret a range of highly complex print based and digital texts for personal purposes | 3.1 | | ***Analyse*** a range of texts for personal purposes | |
| 3.2 | | Analyse ***devices*** used to present information | |
| 3.3 | | Discuss and support judgements about the ***effectiveness*** of the texts | |
| 3.4 | | Discuss ***similarities and / or differences*** between texts | |
| 3.5 | | Assess relevance of texts to own purpose | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * understands how language is used to make hypotheses and convey implicit meaning to influence others * a broad vocabulary including idiom, colloquialisms, and cultural references, and specialised vocabulary as appropriate, to support comprehension * devices used by writers to convey meaning and achieve purpose * understands that paper based and digital information may be represented differently * register and its influence on expression and meaning   Required Skills:   * problem solving skills to: * apply a repertoire of strategies to interpret and critically analyse structurally complex texts * assess relevance of texts to own purposes and needs * assess the validity of online information * communication skills to review and discuss texts to establish relevance and effectiveness * technology skills to access and navigate screen based digital text to locate and assess complex information * planning and organising skills to gather, select and synthesise information effectively for own specific purposes by defining information requirements both before and during research | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Own specified purposes*** may include: | | * to access information related to personal interest and enjoyment * to access information for personal need | | |
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| ***Highly complex texts*** include: | | * highly complex texts with highly embedded information and highly specialised language * digital, printed, handwritten and visual texts: * personally relevant letters * narrative texts / prose texts such as fiction and short stories * expressive texts such as songs and poetry * informative texts such as non-fiction texts of personal interest such as journals, newsletters, magazines, reports, information about health or car insurance * procedural texts such as instructions on using equipment * transactional texts such as complex formal personal letters from banks or insurance companies * visual texts such as digital stories, posters, art work, advertisements, cartoons * notes taken from a range of sources, both written and aural | | |
|  | | | | |
| ***Purpose*** may include: | | * writer’s inferred purposes * writer’s stated purpose | | |
|  | | | | |
| ***Features*** ***of texts*** may include: | | * dense texts with complex text structures, which use a variety of sentence structures and contain ambiguity and implicit meaning: * complex narrative and expressive texts with a sequence of events, different points of view and perspectives, conflict development and resolution, different characters' point of view , multiple plot lines converging at the end, flash back or forwards, different time frames * complex informative texts containing multiple cause and effect, compare and contrast, order of Importance, problem and solution with complex discourse markers, specialised vocabulary including technical vocabulary: * complex procedural texts with sequential steps required to achieve goals and which may include precautions or warnings, options or alternatives, hints and advice and supporting explanations * complex persuasive texts that use emotive and persuasive language ,may pose rhetorical questions, include facts and opinions, writer’s bias may be explicit or implicit, includes supporting materials and evidence, may include opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation * complex transactional such as personal letters (informal) or formal letters (formal opening, statement of purpose, details, request, action required, formal close) * sentences: * complex syntactic structures * highly embedded information * sophisticated stylistic devices such as nominalisation * words / phrases/ abbreviations: * broad vocabulary including idiom, colloquialisms, cultural references as appropriate * diversity of tone * specialised vocabulary appropriate to context * vocabulary which creates nuances of meaning * abstraction, symbolism * slang, non standard Australian English, including dialect * visuals: * diagrams * illustrations * exaggeration (caricature) | | |
|  | | | | |
| ***Reading strategies*** include | | * interpreting linking devices accurately to make complex conceptual connections, and/or causal relationships * exploring how the writer’s choice of language conveys mood and meaning * reviewing the ways in which the writer’s use of a range of language structures impacts on the reader * examining the effectiveness of the writer’s choice of supporting materials * gathering, selecting and organising information effectively for specific purposes by defining information requirements both before and during research * de-coding strategies: * using a broad range of word identification strategies, including word derivations and meanings | | |
|  | |  | | |
| ***Analyse***may include: | | * identifying stages in plot development * discussing way language is used to create tension, mood, convey feelings * examining possible alternative perspectives / factual accounts * discussing how the writer has selected text-type, subject matter and language to suit specific audience and purpose and has varied language to reflect changes in social relations | | |
|  | |  | | |
| ***Devices***may include: | | * nuanced language * figures of speech * emotive (connotative) word choice * colloquial language * slang * rhythm * rhyme * use of pronouns * use of idioms to convey and shape meaning * flashback/retrospective account of event or incident * analogy (reference to…) | | |
|  | |  | | |
| ***Effectiveness*** may include: | | * credibility * relevance * clarity | | |
|  | |  | | |
| ***Similarities and / or differences***may include*:* | | * writer’s styles and devices used to convey emotion, action, atmosphere * narrative structures * factual accounts of the same information by different writers | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * select, review, interpret and discuss highly complex texts for personal purposes, and critically evaluate them in a minimum of 3 different personally relevant text types at least one of which must be digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as learning, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * the means to enable learners to locate real / authentic texts of personal relevance to the learner * communication technology and software as appropriate   At this level the learner:   * operates autonomously in a broad range of contexts * access and evaluates support from a broad range of sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner interpreting and critically analysing information in highly complex paper based and digital texts relevant to personal purposes * oral or written questioning to assess knowledge of the devices used by writers to convey information in personally relevant text types * oral information from the learner analysing the effectiveness of the selected texts * portfolios containing: * samples of responses and analysis of texts * journal / log book of reflections on texts | | |

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| Unit Code | VU21377 | | | |
| Unit Title | Engage with a range of highly complex texts for learning purposes | | | |
| Unit Descriptor | This unit develops the skills and knowledge to interpret and critically analyse highly complex texts. The focus is on interpreting and critically analysing a variety of highly complex paper based and digital texts for learning purposes. These include intricate, dense and extended texts across a broad range of contexts including specialised contexts.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Five (Reading): 5.03, 5.04.  At this level the learner is autonomous and accesses and evaluates support from a broad range of sources. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those seeking to improve their further education participation options and who need to develop a range of reading skills both in a paper based and digital context. These skills provide the foundation for future activities to extend reading skills to interpret and critically analyse highly complex texts for learning purposes and enable the learner to gain access to knowledge and skills which will assist them in future educational, employment and community activities.  Where application is as part of the Certificate III in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills writing unit *VU21381 Create a range of highly complex texts for learning purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21376 Engage with a range of highly complex texts for personal purposes* and *VU21380 Create a range of highly complex texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Select a range of complex print based and digital texts for learning purposes | 1.1 | | Clarify ***own purposes*** for engaging with texts | |
| 1.2 | | Locate and accessa range of ***highly complex texts*** | |
| 1.3 | | Assess and select texts relevant to own learning purposes | |
|  |  | | | |
| 2 Review selected print based and digital texts for learning purposes | 2.1 | | | Interpret the ***purpose***of the texts |
| 2.2 | | | Define**features of texts** |
| 2.3 | | | Apply**reading strategies** to interpret key ideas and supporting information |
| 2.4 | | | Identify and analyse main arguments and supporting evidence |
| 2.5 | | | Evaluate texts for relevance and credibility |
|  |  | | | |
| 3 Critically interpret a range of print based and digital texts for learning purposes | 3.1 | | ***Analyse*** a range of texts for learning purposes | |
| 3.2 | | Analyse ***devices*** used to present information | |
| 3.3 | | Discuss ***similarities and / or differences*** between texts | |
| 3.4 | | Discuss and support judgements about the ***effectiveness*** of the texts | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * understands how language is used to make hypotheses and convey implicit meaning to influence others * knowledge of broad vocabulary including idiom, colloquialisms, and cultural references, and specialised vocabulary as appropriate, to support comprehension * knowledge of devices used by writers to convey meaning and achieve purpose * understands that paper based and digital information may be represented differently * register and its influence on expression and meaning   Required Skills:   * problem solving skills to: * apply a repertoire of strategies to interpret and critically analyse structurally complex texts * assess relevance of texts to own purposes and needs * assess the validity of online information * communication skills to review and discuss texts to establish relevance and effectiveness * technology skills to access and navigate screen based digital text to locate and assess information of some complexity * planning and organising skills to gather, select and synthesise information effectively for own specific purposes by defining information requirements both before and during research | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Own purposes***may include*:* | | * improving reading skills to meet current and future study demands * accessing key information and supporting material * comparing and evaluating information from a range of texts * lifelong learning goals | | |
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| ***Highly complex texts*** may include: | | * highly complex texts with highly embedded information and specialised language * digital, printed, handwritten and visual texts: * informative texts for example, text books, research material, reports, including technical information, newspaper and journal articles containing sources of knowledge and information * instructional materials such as learner resources to support participation in tertiary courses, classroom based learning materials * persuasive texts such as newspaper editorials and opinion pieces on complex subjects or issues * procedural manuals / learner guides * lecture notes about a specialist area * fiction texts | | |
|  | | | | |
| ***Purposes*** of texts may include: | | * to present knowledge for example subject based such as scientific, environmental, historical, technical * to develop specialised skills for example scientific methods, implementing a process or technique * to provide options or advice for example about career pathways or further education pathways | | |
|  | | | | |
| ***Features of texts*** may include: | | * dense texts with complex text structures, which use a variety of sentence structures and contain ambiguity and implicit meaning: * complex narrative and expressive texts with a sequence of events, different points of view and perspectives, conflict development and resolution, different characters' point of view , multiple plot lines converging at the end, flash back or forwards, different time frames * complex informative texts containing multiple cause and effect, compare and contrast, order of Importance, problem and solution with complex discourse markers, specialised vocabulary including technical vocabulary: * complex procedural texts with sequential steps required to achieve goals and which may include precautions or warnings, options or alternatives, hints and advice and supporting explanations * complex persuasive texts that use emotive and persuasive language ,may pose rhetorical questions, include facts and opinions, writer’s bias may be explicit or implicit, includes supporting materials and evidence, may include opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation * sentences: * complex syntactic structures * highly embedded information * sophisticated stylistic devices such as nominalisation * words / phrases/ abbreviations: * broad vocabulary including idiom, colloquialisms, cultural references as appropriate * vocabulary associated with personally relevant education activities and specialised areas * technical terms linked to learning goals / subject areas * abbreviations associated with further and higher education such as TAFE, VET, VCE, HE * information and activities presented visually: * charts, tables, graphs of statistical data * demographic data * diagrams * flowcharts | | |
|  | | | | |
| ***Reading strategies*** may include: | | * a broad range of meaning-making strategies to maintain understanding: * using a range of specialised vocabulary of relevance to further learning * recognising ways in which punctuation conveys a range of emotions or intentions * making comparisons of information contained in texts * interpreting linking devices accurately to make complex conceptual connections, and/or causal relationships * exploring how the writer’s choice of language conveys mood and meaning * reviewing the ways in which the writer’s use of a range of language structures impacts on the reader * analysing the effectiveness of the writer’s choice of supporting materials * de-coding strategies: * using a broad range of word identification strategies, including word derivations and meanings | | |
|  | |  | | |
| ***Analysis*** may include identifying: | | * misleading information * underlying values * subtle nuances * quality of evidence to support judgements * unclear meaning | | |
|  | |  | | |
| ***Devices*** mayinclude: | | * nuanced language * figures of speech * emotive (connotative) word choice * colloquial language * slang * rhythm and rhyme * use of idioms to convey and shape meaning * flashback/retrospective account of event or incident * analogy (reference to…) | | |
|  | |  | | |
| ***Similarities and / or differences*** may include: | | * differing factual accounts of the same information by different writers * differences in style or substance | | |
|  | |  | | |
| ***Effectiveness*** may include: | | * credibility * relevance * clarity * currency | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * select, review, interpret and discuss highly complex texts for learning purposes, and critically evaluate them in a minimum of 3 different personally relevant text types at least one of which must be digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * the means to enable learners to locate and access real / authentic texts relevant to the learner’s learning needs * communication technology and software as appropriate   At this level the learner:   * operates autonomously in a broad range of contexts * access and evaluates support from a broad range of sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner interpreting and critically analysing information in highly complex paper based and digital texts relevant to learning purposes * oral or written questioning to assess knowledge of the devices used by writers to convey information in text types relevant to learning * oral information from the learner analysing the effectiveness of the selected texts * portfolios containing: * samples of responses and analysis of texts * journal / log book of reflections on texts | | |

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| Unit Code | VU21378 | | | |
| Unit Title | Engage with a range of highly complex texts for employment purposes | | | |
| Unit Descriptor | This unit develops the skills and knowledge to interpret and critically analyse a variety of highly complex paper based and digital text types for employment purposes. These include intricate, dense and extended texts across a broad range of contexts including specialised contexts.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Five (Reading): 5.03, 5.04.  At this level the learner is autonomous and accesses and evaluates support from a broad range of sources. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those in employment or those who aspire to employment and who need to develop a range of reading skills both in a paper based and digital context. These skills provide the foundation for future activities to extend reading skills to interpret and critically analyse highly complex texts for employment purposes and enable the learner to gain access to knowledge and skills which will assist them in future educational, employment and community activities.  Where application is as part of the Certificate III in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit *BSBWRT401A Write complex documents*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21377 Engage with a range of highly complex texts for learning purposes* and *VU21381 Create a range of highly complex texts for learning purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Select a range of highly complex print based and digital texts for employment purposes | 1.1 | | Clarify ***own purposes*** for engaging with texts | |
| 1.2 | | Locate and accessa range of ***highly complex texts*** | |
| 1.3 | | Select texts relevant to own employment purposes | |
|  |  | | | |
| 2 Review selected print based and digital texts for employment purposes | 2.1 | | | Interpret**purpose**of the texts |
| 2.2 | | | Define  ***features of texts*** |
| 2.3 | | | Apply**reading strategies** to interpret key ideas and supporting information in texts |
| 2.4 | | | Evaluate texts for relevance and credibility |
|  |  | | | |
| 3 Critically interpret a range of print based and digital texts for employment purposes | 3.1 | | ***Analyse*** a range of texts for employment purposes | |
| 3.2 | | Analyse ***devices*** used to present information | |
| 3.3 | | Discuss and compare ***similarities and / or differences*** | |
| 3.4 | | Discuss and support judgements about the ***effectiveness*** of the texts | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * understands how language is used to make hypotheses and convey implicit meaning to influence others * knowledge of broad and specialised work related vocabulary including idiom and cultural references as appropriate to support comprehension * knowledge of devices used by writers to convey meaning and achieve purpose * understands that paper based and digital information may be represented differently * register and its influence on expression and meaning   Required Skills:   * problem solving skills to: * apply a repertoire of reading strategies to interpret and critically analyse structurally complex texts * assess relevance of texts to own purposes and needs * assess the validity of online information * communication skills to review and discuss texts to establish relevance and effectiveness * technology skills to access and navigate screen based digital text to locate and assess information of some complexity * planning and organising skills to gather, select and synthesise information effectively for own specific purposes by defining information requirements both before and during research | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Own purposes*** may include: | | * accessing information about: * employment arrangements and conditions * workplace procedures / quality requirements * OHS / WHS related information | | |
|  | | | | |
| ***Highly complex texts*** may include | | * highly complex texts with highly embedded information and specialised language * digital, printed and visual texts such as: * applications / assessments * OHS / WHS materials and procedures * policy statements or induction materials such as information about the company / workplace, superannuation information * standard operating instructions and procedures * human resources information such as employment contracts and policy statements such as discrimination, sexual harassment, bullying * workplace plans, drawings and specifications * Australian Standards applicable to industry sectors * Industrial information from unions and employee associations * position descriptions and selection criteria * company profiles such as mission statements, annual reports, company projections | | |
|  | | | | |
| ***Purpose*** of texts may include: | | * to provide: * information * instruction * advice * recommendations * to encourage participation | | |
|  | | | | |
| ***Features*** ***of texts*** may include: | | * dense texts with complex text structures, which use a variety of sentence structures and contain ambiguity and implicit meaning: * complex informative texts containing multiple cause and effect, compare and contrast, order of Importance, problem and solution with complex discourse markers, specialised vocabulary including technical vocabulary * complex procedural texts with sequential steps required to achieve goals and which may include precautions or warnings, options or alternatives, hints and advice and supporting explanations * complex persuasive texts that use emotive and persuasive language ,may pose rhetorical questions, include facts and opinions, writer’s bias may be explicit or implicit, includes supporting materials and evidence, may include opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation * sentences: * complex syntactic structures * highly embedded information * sophisticated stylistic devices such as nominalisation * words / phrases/ abbreviations: * broad, specialised vocabulary including idiom, colloquialisms, cultural references as appropriate * technical vocabulary specific to the workplace or industry * vocabulary which creates nuances of meaning * abstraction, symbolism * information presented visually: * charts, tables, graphs of statistical data * demographic data * diagrams and flowcharts * numerical formation: * statistics * graphs related to outputs and volume * grouped data | | |
|  | | | | |
| ***Reading strategies*** may include: | | * a broad range of meaning-making strategies to maintain understanding: * using a range of specialised vocabulary of relevance to employment or workplace * recognising ways in which punctuation conveys a range of emotions or intentions * making comparisons of information contained in texts * interpreting linking devices accurately to make complex conceptual connections, and/or causal relationships * exploring how the writer’s choice of language conveys mood and meaning * reviewing the ways in which the writer’s use of a range of language structures impacts on the reader * analysing the effectiveness of the writer’s choice of supporting materials * de-coding strategies: * using a broad range of word identification strategies, including word derivations and meanings | | |
|  | |  | | |
| ***Analysis*** may include identifying: | | * misleading information * underlying values * subtle nuances * quality of evidence to support judgements * unclear meaning | | |
|  | |  | | |
| ***Similarities and / or differences*** may include: | | * factual accounts of the same information by different writers * differences in style or substance | | |
|  | |  | | |
| ***Effectiveness*** may include: | | * credibility * relevance * clarity * currency * choice of language | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * select, review, interpret and discuss highly complex texts for employment purposes, and critically evaluate them in a minimum of 3 different personally relevant text types at least one of which must be digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as learning, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * the means to enable learners to locate real / authentic texts relevant to the learner’s employment needs * communication technology and software as appropriate   At this level the learner:   * operates autonomously in a broad range of contexts * access and evaluates support from a broad range of sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner selecting, interpreting and critically analysing information in highly complex paper based and digital texts relevant to employment purposes * oral or written questioning to assess knowledge of the devices used by writers to convey information in text types relevant to employment * oral information from the learner analysing the effectiveness of the selected texts * portfolios containing: * samples of responses and analysis of texts * journal / log book of reflections on texts * third party reports from a workplace supervisor detailing the ability of the learner to engage with and apply information from highly complex workplace texts | | |

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| Unit Code | VU21379 | | | |
| Unit Title | Engage with a range of highly complex texts to participate in the community | | | |
| Unit Descriptor | This unit develops the skills and knowledge to interpret and critically analyse a variety of highly complex paper based and digital text types to participate in the community. These include intricate, dense and extended texts across a broad range of contexts including highly specialised contexts.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Five (Reading): 5.03, 5.04.  At this level the learner is autonomous and accesses and evaluates support from a broad range of sources. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those seeking to improve their community participation options and who need to develop a range of reading skills both in a paper based and digital context. These skills provide the foundation for future activities to extend reading skills to interpret and critically analyse complex texts for community participation purposes and enable the learner to gain access to knowledge and skills which will assist them in future educational, employment and community activities.  The ‘community’ can have a range of definitions, depending on the learner’s situation. Community may signify local environment in the case of rural or regional learners. While community is most often defined geographically, it can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean ‘society’.  Where application is as part of the Certificate III in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of Core Skills writing unit *VU21382 Create a range of highly complex texts to participate in the community*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21376 Engage with a range of highly complex texts for personal purposes* and *VU21380 Create a range of highly complex texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Select a broad range of highly complex print based and digital texts for community participation purposes | 1.1 | | Clarify and specify ***own purposes*** for engaging with texts | |
| 1.2 | | Locate and accessa broad range of ***highly complex texts*** | |
| 1.3 | | Select texts relevant to own community participation purposes | |
|  |  | | | |
| 2 Review selected print based and digital texts for community purposes | 2.1 | | | Interpret**purpose**of the texts |
| 2.2 | | | Define  ***features of texts*** |
| 2.3 | | | Apply a broad range of**reading strategies** to interpret key ideas and supporting information in texts |
| 2.4 | | | Identify and analyse **arguments and supporting evidence** |
| 2.5 | | | Evaluate texts for relevance and credibility |
|  |  | | | |
| 3 Critically interpret a broad range of highly complex print based and digital texts for specified community purposes | 3.1 | | ***Analyse*** a broad range of texts for community purposes | |
| 3.2 | | Analyse ***devices*** used to present information | |
| 3.3 | | Discuss and compare ***similarities and / or differences*** | |
| 3.4 | | Discuss and support judgements about the ***effectiveness*** of the texts | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * understands how language is used to make hypotheses and convey implicit meaning to influence others * knowledge of broad or specialised vocabulary related to community participation to support comprehension including cultural references as appropriate * knowledge of devices used by writers to convey meaning and achieve purpose * understands that paper based and digital information may be represented differently * register and its influence on expression and meaning   Required Skills:   * problem solving skills to: * apply a repertoire of strategies to interpret and critically analyse structurally complex texts * assess relevance of texts to own purposes and needs * assess the validity of online information * communication skills to review and discuss texts to establish relevance and effectiveness * technology skills to access and navigate screen based digital text to locate and assess information of some complexity * planning and organising skills to gather, select and synthesise information effectively for own specific purposes by defining information requirements both before and during research | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Own purposes*** may include: | | * to prepare for a public meeting for example giving a speech or presenting a complex argument about a community issue * to support a local community group by researching a specific question * to review and provide feedback on a planned change for example school policies, educational programs, proposed freeway * to provide editorial advice for a group response to an issue in the community * to find historical information for a community event | | |
|  | | | | |
| ***Highly complex texts*** may include: | | * highly complex texts with highly embedded information and specialised language * digital, printed, handwritten and texts which may contain visual/diagrammatic information: * reports on community issues such as improving child care options in the local community * information about local history * information about project or community grants * letters to the editor * opinion pieces, reviews in local community newsletters/ newspapers * discussion papers on community initiatives such as community plans, environmental sustainability * documents for election campaigns * speeches / talks including accompanying applications which require complex arguments or explanations * minutes from community meetings * transcriptions of radio interviews about a community issue | | |
|  | | | | |
| ***Purposes of texts*** may include: | | * to provide * advice about options * information about community issues * instructions about obtaining a service * to persuade | | |
|  | | | | |
| ***Features of texts*** may include: | | * dense texts with complex text structures, which use a variety of sentence structures and contain ambiguity and implicit meaning * complex informative texts containing multiple cause and effect, compare and contrast, order of Importance, problem and solution with complex discourse markers, specialised vocabulary including technical vocabulary * complex procedural texts with sequential steps required to achieve goals and which may include precautions or warnings, options or alternatives, hints and advice and supporting explanations * complex persuasive texts that use emotive and persuasive language ,may pose rhetorical questions, include facts and opinions, writer’s bias may be explicit or implicit, includes supporting materials and evidence, may include opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation * sentences: * complex syntactic structures * highly embedded information * sophisticated stylistic devices such as nominalisation * words / phrases/ abbreviations: * broad vocabulary including idiom, colloquialisms, cultural references as appropriate * appropriate specialised vocabulary relevant to the topic and community context such as explanations, descriptions, debates * vocabulary which creates nuances of meaning * abstraction, symbolism * information and numerical information presented visually: * charts, tables, graphs of statistical data to support arguments * demographic data * diagrams and flowcharts | | |
|  | | | | |
| ***Reading strategies*** may include: | | * a broad range of meaning-making strategies to maintain understanding: * using a range of specialised vocabulary of relevance to employment or workplace * recognising ways in which punctuation conveys a range of emotions or intentions * making comparisons of information contained in texts * interpreting linking devices accurately to make complex conceptual connections, and/or causal relationships * exploring how the writer’s choice of language conveys mood and meaning * reviewing the ways in which the writer’s use of a range of language structures impacts on the reader * analysing the effectiveness of the writer’s choice of supporting materials * de-coding strategies: * using a broad range of word identification strategies, including word derivations and meanings | | |
|  | |  | | |
| ***Analysis*** may include identifying: | | * misleading information * underlying values * subtle nuances * quality of evidence to support judgements * unclear/ambiguous meaning | | |
| ***Similarities and / or differences*** may include: | | * factual accounts of the same information by different writers * differences in style or substance | | |
|  | |  | | |
| ***Effectiveness*** may include: | | * credibility * relevance * clarity * currency * choice of language | | |
|  | |  | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * select, review, interpret and discuss highly complex texts for community participation, and critically evaluate them in a minimum of 3 different personally relevant text types, at least one of which must be digitally based   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as learning, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * the means to enable learners to locate real / authentic texts relevant to the learner’s community participation needs * communication technology and software as appropriate   At this level the learner:   * operates autonomously in a broad range of contexts * access and evaluates support from a broad range of sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner selecting, interpreting and critically analysing information in highly complex paper based and digital texts relevant to community participation * oral or written questioning to assess knowledge of the devices used by writers to convey information in text types relevant to employment * oral information from the learner analysing the effectiveness of the selected texts * portfolios containing: * samples of responses and analysis of texts * journal / log book of reflections on texts | | |

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| Unit Code | VU21380 | | | |
| Unit Title | Create a range of highly complex texts for personal purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to develop writing skills to create a range of highly complex digital and paper based texts for personal purposes across a broad range of contexts including specialised contexts.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Five (Writing): 5.05, 5.06.  At this level the learner is autonomous and accesses and evaluates support from a broad range of sources. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to develop their literacy skills to a complex level and acquire the skills and knowledge to create highly complex texts related to their own personal needs and to organise and apply content from texts.  Where application is as part of the Certificate III in General Education for Adults*,* it is recommended that application is integrated with the delivery and assessment of *VU21376 Engage with a range of highly complex texts for personal purposes*. The link between reading and writing and the potential overlap between the parallel units encourages co delivery and assessment. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21377 Engage with a range of highly complex texts for learning purposes* and *VU21381 Create a range of highly complex texts for learning purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Research a range of highly complex texts for personal purposes | 1.1 | | Research and select a range of ***highly complex paper based and digital text types*** | |
| 1.2 | | Clarify the ***purpose and audience*** of the texts | |
| 1.3 | | Analyse the ***structure, style and format*** requirements of the texts | |
|  |  | | | |
| 2 Prepare a range of highly complex texts for personal purposes | 2.1 | | | Determine the purpose and audience for the texts to be created |
| 2.2 | | | Gather, synthesise and arrange the content |
| 2.3 | | | Apply appropriate ***structure***, ***style*** and ***format*** |
| 2.4 | | | Use ***content and language*** appropriate and relevant to the writing purpose |
|  |  | | | |
| 3 Produce a range of highly complex texts for personal purposes | 3.1 | | Develop complex digital and paper based texts | |
| 3.2 | | Proof read and edit texts prior to presentation | |
| 3.3 | | Elicit and incorporate feedback on effectiveness of texts as appropriate | |
| 3.4 | | Present completed texts according to ***specified requirements*** | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * a broad vocabulary including idiom, colloquialisms and cultural references * complex grammatical structures * a range of genres and styles of writing * register and its influence on expression and meaning * organisational conventions of personal writing   Required Skills:   * communication skills to communicate complex relationships between ideas and purposes * planning and organising skills to: * gather organise and arrange content * revise writing to enhance meaning and effectiveness | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Highly complex paper based and digital text types*** may include: | | * highly complex texts with highly embedded information and specialised language * detailed narratives / recounts * non fiction texts containing factual information of personal interest such as local history, article for a club newsletter * journals * blogs, text for a webpage * notes taken from a range of sources, both written and aural such as oral histories * texts based on research family history, biographical pieces * opinion pieces / letters to the editor / articles for journals, newsletters, magazines * personal letters | | |
|  | | | | |
| ***Purpose and audience*** may include: | | * purpose: * communication at a personal level with immediate family and friends * creative writing for publication * to influence opinions of others * audience: * self only * immediate family / friends * limited public audience / general public | | |
|  | | | | |
| ***Structure*** may include: | | * text structure: * clearly structured text displaying logical and transparent organisational structures, a range of conventions * variation between public and private writing * features of narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language * features informative texts such as transparent organisation using sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; structuring writing to move from introduction through several connected ideas / evidence / points of view to a summary / recommendation * features of procedural texts such as instructions: statement of the goal, requirements and steps to achieve the goal * features of persuasive texts such as argument: statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations * navigation features such as grids, arrows, dot points, web links * features of transactional texts such as formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close * consistent use of highly complex sentence structure including stylistic devices such as nominalisation * effective use of linking devices to demonstrate complex conceptual connections and/or causal relationships appropriate to text type * visual features: * complex diagrams such as flowcharts * charts, tables, graphs of statistical data * demographic data * photographs / illustrations | | |
|  | | | | |
| ***Style*** may include: | | * appropriate register * effective and appropriate use of words and expressions * specialised language relevant to topic * selection of appropriate vocabulary such as idiom to convey shades of meaning * effective use of generic grammatical forms including cause and effect conjunctions, clause markers such as ‘if’ and ‘although’ and modal structures * controlled use of stylistic devices such as nominalisation | | |
|  | | | | |
| ***Format*** may include: | | * handwritten * word processed / html * letter format / report * presentation | | |
|  | | | | |
| ***Content and language*** may include: | | * a range of topics, beliefs, issues or experiences * literary devices to convey character, setting and/or emotions * a range of concepts and facts within a specialist field of knowledge including some abstract or technical concepts * vocabulary including idiom, colloquialisms, and cultural references as appropriate * specialist vocabulary in a variety of situations such as explanations, descriptions, debates * a variety of words and grammatical structures to achieve precise meaning * accurate spelling and use of standard punctuation | | |
|  | | | | |
| ***Specified requirements*** may include: | | * presentation as part of a paper based or e-portfolio * content of text * use of research * format/layout * range of texts | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the purpose and audience for a range of personally relevant highly complex digital and paper based texts * create one digital and one paper based, personally relevant highly complex text, with each text reflecting a different text type   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as learning, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real / authentic texts drawn from contexts that are relevant to the learner * access to online facilities, communications technology as appropriate   At this level the learner:   * operates autonomously in a broad range of contexts * access and evaluates support from a broad range of sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of highly complex digital and paper based texts of different text types created by the learner which show evidence of drafting and editing * oral or written questioning to assess knowledge of the features, purpose and audience for a range of texts | | |

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| Unit Code | VU21381 | | | |
| Unit Title | Create a range of highly complex texts for learning purposes | | | |
| Unit Descriptor | This unit describes the skills and knowledge to create a range of highly complex digital and paper based texts for learning purposes and to organise and apply content from texts. It will develop the written communication skills to complete a range of reflective and opinion texts as well as the skills to structure texts according to academic requirements.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Five (Writing): 5.05, 5.06.  At this level the learner is autonomous and accesses and evaluates support from a broad range of sources. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to develop their literacy skills to a complex level to enable more effective participation in further study.  Where application is as part of the Certificate III in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of *VU21377 Engage with a range of highly complex texts for learning purposes*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as *VU21376 Engage with a range of highly complex texts for personal purposes* and *VU21380 Create a range of highly complex texts for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Research a range of text types for learning purposes | 1.1 | | Select and research a range of paper based and digital ***highly*** ***complex text types*** | |
| 1.2 | | Determine the purpose and audience of the texts | |
| 1.3 | | Analyse ***structure***, ***style*** and ***format*** requirements | |
|  |  | | | |
| 2 Prepare a range of complex texts for learning purposes | 2.1 | | | Determine the purpose and audience for the texts to be created |
| 2.2 | | | Gather, synthesise and arrange the content in an ***appropriate form*** |
| 2.3 | | | Apply structure, style and format appropriately |
| 2.4 | | | Use ***content and language*** appropriate and relevant to the writing purpose |
|  |  | | | |
| 3 Produce a range of complex texts for learning purposes | 3.1 | | Use prepared content to develop complex texts | |
| 3.2 | | Proof read and edit texts prior to presentation | |
| 3.3 | | Elicit and incorporate feedback on effectiveness of texts as appropriate | |
| 3.4 | | Present completed texts according to ***specified requirements*** | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * conventions and importance of note taking in a learning context * register and its influence on expression and meaning * a broad and / or specialised vocabulary to accurately express content * complex grammatical structures to accurately and effectively express content * the main style conventions of academic writing such as referencing and footnotes   Required Skills:   * communication skills to communicate complex relationships between ideas and purposes * planning and organising skills to: * gather organise and arrange content * revise writing to enhance meaning and effectiveness | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Highly complex text types*** include: | | * those highly embedded information and specialised language: * research / reflective / project reports * essays * journals | | |
|  | | | | |
| ***Structure*** may include: | | * text structure: * clearly structured text displaying logical and transparent organisational structures, a range of conventions * variation between public and private writing * features of narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language * features of informative texts such as transparent organisation using sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; structuring writing to move from introduction through several connected ideas / evidence / points of view to a summary / recommendation * features of procedural texts such as instructions: statement of the goal, requirements and steps to achieve the goal * navigation features such as grids, arrows, dot points, web links * features of transactional texts such as formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close * consistent use of highly complex sentence structure including stylistic devices such as nominalisation * effective use of linking devices to demonstrate complex conceptual connections and/or causal relationships appropriate to text type * visual features: * complex diagrams such as flowcharts * charts, tables, graphs of statistical data * demographic data * photographs / illustrations | | |
|  | | | | |
| ***Style*** may include: | | * appropriate register * effective and appropriate use of words and expressions | | |
|  | | | | |
| ***Format*** may include: | | * word processed / html / email * letter format / report * presentation * use of footnotes, references | | |
|  | | | | |
| ***Appropriate form*** may include: | | * handwritten and / or digital notes * diagrams / graphs | | |
|  | | | | |
| ***Content and language*** may include: | | * incorporate a range of topics, beliefs, issues or experiences * use literary devices to convey character, setting and/or emotions * present a range of concepts and facts within a specialist field of knowledge including some abstract or technical concepts * vocabulary including idiom, colloquialisms, and cultural references as appropriate * specialist vocabulary in a variety of situations such as explanations, descriptions, debates * grammatical structures to achieve precise meaning * accurate spelling and use of standard punctuation | | |
|  | | | | |
| ***Specified requirements*** may include: | | * electronic or handwritten format * number of copies * style conventions: * numbered pages * headers and footers * referencing * appendices * as part of a paper based or e-portfolio * according to set timelines, due dates | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the features of a range of highly complex text types relevant to a learning context * produce two learning related highly complex text types from own notes which demonstrate the ability to gather, arrange and synthesise information in both digital and paper based form   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * real / authentic highly complex texts relevant to a learning context * online facilities, communications technology as appropriate   At this level the learner:   * operates autonomously in a broad range of contexts * access and evaluates support from a broad range of sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * paper based or e-portfolio of highly complex text types created by the learner from their own notes showing evidence of editing * oral or written questioning to assess knowledge of the features, purpose and audience for a range of highly complex, learning related texts | | |

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| Unit Code | VU21382 | | | |
| Unit Title | Create a range of highly complex texts to participate in the community | | | |
| Unit Descriptor | This unit describes the skills and knowledge to develop writing skills to create a range of highly complex digital and paper based texts related to community participation across a broad range of contexts including specialised contexts.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Five (Writing): 5.05 and 5.06  At this level the learner is autonomous and accesses and evaluates support from a broad range of sources. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to develop their literacy skills to a complex level to support effective community participation.  The ‘community’ can have a range of definitions, depending on the learner’s situation. Community may signify local environment in the case of rural or regional learners. While community is most often defined geographically. It can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean ‘society’.  Where application is as part of the Certificate III in General Education for Adults*,* it is recommended that application is integrated with the delivery and assessment of *VU21379 Engage with a range of highly complex texts to participate in the community*. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units such as *VU21380 Create a range of highly complex texts for personal purposes* and *VU21376 Engage with a range of highly complex texts for personal purposes.* | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Research a broad range of highly complex texts for community purposes | 1.1 | | Select and research a range of ***highly*** ***complex paper based and digital text types*** | |
| 1.2 | | Clarify the ***purpose and audience*** of the texts | |
| 1.3 | | Analyse the ***stylistic devices*** used in the texts | |
|  |  | | | |
| 2 Prepare a broad range of highly complex texts for community purposes | 2.1 | | | Determine the purpose and audience for the texts to be created |
| 2.2 | | | Determine and apply appropriate ***structure***, ***style*** and ***format*** |
| 2.3 | | | Gather, synthesise and arrange the content |
|  |  | | | |
| 3 Produce a broad range of highly complex texts for community purposes | 3.1 | | Develop highly complex texts using appropriate stylistic devices to express precise meaning | |
| 3.2 | | Use content and language appropriate and relevant to the writing purpose | |
| 3.3 | | Seek and critically evaluate feedback and make changes where necessary | |
| 3.4 | | Present completed texts according to ***specified requirements*** | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * a broad vocabulary including idiom, colloquialisms and cultural references * complex grammatical structures and stylistics devices to support meaning * a range of genres and styles of writing * register and its influence on expression and meaning * organisational conventions of personal writing   Required Skills:   * communication skills to communicate complex relationships between ideas and purposes * planning and organising skills to: * gather organise and arrange content * revise writing to enhance meaning and effectiveness * problem solving skills to reflect on feedback and critically discriminate the value and relevance of feedback in order to improve writing | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Highly complex paper based and digital text types*** may include: | | * highly complex texts with highly embedded information and specialised language: * reports/ letters in local community newsletter/ newspapers such as opinion pieces, reviews * reports for community / government agencies * letters of support for local community organisations * leaflets to support community initiatives * statements such as local government election material * speeches / talks * applications which require complex arguments or explanations * submissions for funding * production of a newsletter * writing a report on activities at community based childcare centre as a committee member * highly complex minutes from a meeting including different perspectives | | |
|  | | | | |
| ***Purpose and audience*** may include: | | * selecting and using support material effectively, such as anecdotal, statistical, emotive evidence to support argument * drawing on a number of varying examples, incidents, opinions or facts to support a general theme * selecting language appropriately for community context, and making changes to reflect changes in social relations * using language to plan and to influence others | | |
|  | | | | |
| ***Stylistic devices*** may include: | | * words and grammatical structures to achieve precise meaning * structurally complex sentences * sophisticated stylistic devices such as nominalisation * accurate and effective grammatical structures * linking devices effectively to demonstrate complex conceptual connections, and/or causal relationships | | |
|  | | | | |
| ***Structure*** may include: | | * text structure: * highly complex informative texts containing multiple cause and effect, compare and contrast, order of Importance, problem and solution with complex discourse markers, specialised vocabulary including technical vocabulary: * highly complex procedural texts with sequential steps required to achieve goals and which may include precautions or warnings, options or alternatives, hints and advice and supporting explanations * highly complex persuasive texts that use emotive and persuasive language ,may pose rhetorical questions, include facts and opinions, writer’s bias may be explicit or implicit, includes supporting materials and evidence, may include opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation features of transactional texts; * deliverables, personnel, objectives, risk management * consistent use of highly complex sentence structure including stylistic devices such as nominalisation * effective use of linking devices to demonstrate complex conceptual connections and/or causal relationships appropriate to text type | | |
|  | | | | |
| ***Style*** may include: | | * control of appropriate register * effective and appropriate use of words and expressions * using broad vocabulary including idiom, colloquialisms, cultural references as appropriate * using appropriate specialised vocabulary relevant to the topic and community context, e.g. explanations, descriptions, debates * clarity of purpose, audience and message | | |
|  | | | | |
| ***Format*** may include: | | * appropriateness of layout / media for text type * organisational conventions * appropriate use of features such as punctuation, font and layout to support meaning | | |
|  | | | | |
| ***Specified requirements*** may include: | | * according to set deadlines * use of appropriate media / required templates * post / electronic submission * correctly labelled / identified | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the purpose and audience for a range of community related complex digital and paper based texts * create one digital and one paper based, community related highly complex text, with each text reflecting a different text type   In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.  Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real / authentic texts drawn from community related contexts that are relevant to the learner * access to online facilities, communications technology as appropriate   At this level the learner:   * operates autonomously in a broad range of contexts * access and evaluates support from a broad range of sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of highly complex digital and paper based texts of different text types created by the learner which show evidence of drafting and editing * oral or written questioning to assess knowledge of the features, purpose and audience for a range of highly complex community related texts | | |

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| Unit Code | VU21383 | | | |
| Unit Title | Analyse and evaluate numerical and statistical information | | | |
| Unit Descriptor | This unit describes the skills and knowledge to analyse and evaluate numerical information in texts and analyse and create statistical data, tables and graphs.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Five Numeracy: 5.09, 5.10, 511.  At this level the learner is autonomous and accesses and evaluates support from a broad range of sources. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Analyse and evaluate numerical information in texts | 1.1 | | Identify ***numbers and numerical or quantitative information*** within ***texts or realistic contexts*** | |
| 1.2 | | Use ***mathematical procedures*** to undertake calculations appropriate to analysing the numbers and numerical or quantitative information in the text or context | |
| 1.3 | | Make an initial estimate of the result then carry out an accurate calculation | |
| 1.4 | | Reach conclusions regarding the use and application of the numerical or quantitative information in the text or context in terms of their accuracy and their personal, social or work implications and consequences | |
|  |  | | | |
| 2 Analyse and evaluate statistical data, tables and graphs | 2.1 | | | Collect and represent statistical ***data*** in appropriate ***tabular and graphical form*** |
| 2.2 | | | Calculate ***measures of central tendency*** and ***common measures of spread*** |
| 2.3 | | | Reach conclusions regarding the use and application of the statistical data in terms of its ***accuracy*** and any personal, social or work implications and consequences |
| 2.4 | | | Communicate information using the ***descriptive language*** of graphs, tables and measures of central tendency and spread |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * techniques used to make initial estimations and check results of calculations in relation to the context * measures of central tendency including mean, median and mode or modal class * common measures of spread including range, interquartile range, common percentiles and standard deviation   Required Skills:   * communication skills to use a wide range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically * problem solving skills to: * interpret, select and investigate appropriate mathematical information and relationships highly embedded in an activity, item or text * analyse and evaluate the appropriateness, interpretations and wider implications of all aspects of a mathematical activity * select and apply a wide range of mathematical strategies flexibly to generate solutions to problems across a broad range of contexts | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Numbers and numerical or quantitative information*** include: | | * any form of rational numbers such as fractions, decimals, percentages, rates and ratios and proportions, and their equivalent values * values and knowledge of probability and chance * numbers expressed in scientific notation * directed numbers and numbers expressed in index form | | |
|  | | | | |
| ***Texts or realistic contexts*** may include: | | * newspaper articles * data on social issues such as gambling * financial information such as debts, banking loans * health and well-being, road safety and crash statistics * workplace quality control data and information * public information put out by councils, utilities, services | | |
|  | | | | |
| ***Mathematical procedures*** may include: | | * calculation of rates, ratios and proportions * probabilities of events such as winning the lottery, horse racing odds, throwing of dice * the use of appropriate formulae * calculating using rational numbers | | |
|  | | | | |
| ***Data*** may include: | | * whole numbers * percentages, decimals, fractions and ratios found in statistical information | | |
|  | | | | |
| ***Tabular and graphical form*** may include: | | * pie charts, frequency graphs such as bar graphs, scatter diagrams, box and whisker plots, line graphs, and cumulative frequency graphs * software programs such as spreadsheets, or word processing graphing packages, or graphing calculators should be used to plot graphs | | |
|  | | | | |
| ***Measures of central tendency*** include: | | * mean, median and mode or modal class including for grouped data | | |
|  | | | | |
| ***Common measures of spread*** include: | | * range, interquartile range * common percentiles * standard deviation | | |
|  | | | | |
| ***Descriptive language*** may include: | | * maximum, minimum * increasing, decreasing * constant, slope, fluctuating * average, above/below average * distorted, biased | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * analyse and evaluate numerical information in texts and use mathematical procedures to make calculations related to quantitative data * analyse and evaluate statistical data, tables and graphs and communicate information using the descriptive language of graphs, tables and measures of central tendency and spread | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts where the maths content may be hidden * access to computer hardware and software   At this level the learner:   * operates autonomously in a broad range of contexts * accesses and evaluates support from a broad range of sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of work completed by the learner demonstrating the ability to: * use mathematical procedures to analyse and evaluate highly embedded numerical information in texts * collect and represent statistical data and calculate measures of central tendency and common measures of spread * oral and written questioning to assess the ability to use a wide range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically | | |

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| Unit Code | VU21384 | | | |
| Unit Title | Use algebraic techniques to analyse mathematical problems | | | |
| Unit Descriptor | This unit describes the skills and knowledge to use algebraic techniques to investigate and solve mathematical problems and develop and use formulae and graphs to describe and represent relationships between variables.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Five Numeracy: 5.09, 5.10, 5.11.  At this level the learner is autonomous and accesses and evaluates support from a broad range of sources. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Use algebraic techniques to analyse and solve problems | 1.1 | | Use algebraic expressions, rules, ***equations***, ***formulae****,* and their conventions to describe ***generalisations***or number patterns or relationships between variables | |
| 1.2 | | Use the ***conventions* *and symbolic notation and representation*** of algebra including signed numbers and ***indices*** appropriately | |
| 1.3 | | Use substitution into formulae or algebraic expressions to find particular values | |
| 1.4 | | Solve a ***range of equations*** using a variety of ***algebraic techniques*** | |
|  |  | | | |
| 2 Develop and use algebraic graphs to analyse relationships between variables | 2.1 | | | Use ***graphical techniques*** to draw linear and ***simple non-linear graphs*** and analyse and solve relationships and equations |
| 2.2 | | | Identify ***general shapes and major characteristics*** of linear and simple non-linear graphs and interpret their real world meanings interpreted |
| 2.3 | | | Equations are developed and written from given linear and simple non-linear graphs |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * algebraic techniques such as same operation on both sides, backtracking and factorising   Required Skills:   * communication skills to use a wide range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically * problem solving skills to: * interpret, select and investigate appropriate mathematical information and relationships highly embedded in an activity, item or text * analyse and evaluate the appropriateness, interpretations and wider implications of all aspects of a mathematical activity * select and apply a wide range of mathematical strategies flexibly to generate solutions to problems across a broad range of contexts | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Equations*** include: | | * those with only one or two unknowns | | |
|  | | | | |
| ***Formulae*** and ***generalisations*** created may describe: | | * linear and simple non-linear number patterns (simple polynomial graphs) * direct or inverse variation between variables in real or simulated situations * exponential growth or decay | | |
|  | | | | |
| ***Conventions* *and symbolic notation and representation*** may include: | | * simple indices * square roots * brackets * alternative conventions for division * signed numbers to express and interpret formulae, rules and equations | | |
|  | | | | |
| ***Indices*** should include: | | * positive, negative * key fractional values such as ½ and application of the index laws | | |
|  | | | | |
| ***Range of equations*** should include: | | * linear * quadratic * simultaneous equations | | |
|  | | | | |
| ***Algebraic techniques*** include: | | * same operation on both sides * backtracking * factorising * guess, check and improve and include transpositions, and some manipulation of algebraic fractions | | |
|  | | | | |
| ***Graphical techniques*** should include: | | * plotting points * sketching from known main features of algebraic function * using technology such as a graphing calculator or computer package (where experimental data is plotted, lines of best fit to be drawn by eye only or using graphing calculators or software programs) | | |
|  | | | | |
| ***Simple non-linear graphs*** should include: | | * parabolas * hyperbolas | | |
|  | | | | |
| ***General shapes and major characteristics*** may include: | | * linear, parabolic and hyperbolic shapes * x and y-intercepts, gradients, lines of symmetry, turning points | | |
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| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use algebraic techniques to analyse and solve problems * develop and use algebraic graphs to analyse relationships between variables | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts where the maths content may be hidden * access to computer hardware and software   At this level the learner:   * operates autonomously in a broad range of contexts * access and evaluates support from a broad range of sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of work completed by the learner demonstrating the ability to: * use algebraic expressions, rules, equations and formulae to analyse and solve a range of equations embedded in materials and / or texts * develop and use algebraic graphs to analyse relationships between variables and interpret their real life meaning * oral and written questioning to assess the ability to use a wide range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically | | |

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| Unit Code | VU21385 | | | |
| Unit Title | Use formal mathematical concepts and techniques to analyse and solve problems | | | |
| Unit Descriptor | This unit describes the skills and knowledge to use formal mathematical concepts and techniques and mathematical problem solving techniques to analyse and solve problems.  The required outcomes described in this unit relate directly to the *Australian Core Skills Framework (ACSF)*, (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Five Numeracy: 5.09, 5.10, 5.11.  At this level the learner is autonomous and accesses and evaluates support from a broad range of sources. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.  Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.  It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Identify and use formal mathematical concepts and techniques to analyse and solve problems | 1.1 | | Identify a range of ***mathematical concepts and techniques*** relevant to personal, future study or employment needs | |
| 1.2 | | Use appropriate mathematical concepts and techniques to solve mathematical problems | |
| 1.3 | | Use ***specialised calculator or software functions*** relevant to the mathematical areas | |
| 1.4 | | Use oral and formal written language and symbols related to the mathematical areas | |
|  |  | | | |
| 2 Use mathematical problem-solving techniques to analyse and solve problems | 2.1 | | | Use appropriate ***problem solving techniques*** to interpret and extract relevant information from a task or problem |
| 2.2 | | | Provide oral and written explanations of the problem solving and related mathematical techniques to explain the procedures used to solve the problem and to communicate the outcomes |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * specialised calculator functions such as trigonometric, statistical, algebraic, power, graphical functions to support mathematical problem solving * problem solving techniques such as guess and check, elimination, using patterns, rules, relationships and algebra to interpret and extract information   Required Skills:   * communication skills to provide oral and written explanations of problem solving and mathematical techniques and outcomes * problem solving skills to: * interpret, select and investigate appropriate mathematical information and relationships highly embedded in an activity, item or text * analyse and evaluate the appropriateness, interpretations and wider implications of all aspects of a mathematical activity * select and apply a wide range of mathematical strategies flexibly to generate solutions to problems across a broad range of contexts | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Mathematical concepts and techniques*** should be: | | * chosen to provide an introduction to a specialist mathematical area relevant to the learner’s future employment or study needs such as: * trigonometry including areas such as trigonometric ratios, bearings, angles of elevation and depression * probability including areas such as the use of tree and Venn diagrams, complementary events, mutually exclusive events * further statistics such as hypothesis testing and linear regression * introduction to calculus * scalars and vectors * business mathematics | | |
|  | | | | |
| ***Specialised calculator or software functions*** may include: | | * trigonometric * statistical * algebraic * power * graphical | | |
|  | | | | |
| ***Problem solving techniques*** may include: | | * guess and check * elimination * making a table, diagram or sketch * using patterns, rules, relationships and algebra * simplifying | | |
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| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * relate the use of mathematical concepts and techniques to solve mathematical problems relevant to own personal, future study or employment needs * use formal mathematical concepts, techniques and mathematical problem solving techniques to analyse and solve problems * communicate procedures and outcomes both orally and in writing | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts where the maths content may be hidden * access to specialised calculators and software where required   At this level the learner:   * operates autonomously in a broad range of contexts * access and evaluates support from a broad range of sources | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of work completed by the learner demonstrating the ability to: * identify mathematical concepts and techniques related to own personal, further study or employment needs * use mathematical concepts, techniques and problem solving techniques to analyse and solve highly embedded mathematical problems related to own needs * oral and written questioning to assess the ability to communicate the mathematical concepts and problem solving techniques used and the outcomes achieved | | |

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| Unit Code | VU21313 | | | |
| Unit Title | Develop verbal communication skills | | | |
| Unit Descriptor | This unit develops the skills and knowledge to communicate verbally with others in an immediate and highly familiar environment. The focus is on developing basic skills to exchange information in the immediate environment.  The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level One (Oral Communication): 1.07, 1.08 | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their verbal communication skills in their own highly familiar contexts.  Where application is as part of the Course in Initial General Education for Adults, it is recommended that application is integrated with other units such as *VU21282 Develop a learning plan and portfolio with support*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Communicate verbally in immediate context | 1.1 | | Provide ***basic information*** in short and explicit exchanges | |
| 1.2 | | Obtain ***specific information*** through questioning | |
|  |  | | | |
| 2 Participate in discussions in immediate context | 2.1 | | | Undertake routine introductions and greetings |
| 2.2 | | | Convey meaning in ***simple exchanges*** |
|  |  | | | |
| 3 Respond to basic oral information in an immediate context | 3.1 | | Identify ***the gist of short explanations*** | |
| 3.2 | | Identify ***specific information*** | |
| 3.3 | | Follow one two/ step instructions | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * simple vocabulary related to own immediate needs * simple strategies to participate in verbal communication exchanges such as requesting repetition, using nonverbal communication techniques and turn-taking   Required Skills:   * oral communication skills to: * exchange and respond to simple information * formulate question to seek clarification of information * literacy skills to use basic grammatical structures and tenses * problem solving skills to: * draw on non-verbal communication to convey meaning * draw on own personal experiences to make sense of information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Basic information*** may include: | | * Personal or factual information such as: * own personal details * simple autobiographical details * one/ two step instructions * reporting a hazard or incident * numerical data | | |
|  | | | | |
| ***Specific information*** may include | | * names * places * times / dates * costs * people | | |
|  | | | | |
| ***Simple exchanges*** may include: | | * providing personal details * simple oral negotiation * interactional strategies to show interest or attitude * using voice tone, volume and content appropriately to suit different contexts | | |
|  | | | | |
| ***The gist of short explanations*** may include: | | * using context clues and own experience to help understanding * using non-linguistic support such as body language, facial expressions, gestures | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * participate in simple verbal exchanges with others in the immediate environment using appropriate communication skills and strategies to provide and respond to information   **Use of non standard English**  Many students may speak non standard English with variations in grammar, usage, stress, intonation and pronunciation. Where these variations do not interfere significantly with the overall intelligibility of the interaction, they should not present barriers to the successful completion of the learning outcomes. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * a learning environment appropriate to the assessment task * appropriate support allowing for full participation * computer hardware and software, if appropriate.   At this level the learner:   * can work alongside an expert / mentor where prompting and advice can be provided | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner participating in verbal exchanges * verbal questioning to assess learner’s knowledge of simple strategies to clarify information * third party feedback for example from other teachers or other relevant personnel | | |

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| Unit Code | VU21314 | | | |
| Unit Title | Apply basic computer skills to language learning | | | |
| Unit Descriptor | This unit describes the skills and knowledge to use the fundamental features and language of personal computers to perform a simple function and to access language learning activities. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who are unfamiliar with personal computers and who wish to improve their knowledge and use to support personal, educational or employment opportunities. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify computer terminology | 1.1 | | Identify ***key words and phrases*** and their associated functions related to computer use | |
| 1.2 | | Identify ***computer hardware terminology*** | |
| 1.3 | | Identify ***computer software terminology*** | |
|  |  | | | |
| 2 Locate computer desktop icons | 2.1 | | | Locate commonly used ***icons*** |
| 2.2 | | | Clarify the ***key features and functions of commonly used icons*** |
|  |  | | | |
| 3 Perform a simple computer task | 3.1 | | Open the ***activity*** | |
| 3.2 | | Follow verbal or written steps | |
| 3.3 | | Request assistance or clarification if required | |
| 3.4 | | Follow ***Occupational Health and Safety*** instructions for safe computer use | |
| 3.5 | | Close activity | |
|  |  | | | |
| 4 Complete a computer based language activity | 4.1 | | Select a ***language learning activity*** | |
| 4.2 | | Locate and open the relevant program | |
| 4.3 | | Use the ***navigation features*** to move through the activity | |
| 4.4 | | Follow instructions in the learning activity | |
| 4.5 | | Close the program | |
|  |  | | | |
| 5 Identify and address common computer related problems | 5.1 | | Identify ***common problems*** and seek assistance to resolve them | |
| 5.2 | | Apply solutions and seek clarification if required | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * OHS / WHS procedures for safe computer usage   Required Skills:   * communication skills to seek and respond to instructions and clarifications * problem solving skills to identify and address common computer problems * planning and organising skills to understand and follow sequential instructions | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Key words and phrases*** may include: | | * computer specific use of common words e.g. mouse, names of computer hardware e.g. hard drive, keyboard, printer, data stick, CD Rom Drive, USB Port * names of computer software programs, e.g. Word, * verbs e.g. drag, click, double click, open, close, scroll down, download * computer personnel e.g. help desk * acronyms e.g. IT, CD, DVD | | |
|  | | | | |
| ***Computer hardware terminology*** may include: | | * hard drive * screen * mouse * keyboard | | |
|  | | | | |
| ***Computer software terminology*** may include: | | * program * folder * file | | |
|  | | | | |
| ***Icons*** may include: | | * start button * toolbars and drop down menus * shortcuts * programs * recycle bin | | |
|  | | | | |
| ***Key features and functions of commonly used icons*** may include: | | * start up and shut down * open commonly used programs * apply basic text formatting | | |
|  | | | | |
| ***Activity*** may include: | | * access a game * open and close a document / spread sheet * record simple information | | |
|  | | | | |
| ***Occupational Health and Safety*** may include: | | * seating * lighting, glare * working heights * trip hazards | | |
|  | | | | |
| ***Language learning activity*** may include: | | * word games * close exercises * dictionary activities * listening activities * reading comprehension and multiple choice | | |
|  | | | | |
| ***Navigation features*** may include: | | * tool bar * icons * next, play, start, finish, back | | |
|  | | | | |
| ***Common problems*** may include: | | * forgotten password * lost files * computer not starting / frozen screen | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * follow verbal and / or written instructions to perform common computer functions and access and use a language learning program * identify and address basic computer problems by seeking assistance | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to a computer and computer based language learning activity | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of: * accessing a common computer program to perform a simple activity * accessing and navigating a computer based language learning activity * oral and / or written questioning to assess knowledge of basic computer terminology and its meaning * third party reports from other teachers detailing computer use by the learner | | |

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| Unit Code | VU21315 | | | |
| Unit Title | Access the internet for language learning | | | |
| Unit Descriptor | This unit describes the skills and knowledge to identify and use the fundamental features of the internet to develop language skills | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to develop their digital literacy skills to support personal, educational or employment opportunities. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify a range of information on the internet | 1.1 | | Identify the types of ***information*** available on the internet | |
| 1.2 | | Identify and open an internet browser | |
| 1.3 | | Access and navigate an ***informational*** ***website*** | |
| 1.4 | | Close the browser | |
|  |  | | | |
| 2 Access and use an online language learning activity | 2.1 | | | Locate and launch the ***online language learning activity*** |
| 2.2 | | | Use the ***basic features of web navigation*** to undertake the activity |
| 2.3 | | | Complete the activity |
| 2.4 | | | Close the activity |
|  |  | | | |
| 3 Communicate using simple email messages | 3.1 | | Open an ***email program*** | |
| 3.2 | | Locate the ***key menu items*** for composing, sending and replying to email messages | |
| 3.3 | | Identify the ***features of email addresses*** | |
| 3.4 | | Compose and send a simple message | |
| 3.5 | | Open, read and reply to a received message | |
| 3.6 | | Close the email program | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * basic keyboard functions such as location of letters, shift key, symbols and enter key to enable internet and email addresses to be typed   Required Skills:   * literacy skills to read and compose simple emails * planning and organisational skills to sequence simple information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Information*** may include: | | * directories * dictionaries * articles * downloads * blogs * social media sites | | |
|  | | | | |
| ***Informational*** ***website*** may include: | | * online newspaper * training course information * public transport | | |
|  | | | | |
| ***Online language learning activity*** may include: | | * grammar exercises * comprehension exercises * cloze * listening / viewing and reading | | |
|  | | | | |
| ***Basic features of web navigation*** may include: | | * moving ‘back’, typing web address line * mouse and key strokes to move about the screen * opening links on webpages | | |
|  | | | | |
| ***Email program*** may include: | | * web based such as yahoo, Hotmail * organisational intranet | | |
|  | | | | |
| ***Key menu items*** may include: | | * icons * drop down menus * compose, send, forward, inbox, sent box, delete | | |
|  | | | | |
| ***Features of email addresses*** may include: | | * @ * use of upper and lower case * use of underscore, dot * spelling | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * access and use the internet to locate and navigate informational websites and language learning activities * locate, open and close an email program and read compose and send simple emails | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to an internet connected computer with an email program | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of locating, accessing and navigating informational and language learning websites * observation of accessing, reading, composing and sending simple emails * portfolio of simple emails composed and sent by the learner | | |

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| --- | --- | --- | --- | --- |
| Unit Code | VU21316 | | | |
| Unit Title | Identify Australian environmental issues | | | |
| Unit Descriptor | This unit describes the skills and knowledge to identify the key aspects of the physical Australian environment and to identify and investigate broad and local environmental issues | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to develop their knowledge and understanding of the physical Australian environment.  Where application is as part of the Certificate 1 in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of the Core Skills reading unit *VU21299* *Engage with simple texts for personal purposes.* | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify Australia's physical features and climate | 1.1 | | Locate ***key physical features*** of Australia on a map | |
| 1.2 | | Identify the key features of different ***climate zones*** | |
|  |  | | | |
| 2 Identify an environmental issue of significance in Australia | 2.1 | | | State the main features of the ***environmental issue*** |
| 2.2 | | | Identify the impact of the environmental issue on Australia |
| 2.3 | | | Identify possible strategies to address the problem |
|  |  | | | |
| 3 Investigate an environmental issue of local importance | 3.1 | | State the main aspects of the ***local environmental issue*** | |
| 3.2 | | Identify the impact of the issue in the local community | |
| 3.3 | | Identify possible strategies to deal with the issue | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * reading strategies to engage with simple printed and / or digital texts and visuals such as maps   Required Skills:   * problem solving skills to: * match the key features of different climate zones with the appropriate zone * identify potential solutions to environmental issues | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Key physical features*** may include: | | * mountains / mountain ranges * deserts * Great Barrier Reef / Uluru * rainforests * coastal areas * rivers | | |
|  | | | | |
| ***Climate zones*** may include: | | * equatorial * tropical * sub-tropical * desert * grassland * temperate | | |
|  | | | | |
| ***Environmental issue*** may include: | | * salinity * drought / floods / bush fires * air / water pollution | | |
|  | | | | |
| ***Local environmental issue*** may include: | | * waterway pollution * air pollution / traffic congestion * water shortages * salinity / erosion | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify Australian climate zones and their features and the key physical features of Australia * identify an Australian and a local environmental issue and propose a possible solution | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to sources of information on the Australian environment at a literacy level appropriate for the learner | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of identifying climate zones and key physical features of Australia * portfolio of information on an Australian and local environmental issue and possible solutions for each * oral and / or written questioning to assess knowledge of the features of Australian climate zones | | |

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| Unit Code | VU21317 | | | |
| Unit Title | Communicate with others in familiar and predictable contexts | | | |
| Unit Descriptor | This unit develops the skills and knowledge to communicate verbally with others in familiar and predictable contexts The required outcomes described in this unit relate directly to the Australian Core Skills Framework (ACSF), (© Commonwealth of Australia, 2012). They contribute to the achievement of ACSF indicators of competence at Level Two (Oral Communication): 2.07, 2.08 | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their verbal communication skills such as information exchange, questioning, interactional and transactional exchanges.  Where application is as part of the Certificate I in General Education for Adults (Introductory), it is recommended that application is integrated with other suitable units such as *VU21298 Conduct a project with guidance*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Communicate verbally in straight forward exchanges | 1.1 | | Make clear statements providing factual information | |
| 1.2 | | Obtain or clarify ***information*** through questioning | |
|  |  | | | |
| 2 Participate in discussions on personally familiar topics | 2.1 | | | Obtain or clarify information through questioning |
| 2.2 | | | Identify the gist of the discussion |
| 2.3 | | | Ask questions to clarify meaning |
| 2.4 | | | Express own opinion and state reasons |
| 2.5 | | | Use ***interactional strategies*** to show interest or attitude |
| 2.6 | | | Dis / agreement with views of others is expressed appropriately |
|  |  | | | |
| 3 Respond in familiar and predictable contexts | 3.1 | | Identify the features of explanations, instructions and narratives | |
| 3.2 | | Identify the gist in explanations, instructions and narratives | |
| 3.3 | | Follow short, straight forward ***explanations and instructions*** | |
| 3.4 | | Identify simply expressed feelings and emotions | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * simple vocabulary related to personal details and other areas of personal interest * interactional strategies to participate in verbal communication exchanges such as requesting repetition, using nonverbal communication techniques and turn-taking * different reasons for communicating verbally   Required Skills:   * oral communication skills to: * provide and respond to key information * formulate questions to seek clarification of information * literacy skills to use: * simple grammatical structures and tenses such as openings and closings and adjectives * stress and intonation to communicate verbally * problem solving skills to draw on: * non-verbal communication to convey meaning * own personal experiences to verbally communicate information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Information*** communicated may include | | * ideas * instructions * messages * personal information * descriptions * words of a song | | |
|  | | | | |
| ***Interactional strategies*** may include: | | * varying language to reflect changes in social relations * using voice tone, volume and content appropriately to suit different social contexts * using appropriate introductions and greetings * turn taking | | |
|  | | | | |
| ***Following explanations and instructions*** includes | | * noting sequence * identifying familiar vocabulary/ key words | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * communicate with others to provide and respond appropriately to simple information in a familiar and predictable environment   **Use of non standard English**   * Many students may speak non standard English with variations in grammar, usage, stress, intonation and pronunciation. Where these variations do not interfere significantly with the overall intelligibility of the interaction, they should not present barriers to the successful completion of the unit outcomes. | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * computer hardware and software, if appropriate.   At this level the learner may:   * work with an expert/mentor where support is available if requested | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner participating in verbal exchanges and discussions * oral questioning to assess learner’s knowledge of interactional strategies to convey and respond to verbal information * third party feedback for example from other teachers or other relevant personnel | | |

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| --- | --- | --- | --- | --- |
| Unit Code | VU21318 | | | |
| Unit Title | Identify community options | | | |
| Unit Descriptor | This unit describes the skills and knowledge to identify key aspects of the local environment to support everyday life. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to develop their basic knowledge of and ability to integrate into their local community and as a means of developing their literacy and numeracy skills.  Where application is as part of the Certificate 1 in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of Core Skills reading unit *VU21302 Engage with simple texts to participate in the community.*  Where application is as part of the Certificate 1 in General Education for Adults it is recommended that application is integrated with the Core Skills reading unit *VU21328 Engage with texts of limited complexity to participate in the community* | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Locate self in the local area | 1.1 | | Identify street, suburb or town and state of residence | |
| 1.2 | | Identify the local government area | |
| 1.3 | | Locate place of residence in relation to the nearest ***major centre*** | |
|  |  | | | |
| 2 Identify features of the local transport system | 2.1 | | | Identify ***modes of transport*** in the local area |
| 2.2 | | | Outline the features of the ticketing system |
| 2.3 | | | Identify public transport stops and routes |
| 2.4 | | | Read a timetable |
|  |  | | | |
| 3 Investigate community services in the local area | 3.1 | | Identify ***sources of information*** on ***community services*** | |
| 3.2 | | Identify available services | |
| 3.3 | | Locate a number of local community services | |
| 3.4 | | Identify the opening and closing times of personally relevant local community services | |
|  |  | | | |
| 4 Investigate recreation options in the local area | 4.1 | | Identify sources of information on ***recreation options*** | |
| 4.2 | | Identify recreation options in your area | |
| 4.3 | | Locate a local recreation activity | |
| 4.4 | | Identify the opening and closing times of the recreation activity | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * reading strategies to engage with simple printed and / or digital texts   Required Skills:   * literacy skills to access and interpret information on local community services and recreation options * numeracy skills to: * read a public transport timetable * identify the opening and closing times of a recreation activity | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Major centre*** may include: | | * capital city * regional centre * CBD | | |
|  | | | | |
| ***Modes of transport*** may include: | | * bus * tram * train * taxi * bike tracks | | |
|  | | | | |
| ***Sources of information*** may include: | | * local paper * posters * flyers * radio / TV * websites | | |
|  | | | | |
| ***Community services*** may include: | | * schools, kindergarten, child care centres * hospital / medical centre * library * police station * neighbourhood house * interpreting services | | |
|  | | | | |
| ***Recreation options*** may include: | | * sporting facilities / clubs * yoga / dance classes * book / reading club * community clubs | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate oneself in the local community * identify local transport options and information * source information on local community and recreation activities and identify information relevant to self | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to sources of information on local community services and recreation activities * transport timetables for the local area   At this level the learner may:   * depend heavily on visual clues to understand meaning * need time to read, reread and decode text | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner engaging with written information on local community, transport and recreation options * portfolio of information on local community and recreation opportunities compiled by the leaner * oral or written questioning to assess the ability of the learner to locate themselves in the local area | | |

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| Unit Code | VU21319 | | | |
| Unit Title | Identify features of the education system | | | |
| Unit Descriptor | This unit describes the skills and knowledge required to identify the structure of the Australian education system as well as the cultural features of education in Australia. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to develop their knowledge of the broad education system and the cultural features of education in Australia.  Where application is as part of the Certificate 1 in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of Core Skills reading unit *VU21300 Engage with simple texts for learning purposes*.  Where application is as part of the Certificate 1 in General Education for Adults it is recommended that application is integrated with the Core Skills reading unit *VU21326 Engage with texts of limited complexity for learning purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Describe the organisational features of the education system | 1.1 | | Identify the ***sectors*** of the Australian education system | |
| 1.2 | | Identify the role of sectors in the education system | |
| 1.3 | | Outline the ***qualifications*** offered by the education system | |
|  |  | | | |
| 2 Describe the cultural features of the Australian education system | 2.1 | | | Outline the ***role of the teacher*** in Australian education |
| 2.2 | | | Outline the rights and responsibilities of the student in Australian education |
| 2.3 | | | Identify appropriate ***communication*** between teachers and students |
| 2.4 | | | Identify the ***role of parents*** in primary and / or secondary education |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * the sectors of the Australian education system and their role   Required Skills:   * literacy skills to engage with simple familiar texts | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Sectors*** may include: | | * compulsory/post-compulsory * pre-school * primary * secondary * Vocational Education and Training (VET) * higher education * adult/further education | | |
|  | | | | |
| ***Qualifications*** may include: | | * pathways * assessment system | | |
|  | | | | |
| ***Role of the teacher*** may include: | | * rights and responsibilities * relationship with students * communication with students and parents * discipline * assessment | | |
|  | | | | |
| ***Communication*** may include: | | * face to face / telephone / in writing * email / letters | | |
|  | | | | |
| ***Role of parents*** may include: | | * volunteer roles * contributing to committees * participating in school council * approving attendance on excursions * attending parent / teacher interviews * communication with the school | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * source information on the broad aspects of the Australian education * source and interpret information about cultural expectations and practices in education | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * Access to sources of information on the education system and cultural expectations and practices in education * appropriate support allowing for full participation * computer hardware/software and internet access as appropriate | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner interpreting information in, and making meaning of information related to the education system * oral or written questioning to assess learner’s knowledge of features of the education system * paper based or e-portfolio of information on the education system with examples of cultural expectations and practices | | |

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| --- | --- | --- | --- | --- |
| Unit Code | VU21320 | | | |
| Unit Title | Identify features of the health care system | | | |
| Unit Descriptor | This unit describes the skills and knowledge to access health care and identify key aspects of the health care system in Australia related to personal health needs. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to develop their basic knowledge of the health care system in Australia and their ability to access health care to support their own personal health needs.  Where application is as part of the Certificate 1 in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of Core Skills reading unit *VU21299 Engage with simple texts for personal purposes*.  Where application is as part of the Certificate 1 in General Education for Adults it is recommended that application is integrated with the Core Skills reading unit *VU21325 Engage with texts of limited complexity for personal purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify a range of factors related to personal health | 1.1 | | Identify a range of everyday illnesses, ailments and injuries | |
| 1.2 | | Outline the symptoms associated with common illnesses and ailments | |
| 1.3 | | Identify appropriate ***actions*** to take to manage common illnesses and injuries | |
|  |  | | | |
| 2 Identify common household medicines and health equipment and their uses | 2.1 | | | Identify the ***types of medicines*** commonly found in home first aid |
| 2.2 | | | Identify the ***information contained on labels*** and their importance |
| 2.3 | | | Match medicines with their purpose |
| 2.4 | | | Outline the features and uses of ***common household medical equipment*** |
|  |  | | | |
| 3 Describe the purpose and use of a Medicare card | 3.1 | | Identify the information on the card. | |
| 3.2 | | Identify the purpose of Medicare cards | |
| 3.3 | | Outline the process of using a Medicare card | |
|  |  | |  | |
| 4 Describe appropriate action in the event of a medical emergency | 4.1 | | Identify a range of ***medical emergencies*** | |
| 4.2 | | Identify ***emergency services*** and their functions | |
| 4.3 | | Outline the ***steps required*** to obtain emergency assistance | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * reading strategies to engage with simple printed and / or digital texts   Required Skills:   * literacy skills to access and interpret information on medical services and medical information contained on labels * numeracy skills to identify dosage instructions on medication labels | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Actions*** may include: | | * identify basic first aid * common treatments for simple ailments and injuries * when to seek medical attention | | |
|  | | | | |
| ***Types of medicines*** may include: | | * pain killers * anti inflammatory * antihistamine | | |
|  | |  | | |
| ***Information contained on labels*** may include: | | * symbols * frequency and dosage | | |
|  | | | | |
| ***Common household medical equipment*** may include: | | * thermometer * first aid kit * bandages | | |
|  | | | | |
| ***Medical emergencies*** may include: | | * accidents in the home * fires * road accidents * public transport accidents * drowning | | |
|  | | | | |
| ***Emergency services*** may include: | | * ambulance * fire brigade * police * state emergency services (storms, bushfires) * rural fire services | | |
|  | |  | | |
| ***Steps required*** may include: | | * contact emergency services by telephone * provide clear directions and information to emergency services | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * recognise a range of everyday health issues and the appropriate management actions to take * identify common household medicines and health equipment and their uses * source and interpret health information to respond appropriately to a range of personal health related events | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to sources of information on health care and emergency services * access to a Medicare card | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner engaging with written information on health, the health care system and emergency services * paper based or e-portfolio of information on health, the health care system and emergency services * oral or written questioning to assess the ability of the learner to respond appropriately to a range of common health related events. | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit Code | VU21370 | | | |
| Unit Title | Investigate features of Australian culture | | | |
| Unit Descriptor | This unit describes the skills and knowledge to investigate and become familiar with aspects of Australian art and culture from both the past and present. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to develop their general knowledge of features of Australian culture including art, language and films and as a means of developing their literacy and numeracy skills  Where application is as part of the Certificate II in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills reading unit *VU21356 Engage with a range of complex texts for learning purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Describe the features of the visual arts in Australia | 1.1 | | Select one of the ***visual arts*** | |
| 1.2 | | Give ***historical background*** of the art | |
| 1.3 | | Identify the key figures associated with the visual art | |
| 1.4 | | Outline the features of one artist’s ***work*** | |
|  |  | | | |
| 2.Investigate concepts of Australian identity and culture | 2.1 | | | Identify key elements of ***Australian Englishes*** |
| 2.2 | | | Describe Australian ***cultural*** ***icons*** |
| 2.3 | | | Describe ***key elements*** of Australian entertainment and leisure |
|  |  | | | |
| 3 Investigate a local example of Australian art or culture | 3.1 | | Describe the significance of and locate the example | |
| 3.2 | | Describe the ***key characteristics*** of the example | |
| 3.3 | | Explain reasons for selection and give an opinion of the example | |
|  |  | |  | |
| 4 Describe the features of an Australian film | 4.1 | | Identify the title, creators and key participants | |
| 4.2 | | State the historical setting and location of the film | |
| 4.3 | | List the key events | |
| 4.4 | | Identify any significant issues or themes | |
| 4.5 | | Apply a range of strategies to critically analyse the film | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * knowledge of a range of vocabulary related to arts and culture including some specialised vocabulary to support comprehension * knowledge of techniques used by writers to convey meaning and achieve purpose * understanding that a text reflects an author’s culture, experiences and value system   Required Skills:   * problem solving skills to: * locate and gather information about Australian art and culture * select and apply reading strategies to interpret and analyse texts about Australian art and culture * apply critical analysis skills to interpret information * assess relevance of texts to own purposes and needs * oral communication skills to discuss features and content of information to establish relevance and effectiveness | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Visual arts*** may include: | | * painting * drawing * print making * textile / craft work * ceramics * sculpture * photography | | |
|  | | | | |
| ***Historical background*** may include: | | * major movements or periods: * Indigenous * colonial * impressionist | | |
|  | | | | |
| ***Artist’s work*** may include: | | * location and time work was created * main techniques * influences * themes and intentions * colour and materials used * size and nature of the work * relevant personal attributes | | |
|  | | | | |
| ‘***Australian’ Englishes*** may include: | | * Standard Australian English * slang / colloquialisms * indigenous Australian languages * regional differences * vocabulary items (compared with US or British English) | | |
|  | | | | |
| ***Icons*** may include: | | * people for example sports people, scientists * objects * buildings * songs * pictures / paintings * food | | |
|  | |  | | |
| ***Key elements*** may include: | | * music, dance and song * religious practices * sport | | |
|  | |  | | |
| ***Key characteristics*** may include: | | * visual – colour / size / shape / material * performance – participants / costumes / where performed | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * locate and interpret information on visual arts and Australian cultural identity * respond to local art and culture * interpret and respond to Australian film | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * access to sources of information about Australian art and culture * computer hardware/software and internet access as appropriate | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner interpreting information in, and making meaning of information related to Australian art and culture * oral or written questioning to assess learner’s knowledge of features of Australian art and culture * paper based or e-portfolio of information of examples of Australian art and culture | | |

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| --- | --- | --- | --- | --- |
| Unit Code | VU21369 | | | |
| Unit Title | Investigate Indigenous history | | | |
| Unit Descriptor | This unit describes the skills and knowledge to investigate and become familiar with the political and social history of Indigenous Australia from pre-history to the present day. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to develop their general knowledge of the history of Indigenous Australia and as a means of developing their literacy and numeracy skills  Where application is as part of the Certificate II in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of the Core Skills units *VU21356 Engage with a range of texts of complex texts for learning purposes* and *VU21360 Create a range of complex texts of for learning purposes*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Describe Indigenous Australia prior to European settlement | 1.1 | | Outline the ***physical and environmental features*** of Australia | |
| 1.2 | | Outline ***the main characteristics*** ***of Indigenous Australians’ life*** before settlement | |
| 1.3 | | Identify key features of indigenous art and culture | |
|  |  | | | |
| 2 Describe the roles of European settlers and Indigenous Australians in the 18th and 19th centuries | 2.1 | | | Identify the key ***causes of conflict*** between European settlers and Indigenous people |
| 2.2 | | | Outline the ***impact*** of settlement on Indigenous people |
|  |  | | | |
| 3 Describe the key features of recent Indigenous Australian history | 3.1 | | Identify ***key events******in recent Indigenous history*** | |
| 3.2 | | Identify the impact of key events on Indigenous people and the broader Australian community where relevant | |
|  |  | | | |
| 4 Investigate a key issue or an Indigenous Identity in present day Australia | 4.1 | | Select the ***issue or Identity*** | |
| 4.2 | | Identify the impact of the issue or identity on Indigenous Australia and / or the broader Australian community | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * a range of vocabulary including some specialised vocabulary to support comprehension * techniques used by writers to convey meaning and achieve purpose * sources of information about Indigenous history * understanding that a text reflects an author’s culture, experiences and value system   Required Skills:   * problem solving skills to: * locate and gather information about Indigenous history * select and apply reading strategies to interpret and analyse texts about Indigenous history * apply critical analysis skills to interpret information * assess relevance of texts to own purposes and needs * oral communication skills to discuss features and content of information to establish relevance and effectiveness | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Physical and environmental features*** may include: | | * land use * animal and plant life | | |
|  | | | | |
| ***Main characteristics of Indigenous Australians’ life*** may include | | * location: * coastal * inland * kinship groups * language groups * traditions such as story telling * environmental management * mobility | | |
|  | | | | |
| ***Causes of conflict*** may include: | | * attitude to the land: * land as mother * the concept of ‘terra nullius’ * colonialism / imperialism * religious and cultural differences | | |
|  | | | | |
| ***Impac***t may include: | | * genocide through war, disease, language loss * loss of food sources * cultural loss * Government policy such as the stolen generation | | |
|  | | | | |
| ***Key events*** may include: | | * genocide * missions and reserves * assimilation policy * stolen generations * deaths in custody * 1967 referendum and its impact * land rights / tent embassy / aboriginal flag * Mabo / native title * community control * intervention strategy | | |
|  | |  | | |
| ***Issue or Identity*** may include: | | * rural / metropolitan / remote Indigenous community perspectives * issue: * the Indigenous voice in Australian politics and Indigenous policy initiatives * place of Indigenous culture in contemporary Australian society * the rising middle class * access to education and business * identity: * leader * academic * artist / film maker / actor * sports person | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * source information on Indigenous history, culture and issues * interpret information on Indigenous history, culture and issues | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * sources of information about Indigenous history and culture * people in the community, guest speakers * computer hardware/software and internet access as appropriate | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner interpreting and making meaning of information related to Indigenous history and culture * oral or written questioning to assess learner’s knowledge of sources of information about indigenous history * paper based or e-portfolio of information on Indigenous issues | | |

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| Unit Code | VU21342 | | | |
| Unit Title | Undertake a simple investigation of science in the community | | | |
| Unit Descriptor | This unit describes the skills and knowledge to undertake a simple research project on a scientific issue and its impact on an individual or the community. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Select a scientific issue | 1.1 | | Identify an ***issue******of scientific research or development*** | |
| 1.2 | | Identify the ***scientific basis*** of the issue | |
| 1.3 | | Determine the ***general effects*** of the issue | |
|  |  | | | |
| 2 Investigate the scientific issue | 2.1 | | | Develop a ***plan*** to investigate the scientific issue in consultation with a ***relevant person*** |
| 2.2 | | | Select appropriate ***investigation methods*** in consultation with a relevant person |
| 2.3 | | | Follow the plan and identify the ***impact*** of the issue |
| 2.4 | | | Record the results of the investigation using ***appropriate scientific terminology*** |
|  |  | | | |
| 3 Report on the investigation | 3.1 | | ***Present*** the findings of the investigation | |
| 3.2 | | Discuss the impact of the issue on an individual or the community | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * meaning making strategies * scientific terminology to enable information and ideas to be expressed verbally and in writing   Required Skills:   * planning and organising skills to develop and follow a plan * literacy skills to: * identify the main idea and key and supporting information in texts * record findings * communication skills to: * develop a plan and identify appropriate investigation methods with a relevant person * discuss the impact of the scientific issue under investigation | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Issue******of scientific research or development*** may include: | | * an area that has a scientific basis which has generated new knowledge: * environmental such as sewerage systems, strategies for environmentally sound recycling of organic wastes, traffic/pollution management * industrial such as manual handling practices to promote safety, fatigue management * personal such as health, such as improvements in asthma treatment or hygiene practices in the home and work place, sport * principles of science such as conservation, achievement of equilibrium/balance, transfer and transformation of energy, levers/inclined plane applied to simple machines/toys * applications of science: * technology such as telephone, electric light, new water saving shower heads, calculators * substance such as medicinal drugs, catalysts in industry * processes such as water management in the community, water purification, waste management * a scientific interest that has affected an outcome(s) at a personal, community or society level: * genetic engineering * space program * drug testing on animals and /or humans * the latest transplant technologies * knowledge of force and lifting resulting in machines for lifting humans and objects * medicine and the germ theory of disease leading to hygiene practices * stem cell research * impact of diet on overall health and well being * renewable energy sources / impact of fossil fuels | | |
|  | | | | |
| ***Scientific basis*** may include: | | * physics, astronomy, chemistry, biochemistry, virology, biology, archaeology, environment, geology and meteorology * a combination of areas of science in an application such as biological and psychological understanding applied to the care to animals in zoos or parks | | |
|  | | | | |
| ***General effects*** may include: | | * benefits/improvements * disadvantages/harm | | |
|  | | | | |
| ***Plan*** may include: | | * instructions to set up investigations: * required supervision * individual or team-based activities * OHS / WHSrequirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
|  | | | | |
| ***Relevant person*** may include: | | * supervisor * mentor / teacher * team members | | |
|  | | | | |
| ***Investigation methods*** may include: | | * observation * interview * collection of data or evidence | | |
|  | | | | |
| ***Impact*** may include: | | * physical and/or psychological benefits or damages * changes in lifestyle * financial gains/costs for individuals and the community * ethical issues | | |
|  | | | | |
| ***Appropriate scientific terminology*** may include: | | * language of scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field or activity report, laboratory report * appropriate terms such as cells, atomic, nuclear, solar heredity, genetic, energy, ergonomic | | |
|  | | | | |
| ***Present*** may include: | | * using everyday language and some scientific language to talk, write or present informal or formal reports * using diagrams, graphics or photographs * identifying or commenting on conclusions in the information | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * plan and conduct a simple investigation of a scientific issue and its impact on an individual or the wider community, and report on the outcomes using appropriate scientific terminology | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * computers and the internet where appropriate * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner undertaking a scientific investigation * portfolio showing evidence of: * a plan and its development * research and findings | | |

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| Unit Code | VU21343 | | | |
| Unit Title | Undertake a simple investigation of health and well being | | | |
| Unit Descriptor | This unit describes the skills and knowledge to undertake a simple research project on an issue related to health and well being. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Select a health and well being issue | 1.1 | | Identify an ***issue*** which has an effect on health and well being | |
| 1.2 | | Identify the ***body systems*** and the ***functions*** which could be affected by the issue | |
| 1.3 | | Outline the ***general effects of the issue*** | |
|  |  | | | |
| 2 Investigate the health and well being issue | 2.1 | | | Develop a ***plan*** to investigate the health and well being issue in consultation with a ***relevant person*** |
| 2.2 | | | Select appropriate ***investigation methods*** in consultation with a relevant person |
| 2.3 | | Follow the plan and identify the ***impact*** of the issue | |
| 2.4 | | Record the results of the investigation using ***appropriate scientific terminology*** | |
|  |  | | | |
| 3 Report on the investigation | 3.1 | | ***Present*** the findings of the investigation | |
| 3.2 | | Discuss the impact of the issue on an individual or the community | |
|  | | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * meaning making strategies * scientific terminology to enable information and ideas to be expressed verbally and in writing   Required Skills:   * planning and organising skills to develop and follow a plan * literacy skills to: * identify the main idea and key and supporting information in texts * record findings * communication skills to: * develop a plan and identify appropriate investigation methods with a relevant person * discuss the impact of the health and well being issue under investigation | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Issue*** may include: | | * different types of human diets including their impact on characteristics such as blood pressure, weight, energy levels, teeth * function of the blood bank including processes, uses for blood and parts of blood, social and religious issues raised in the use of blood * importance of the pulse in Western medicine, alternative medicine, Eastern medicine * sun sense and skin cancer * genetically modified food | | |
|  | | | | |
| ***Body systems*** may include: | | * the main body systems: * circulatory, respiratory, digestive, skeletal, urinary, nervous, muscular reproductive, endocrine, immune (lymph) and integumentary (skin) * individual groupings such as the five senses | | |
|  | | | | |
| ***Functions*** may include: | | * circulatory–transport nutrients to and waste products away from each cell * skeletal–to support the body and bone marrow supplies blood and lymph cells | | |
|  | | | | |
| ***General effects of the issue*** may include: | | * benefits/improvements * disadvantages/harm | | |
|  | | | | |
| ***Plan*** may include: | | * instructions to set up investigations: * required supervision * individual or team-based activities * OHS / WHS requirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
|  | |  | | |
| ***Relevant person*** may include: | | * supervisor * mentor / teacher * team members | | |
|  | | | | |
| ***Investigation methods*** may include: | | * observation * interview * collection of data or evidence | | |
|  | | | | |
| ***Impact*** may include: | | * an aspect of the human body from the cellular level, tissue level, organ or system level or the organism level * bone marrow and its role in a healthy and/or unhealthy body, such as cancer * the pulse and factors that influence pulse rate * knowledge of nutrient quality of foods available * access to assistance through specialists and /or agencies * environmental factors such as sunlight, length of day, allergens * life situations such as housing, hygiene, facilities * attitude, fears, anxiety, anger management, emotional responses * key structure and function of the brain * biological rhythms: sleep, drugs, consciousness * memory, cognition, perception, sensation, emotions, stress, coping mechanisms, motivation, temperaments, traits * conditioning, sensitisation, hypnosis, humanism * impact of illness on self image | | |
|  | | | | |
| ***Appropriate scientific terminology*** may include: | | * digestion, food groups, carbohydrates, protein, oils, vitamins, minerals, nutrients, carcinogens, additives * cellular level: living things composed of cells * tissue level: cells organised into tissues; skin, lining of digestive and reproductive tract; blood as oxygen and nutrient carrier , adipose tissue * organ and system level: heart, lungs, pulse rate, blood pressure, skin colour and texture, body odour, teeth, smell, hearing, taste, nails, appetite, thirst * organism level: healthy food pyramid; variety of food sources and diets; stress and distress; housing, shelter; exercise; hygiene, clean environment; energy needs of the living body to maintain adequate health | | |
|  | | | | |
| ***Present*** may include: | | * using everyday language and some scientific language to talk, write or present informal or formal reports * using diagrams, graphics or photographs * identifying or commenting on conclusions in the information | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * plan and conduct a simple investigation of a health and well being issue, and report on the outcomes using appropriate scientific terminology | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * computers and the internet where appropriate * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner undertaking a scientific investigation related to health and well being * portfolio showing evidence of: * a plan and its development * research and findings | | |

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| Unit Code | VU21344 | | | |
| Unit Title | Undertake a simple investigation of an environmental issue | | | |
| Unit Descriptor | This unit describes the skills and knowledge to undertake a simple investigation of an environmental issue | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Select an environmental issue | 1.1 | | Identify an ***environmental issue*** | |
| 1.2 | | Identify the ***key scientific aspects*** of the issue | |
|  |  | | | |
| 2 Investigate the environmental issue | 2.1 | | | Develop a ***plan*** to investigate the environmental issue in consultation with a ***relevant person*** |
| 2.2 | | | Select appropriate ***investigation methods*** in consultation with a relevant person |
| 2.3 | | | Follow the plan and identify the ***impact*** of the issue |
| 2.4 | | | Record the results of the investigation using ***appropriate scientific terminology*** |
|  |  | | | |
| 3 Report on the investigation | 3.1 | | ***Present*** the findings of the investigation | |
| 3.2 | | Discuss the impact of the issue on an individual or the community | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * meaning making strategies * scientific terminology to enable information and ideas to be expressed verbally and in writing   Required Skills:   * planning and organising skills to develop and follow a plan * literacy skills to: * identify the main idea and key and supporting information in texts * record findings * communication skills to: * develop a plan and identify appropriate investigation methods with a relevant person * discuss the impact of the environmental issue under investigation | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Environmental issue*** may include: | | * protecting the environment and identifying the arguments involved such as water conservation and drought * negative effects on the environment that have occurred as a result of human intervention, air pollution/petrol consumption | | |
|  | | | | |
| ***Key scientific aspects*** may include: | | * the atmosphere and how it protects the earth, its structure and composition; its effect on living things such as the ozone layer; oxygen and carbon dioxide, water cycles * response of plants to light, water or nutrients in the soil * domestic use of water including an examination of the purpose and importance of water * the water cycle * global warming | | |
|  | | | | |
| ***Plan*** may include: | | * instructions to set up investigations: * required supervision * individual or team-based activities * OHS / WHS requirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
|  | | | | |
| ***Relevant person*** may include: | | * supervisor * mentor / teacher * team members | | |
|  | | | | |
| ***Investigation methods*** may include: | | * observation * interview * collection of data or evidence | | |
|  | | | | |
| ***Impact*** may include: | | * positive and negative effects of human interaction with the environment and human intervention | | |
|  | | | | |
| ***Appropriate scientific terminology*** may include: | | * scientific reporting format such as aim, method, observations and result, discussion and conclusion * terminology relating to food, water, warmth, light, air, homes, habitat, other organisms | | |
|  | | | | |
| ***Present*** may include: | | * using everyday language and some scientific language to talk, write or present informal or formal reports * using diagrams, graphics or photographs * identifying or commenting on conclusions in the information | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * plan and conduct a simple investigation of a health and well being issue, and report on the outcomes using appropriate scientific terminology | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * computers and the internet where appropriate * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner undertaking a scientific investigation related to the environment * portfolio showing evidence of: * a plan and its development * research and findings | | |

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| Unit Code | VU21345 | | | |
| Unit Title | Undertake a simple investigation of physical behaviour of energy and matter | | | |
| Unit Descriptor | This unit describes the skills and knowledge to undertake a simple scientific investigation related to relationships and factors that affect the physical behaviour of solids, liquids and gases | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify the physical behaviour and energy and matter | 1.1 | | Identify and measure a limited range of ***forms of energy*** | |
| 1.2 | | Select a ***factor*** which affects the physical behaviour of solids, liquids and gases for investigation | |
|  |  | | | |
| 2 Examine the physical | 2.1 | | | Develop a ***plan*** to conduct ***simple experiments*** on the physical behaviour of energy and matter in consultationwith a ***relevant******person*** |
| 2.2 | | | Conduct simple experimentson the physical behaviour of energy and matter are conducted |
|  |  | | | |
| 3 Report on the investigation | 3.1 | | ***Present*** the findings of the experiments | |
| 3.2 | | Discuss the findingsof the experiments using ***appropriate scientific terminology*** | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * meaning making strategies * scientific terminology to enable information and ideas to be expressed verbally and in writing   Required Skills:   * planning and organising skills to develop and follow a plan * literacy skills to: * identify the main idea and key and supporting information in texts * record findings * communication skills to: * develop a plan and identify appropriate investigation methods with a relevant person * discuss findings of the experiments | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Forms of energy*** may include: | | * those used in everyday life: * heat / light * sound * electricity * motion | | |
|  | | | | |
| ***Factor*** may include: | | * how we gain energy from wind, sun, water, geothermal, nuclear, fossil fuel * behaviour of matter such as air, water, wood, metal, glass, paper under similar conditions, for example when heated, when hit or when contained * physical or mechanical forces, attraction and repulsion; static electricity, gravity and how things fall * sound energy | | |
|  | | | | |
| ***Plan*** may include: | | * instructions to set up investigations: * required supervision * individual or team-based activities * OHS / WHS requirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
|  | | | | |
| ***Simple experiments*** may include: | | * tracing the path of energy changes when making a cup of tea * investigating friction by measuring and comparing the different times taken by a toy car to roll down first a smooth slope, and then a rough slope * investigating the forces that act on an object as it moves through the air and design a parachute and paper plane that harness these forces * describing lightning, include why it can be dangerous and some safe practices during thunder storms * describing a wind farm and energy changes and transfers * building a working torch that can be switched on and off * making a simple musical instrument that produces at least two sounds and describe the principles involved | | |
|  | | | | |
| ***Relevant******person*** may include: | | * supervisor * mentor / teacher * team members | | |
|  | | | | |
| ***Present*** may include: | | * using everyday language and some scientific language to talk, write or present informal or formal reports about science and society * using diagrams, graphics or photographs * identifying or commenting on conclusions in the information | | |
|  | | | | |
| ***Appropriate scientific terminology*** may include: | | * scientific reporting format such as aim, method, observations and result, discussion and conclusion * vocabulary such as energy, motion, heat, states of matter, hard, soft, malleable, conduct, insulate, steam, ice, boil, freeze, vaporise, atoms, bonds | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * plan and conduct simple experiments to identify factors that affect the behaviour of energy and matter in everyday life, and report on the outcomes using appropriate scientific terminology | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * computers and the internet where appropriate * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner conducting simple experiments to identify factors that affect the behaviour of energy and matter in everyday life * portfolio showing evidence of: * a plan and its development * findings * group discussion to assess the ability to discuss findings using appropriate terminology | | |

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| Unit Code | VU21346 | | | |
| Unit Title | Undertake a simple investigation of chemical behaviour of matter | | | |
| Unit Descriptor | This unit describes the skills and knowledge to undertake a simple research project on relationships and factors that affect the chemical behaviour of matter | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify common chemicals and processes | 1.1 | | Identify a limited range of ***common chemicals*** | |
| 1.2 | | Identify the ***classification*** of thecommon chemicals | |
| 1.3 | | Identify common***chemical processes and changes*** | |
| 1.4 | | Select ***common substances*** for investigation | |
|  |  | | | |
| 2 Examine chemical behaviour | 2.1 | | | Develop a ***plan*** to conduct ***simple experiments*** to investigate the chemical behaviour of common substances in consultation with a ***relevant person*** |
| 2.2 | | | Conduct simple experimentsto investigate chemical behaviour ofcommon substances |
| 2.3 | | | Record the results of the experiments using ***appropriate scientific terminology*** |
|  |  | | | |
| 3 Report on the investigation | 3.1 | | ***Present*** the findings of the experiments | |
| 3.2 | | Discuss the findingsof the experiments usingappropriate scientific terminology | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * meaning making strategies * scientific terminology to enable information and ideas to be expressed verbally and in writing   Required Skills:   * planning and organising skills to develop and follow a plan * literacy skills to: * identify the main idea and key and supporting information in texts * record findings * communication skills to: * develop a plan and identify appropriate investigation methods with a relevant person * discuss findings of the experiments | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Common chemicals*** may include: | | * chemicals normally found in the home | | |
|  | | | | |
| ***Classification*** may include: | | * salts * acids * alkalines | | |
|  | | | | |
| ***Chemical processes and changes*** may include: | | * boiling, evaporation, filtering, condensing, fermentation, combustion, freezing, caramelising, crystallisation, mixing | | |
|  | | | | |
| ***Common substances*** may include: | | * solid * liquid * gas | | |
|  | | | | |
| ***Plan*** may include: | | * instructions to set up investigations: * required supervision * individual or team-based activities * OHS /WHS requirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
|  | | | | |
| ***Simple experiments*** may include: | | * comparing observable physical properties of common substances * building a simple rocket powered by a chemical reaction produced when vinegar and baking powder are combined * designing and conducting a procedure to obtain pure water and salt crystals from a sample of seawater * using cabbage juice to test pH of substances * using a CSIRO soil kit to test pH of soil * relating simple procedures to prepare and separate mixtures which could include evaporation, boiling, filtering, centrifuging, chromatography, condensation * investigating and describing chemical changes that occur when some everyday chemicals are mixed such as baking soda and vinegar * identifying characteristics of physical change including change of state, mixing (not reacting) and reversibility * identifying chemical change by observing the presence of new substances during reactions such as fermentation, bread making with yeast * growing crystals * demonstrating the difficulty of reversing a chemical change compared to reversing a physical change * describing physical and chemical changes in substances that are encountered in everyday life such as combustion, caramelising, rusting of metals * using temperature to change the rate of reaction – fast and slow reactions | | |
|  | | | | |
| ***Relevant person*** may include: | | * supervisor * mentor / teacher * team members | | |
|  | | | | |
| ***Appropriate scientific terminology*** may include: | | * scientific reporting format such as aim, method, observations and result, discussion and conclusion * terminology such as dissolve, solution, element, compound, mixture, atom, chemical, reaction, boiling point, freezing point, evaporate, condense, heat, acid, base | | |
|  | | | | |
| ***Present*** may include: | | * using everyday language and some scientific language to talk, write or present informal or formal reports about science and society * using diagrams, graphics or photographs * identifying or commenting on conclusions in the information | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify and classify common chemicals * plan and conduct a simple investigation into the effects of chemical processes or changes, and report on the outcomes using appropriate scientific terminology | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * computers and the internet where appropriate * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner conducting simple experiments to determine the effects of chemical processes or changes * portfolio showing evidence of: * a plan and its development * findings * group discussion to assess the ability to discuss findings using appropriate terminology * oral or written questioning to assess the ability to classify common chemicals | | |

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| Unit Code | VU21347 | | | |
| Unit Title | Undertake a simple investigation of how the earth, moon and sun interact | | | |
| Unit Descriptor | This unit describes the skills and knowledge to undertake a simple research project on the effects of the interaction between the earth, moon and sun. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Plan an investigation of the interaction between the earth, moon and sun | 1.1 | | Identify the ***general effects*** of the ***interaction*** between the earth, moon and sun | |
| 1.2 | | Develop a ***plan*** to conduct ***simple experiments***to investigate the effects of theinteractionbetween the earth, moon and sun in consultation with a ***relevant person*** | |
|  |  | | | |
| 2 Examine the interaction between the earth, moon and sun | 2.1 | | | Conduct simple experiments to investigate the effects of the interaction between the earth, moon and sun |
| 2.2 | | | Record the results of the investigation using ***appropriate scientific terminology*** |
|  |  | | | |
| 3 Report on the investigation | 3.1 | | ***Present*** the findingsof the investigations | |
| 3.2 | | Discuss thefindingsof the investigations usingappropriate scientific terminology | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * meaning making strategies * scientific terminology to enable information and ideas to be expressed verbally and in writing   Required Skills:   * planning and organising skills to develop and follow a plan * literacy skills to: * identify the main idea and key and supporting information in texts * record findings * communication skills to: * develop a plan and identify appropriate investigation methods with a relevant person * discuss findings of the experiments | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***General effects*** may include: | | * seasons: summer, winter, spring, autumn, wet, dry, monsoonal * tides * the day/night cycle * time and the process of measuring and recording time * the atmosphere | | |
|  | | | | |
| ***Interaction*** refers to: | | * the relative positions of the earth, moon and sun and the effects that the earth moon and sun have on each other | | |
|  | | | | |
| ***Plan*** may include: | | * instructions to set up investigations: * required supervision * individual or team-based activities * OHS / WHS requirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
|  | | | | |
| ***Simple experiments*** may include: | | * making a scale model of the solar system * study of time pieces including water clocks, sand clocks, candle clocks, pendulum clocks, watches, calendars * model or role play of the relative actions of the earth sun and moon * making a sundial * investigating features of the atmosphere by describing an imaginary trip in a weather balloon * model eclipses * investigating the formation and activity of volcanoes * investigating whether the length of daylight in winter is the same for different places in Australia * preparing a timeline of the history of ideas about earth’s place in the solar system and universe * describing different methods for keeping track of time through human history * comparing the description and importance of the seasons by indigenous Australians and non-indigenous Australians | | |
|  | | | | |
| ***Relevant person*** may include: | | * supervisor * mentor / teacher * team members | | |
|  | | | | |
| ***Appropriate scientific terminology*** may include: | | * scientific reporting format such as aim, method, observations and result, discussion and conclusion * vocabulary such as day, year, seasons, solar system, planet, satellite, moon, gaseous, terrestrial, orbit, rotation; revolution, ocean, continents, islands, coral atolls, mountains, biosphere, atmosphere | | |
|  | | | | |
| ***Present*** may include: | | * using everyday language and some scientific language to talk, write or present informal or formal reports about science and society * using diagrams, graphics or photographs * identifying or commenting on conclusions in the information | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * plan and conduct a simple investigation into the effects of the interaction between the earth, moon and sun, and report on the outcomes using appropriate scientific terminology | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * computers and the internet where appropriate * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner conducting simple experiments to identify the effects of the interaction between the earth, moon and sun * portfolio showing evidence of: * a plan and its development * findings * group discussion to assess the ability to discuss findings using appropriate terminology | | |

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| Unit Code | VU21348 | | | |
| Unit Title | Undertake a simple investigation of factors for continuity of life | | | |
| Unit Descriptor | This unit describes the skills and knowledge to undertake a simple research project on the conditions and the processes required for life and its continuation. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Plan a simple scientific observation of a living entity | 1.1 | | Select a ***subject*** for observation in consultation with a ***relevant person*** | |
| 1.2 | | Develop a ***plan*** to investigate the ***conditions and processes required******for survival***of the subject in consultation witharelevant person | |
|  |  | | | |
| 2 Conduct a simple scientific observation of a living entity | 2.1 | | | Observe and record the ***characteristics of the subject*** that allow it to survive using ***appropriate scientific******terminology*** |
| 2.2 | | | Observe and record theconditions required for survival of thesubjectusingappropriate scientific terminology |
| 2.3 | | | Record the ***key stages of the life cycle*** of the subjectusingappropriate scientific terminology |
|  |  | | | |
| 3 Report on the scientific bases of the living entity | 3.1 | | ***Present*** thefindingsof the observation | |
| 3.2 | | Describe the ***scientific bases*** of processes required for continuationof life of the subject usingappropriate scientific terminology | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * meaning making strategies * scientific terminology to enable information and ideas to be expressed verbally and in writing   Required Skills:   * planning and organising skills to develop and follow a plan * literacy skills to: * identify the main idea and key and supporting information in texts * record findings * communication skills to: * develop a plan and identify appropriate investigation methods with a relevant person * discuss findings of the experiments | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Subject*** may include: | | * investigating inherited characteristics or conditions * investigating the process of breeding pedigree animals * identifying common genetically determined features (phenotypes) among the class members * identifying how diseases can affect the continuation of life * nutrients needed by living things in order to survive * reproductive parts of a plant or animal * comparing different water samples * investigating the life cycle of: * plants * dinosaurs * human beings * domestic or farm animals * insects * fossils * planted seeds * investigating life in a puddle * interdependent relationships between living things * food chains | | |
|  | | | | |
| ***Relevant person*** may include: | | * supervisor * mentor / teacher * team members | | |
|  | | | | |
| ***Plan*** may include: | | * instructions to set up investigations: * required supervision * individual or team-based activities * OHS requirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
|  | | | | |
| ***Conditions and processes required******for survival*** may include: | | * conditions or factors of habitats that help living things to survive * biotic factors (weather conditions, availability of water) that help living things to survive * biotic factors (predators, availability of food, competitors, disease) that help living things to survive * temperature, solar radiation, water, atmosphere, oxygen, nitrogen, carbon dioxide, soil, minerals | | |
|  | | | | |
| ***Characteristics of the subject*** may include: | | * nutrients needed in order to survive * reproductive parts * genetic make-up | | |
|  | | | | |
| ***Appropriate scientific******terminology*** may include: | | * scientific reporting format such as aim, method, observations and result, discussion and conclusion * terminology such as: living, non-living, dead, recycle, reproduce, inherit, evolve, habitat, ecosystem, fossil, producer, consumer, decomposer, food web, pollution, environment, biological control, diversity | | |
|  | | | | |
| ***Key stages of the life cycle*** may include: | | * birth * reproduction * death | | |
|  | | | | |
| ***Present*** may include: | | * using everyday language and some scientific language to talk, write or present informal or formal reports about science and society * using diagrams, graphics or photographs * identifying or commenting on conclusions in the information | | |
|  | | | | |
| ***Scientific bases*** may include: | | * simple explanations of precipitation, infiltration, evaporation, transpiration, condensation * how fossils are used to understand past life * reproduction and its role in plants and animals * processes of reproduction in a flowering plant or in a placental mammal * description of the process of fossil development and what a fossil represents * a family tree with appropriate symbols and terminology * decomposers | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * plan and conduct a simple investigation into the conditions and the processes required for life and its continuation, and report on the outcomes using appropriate scientific terminology | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * computers and the internet where appropriate * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of the learner conducting and recording a simple scientific observation of a living entity * portfolio showing evidence of: * a plan and its development * findings * oral or written questioning to assess the ability to identify the scientific basesof processes required for continuationof life of the subject and to usescientific terminology | | |

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| Unit Code | VU21349 | | | |
| Unit Title | Identify the Australian electoral system | | | |
| Unit Descriptor | This unit describes the skills and knowledge to develop familiarity with the Australian system of government and provides the knowledge and skills required by an Australian citizen to participate in the electoral process. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to develop their general knowledge to enable them to participate in the Australian electoral system and as a means of developing their literacy and numeracy skills  Where application is as part of the Certificate I in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of Core Skills reading units *VU21325 Engage with texts of limited complexity for personal purposes* or *VU21328 Engage with texts of limited complexity to participate in the community*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Describe the system of government in Australia | 1.1 | | Identify the levels of government in Australia | |
| 1.2 | | Outline the role of each level of government | |
| 1.3 | | Identify the ***key players*** in federal, state and local government | |
|  |  | | | |
| 2 Describe the election process in Australia | 2.1 | | | Outline the key ***steps taken in the election process*** |
| 2.2 | | | Outline the main features of the ***Australian voting system*** |
| 2.3 | | | Locate a range of information provided in ***election material*** |
|  |  | | | |
| 3 Describe the electoral rights and responsibilities of residents and citizens of Australia | 3.1 | | Identify the advantages of participating in the electoral system | |
| 3.2 | | Identify the ***requirements to participate*** in an election in Australia | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * specialised vocabulary related to elections and election processes * understands that texts have different audiences and different purposes   Required skills:   * problem solving skills to interpret basic structural conventions of text such as: * chronological sequencing of events, identification followed by description * problem solving skills to draw on a range of de-coding and meaning-making strategies to make sense of text * oral communication skills to convey information about text including an opinion about its effectiveness | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Key players*** may include: | | * members of parliament * governor general * prime minister / state premiers * mayor * councillors | | |
|  | | | | |
| ***Steps taken in the election process*** may include: | | * calling the election * election campaign * voting * counting the votes/preferences * declaration or results | | |
|  | | | | |
| ***Australian voting system*** may include: | | * preferential voting * proportional representation * secret ballot * compulsory voting | | |
|  | | | | |
| ***Election material*** may include: | | * candidate campaign information * newspaper articles * television/radio reports * how to vote cards * ballot papers | | |
|  | | | | |
| ***Requirements to participate*** include: | | * age requirements * citizenship requirements * electoral enrolment | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * interpret information on systems of Australian government * interpret information on election processes * interpret information on electoral rights and responsibilities of Australian citizens | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * sources of information about the Australian electoral system * computer hardware/software and internet access as appropriate | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner interpreting information in, and making meaning of information related to the Australian electoral system * oral or written questioning to assess knowledge of the levels of government | | |

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| --- | --- | --- | --- | --- |
| Unit Code | VU21350 | | | |
| Unit Title | Investigate the legal system | | | |
| Unit Descriptor | This unit describes the skills and knowledge to become familiar with the Australian legal system and the ways in which it can be accessed. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to develop their general knowledge of the legal system and their literacy and numeracy skills.  Where application is as part of the Certificate I in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills reading units *VU21325 Engage with texts of limited complexity for personal purposes* or *VU21328 Engage with texts of limited complexity to participate in the community*. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Describe the main features of the Australian legal system | 1.1 | | Identify the main differences between civil and criminal law | |
| 1.2 | | Identify the rights and responsibilities of the police in Australia | |
| 1.3 | | Outline the main features of the ***court system*** and the role of each court | |
| 1.4 | | Identify methods of punishment in Australia | |
|  |  | | | |
| 2 Describe the process of accessing legal representation | 2.1 | | | Identify key features of the system of ***legal representation*** |
| 2.2 | | | Locate ***legal resources*** in the community |
| 2.3 | | | Identify the typical costs of accessing the legal system |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * specialised vocabulary related to features of the legal system * understands that texts have different audiences and different purposes   Required skills:   * problem solving skills to interpret basic structural conventions of text such as chronological sequencing of events, identification followed by description * problem solving skills to draw on a range of de-coding and meaning-making strategies to make sense of text * oral communication skills to convey and discuss information about the legal system | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Court system*** includes: | | * Supreme * High * Magistrate * County | | |
|  | | | | |  |
| ***Legal representation*** includes: | | * solicitor / barrister / queens counsel * judge and jury | | |
|  | | | | |
| ***Legal resources*** may include: | | * legal aid * solicitors * information about human rights and equal opportunity | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * source legal information including identifying sources of legal support in the community * interpret information on the processes of the courts and justice system | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * sources of information about aspects of the legal system * computer hardware/software and internet access as appropriate | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * direct observation of the learner interpreting information in, and making meaning of information related to the Australian legal system * portfolio of information on the Australian legal system sourced by the learner * verbal or written questioning to assess learner’s knowledge of the features of the legal system | | |

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| Unit Code | VU21351 | | |
| Unit Title | Investigate driving and owning a car | | |
| Unit Descriptor | This unit describes the skills and knowledge to develop familiarity with the requirements of driving a car in Australia and issues surrounding motor vehicle ownership. | | |
| Employability Skills | This unit contains employability skills. | | |
| Application of the Unit | This unit applies to learners wishing to develop their knowledge of basic requirements for driving in Australia and issues surrounding motor vehicle ownership.  Where application is as part of the Certificate I in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills reading unit *VU21325 Engage with texts of limited complexity for personal purposes*. | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | |
|  |  | | |
| 1 Describe the requirements for driving in Australia | 1.1 | | Identify the ***legal requirements*** for driving in Australia |
| 1.2 | | Identify road signs and signals |
| 1.3 | | Identify ***road requirements particular to the local area*** as appropriate |
| 1.4 | | Identify ways in which a driver may lose a licence |
|  |  | | |
| 2 Describe the process of buying a car | 2.1 | | Identify ***sources*** where cars can be purchased |
| 2.2 | | Identify the advantages and disadvantages of each source |
| 2.3 | | Identify some of the ***considerations*** when buying a car |
| 2.4 | | Identify the ***responsibilities*** of a car owner |
|  |  | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | |
| Required Knowledge:   * legal requirements for driving and owning a vehicle in Australia * specialised vocabulary related to purchasing and owning a car * understands that texts have different audiences and different purposes   Required Skills:   * literacy skills to read and interpret visual information such as road signs and symbols * problem solving skills to: * interpret basic structural conventions of text such as chronological sequencing of events, identification followed by description * draw on a range of de-coding and meaning-making strategies to make sense of text * oral communication skills to convey information about text including an opinion about its effectiveness | | | |
|  | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | |
| **Legal** **requirements** may include: | | * licences / status of International Licence / 0.05 / speeding * driving age * medical conditions * probationary periods * road laws | |
|  | | | |
| **Road requirements particular to the local area** may include: | | * toll roads and payment options * single lane bridges * unfenced roads and livestock * gates on rural roads * traffic free zones for special events | |
|  | | | |
| ***Sources*** may include: | | * used and new car retail outlets * car auctions * private sales * online car sales | |
|  | |  | |
| ***Considerations*** may include***:*** | | * available budget * new or second hand * size * model * securing loans | |
|  | | | |
| ***Responsibilities*** may include: | | * registration * roadworthiness * running costs | |
|  | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * source and interpret information on requirements for driving in Australia * interpret information about purchasing cars | |
|  | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to sources of information on legal requirements for driving and owning a vehicle in Australia * computer hardware/software and internet access as appropriate | |
|  | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of information on requirements for driving and owning a vehicle in Australia compiled by the learner * observation of the learner engaging with written information about owning a car * oral or written questioning to assess the learner’s knowledge of requirements for driving in Australia | |

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| Unit Code | VU21321 | | | |
| Unit Title | Identify major events in Australian history | | | |
| Unit Descriptor | This unit describes the skills and knowledge to develop familiarity with the major events in Australia’s political and social history | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to develop their knowledge and understanding of the historical Australian environment.  Where application is as part of the Certificate 1 in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of Core Skills reading unit *VU21300* *Engage with simple texts for learning purposes*  Where application is as part of the Certificate 1 in General Education for Adults it is recommended that application is integrated with the Core Skills reading unit *VU21326 Engage with texts of limited complexity for learning purposes.* | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Examine the coastal exploration of Australia prior to 1788 | 1.1 | | Identify the reasons for exploration of the coast of Australia | |
| 1.2 | | Identify the ***key players*** and their roles in the exploration | |
| 1.3 | | Identify the reasons for Britain’s decision to settle Australia | |
|  |  | | | |
| 2 Identify the role of convicts in the European settlement of Australia | 2.1 | | | Identify the main types of convicts |
| 2.2 | | | State the relationship between convicts and soldiers |
| 2.3 | | | Outline the key elements of convict life |
|  |  | | | |
| 3 Examine a significant period or event in Australian history | 3.1 | | Identify the ***period*** or ***event*** and its significance | |
| 3.2 | | Outline the ***key events*** | |
| 3.3 | | Identify the ***key participants*** | |
| 3.4 | | Outline some ***general features*** of life in Australia at the time | |
|  |  | | | |
| 4 Examine the major immigration patterns and their impact on Australia’s development | 4.1 | | Identify the key events in ***Australia’s immigration history*** | |
| 4.2 | | Identify the impact of each major immigration | |
| 4.3 | | Identify issues which have arisen as a result of immigration | |
| 4.4 | | Identify a ***personal immigration experience*** | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * reading strategies to engage with simple printed and / or digital texts * sources of information on Australian history   Required Skills:   * problem solving skills to determine the impact of migration on Australia * organisational skills to source and order sequential historical information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Key players*** may include: | | * Indigenous * French * English * Dutch * Chinese * Portuguese * Spanish | | |
|  | | | | |
| ***Period*** may include: | | * Pre-colonial * Colonial * Gold rush * Federation * Pre / post war * Modern day | | |
|  | | | | |
| ***Event*** may include: | | * Inland exploration * Eureka stockade * Wars such as Boer, WWI, WWII, Korea, Vietnam * overland telegraph / rabbit proof fence * the depression * Aboriginal voting rights / 1967 referendum * involvement in world sporting events such as the Olympics | | |
|  | | | | |
| ***General features*** may include: | | * social attitudes * political environment * economic environment | | |
|  | | | | |
| ***Australia’s immigration history*** may include: | | * Indigenous migrations * 19th Century convicts and settlers * 20th Century pre and post war, refugees * 21st Century refugees | | |
|  | | | | |
| ***Personal immigration experience*** may include: | | * autobiographical recount * biographical recount of a: * well known personality * family member, friend or community member | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * identify the key influences and participants in early exploration of Australia * identify the key periods and events in Australian history and major migratory patterns and their impacts on Australia | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to sources of information on Australian history at a literacy level appropriate for the learner | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of information on a key period or event in Australian history * oral or written account of a personal immigration experience * oral and / or written questioning to assess knowledge of the key influences on, periods in and impacts of migration to Australia | | |

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| Unit Code | VU21386 | | |
| Unit Title | Investigate current issues | | |
| Unit Descriptor | This unit describes the skills required to develop knowledge of national and international current affairs. | | |
| Employability Skills | This unit contains employability skills. | | |
| Application of the Unit | This unit applies to learners wishing to develop and broaden their knowledge of current national and international issues as a means of developing their literacy and numeracy skills.  Where application is as part of the Certificate II in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills reading and writing units *VU21356 Engage with a range of complex texts for learning purposes* and *VU21360 Create a range of complex texts for learning purposes*. | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | |
|  |  | | |
| 1 Describe a current issue of significance in Australia | 1.1 | | Select a ***current national issue*** |
| 1.2 | | Determine why the issue is of national significance |
| 1.3 | | Describe the ***main facts*** of the current national issue |
| 1.4 | | Analyse and evaluate different perspectives on the issue |
| 1.5 | | Discuss and present your opinion on the current issue |
|  |  | | |
| 2 Describe a current issue of international significance | 2.1 | | Select a ***current international issue*** |
| 2.2 | | Determine why the issue is of international significance |
| 2.3 | | Describe the main facts of the international issue |
| 2.4 | | Analyse and evaluate different perspectives on the issue |
| 2.5 | | Discuss and present your opinion on the current issue |
|  |  | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | |
| Required Knowledge:   * sources of information on current national and international issues * strategies including the ability to interpret and analyse a series of connected paragraphs * a range of vocabulary related to specific issues or areas including some specialised vocabulary to support comprehension * techniques used by writers to convey meaning and achieve purpose * understanding that a text reflects an author’s culture, experiences and value system   Required Skills:   * problem solving skills to: * select and apply reading strategies to interpret and analyse information about current issues * apply critical analysis skills to interpret and evaluate the effectiveness of information * assess relevance of texts to own purposes and needs * oral communication skills to discuss features and content of information to establish relevance and effectiveness to present an opinion * planning and organising skills to gather information about current national and international issues | | | |
|  | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | |
| ***Current national issues*** may include: | | * political issues for example, refugees, immigration policy * economic issues such as employment * environmental issues * education issues such as education funding | |
|  | |  | |
| ***Main facts*** may include: | | * key players * area, place, groups affected * reasons for the issue | |
|  | | | |
| ***Current issue of international significance*** may include: | | * political unrest * terrorism acts of violence * war * economic and environmental issues * natural disasters such as drought, earthquakes, floods | |
|  | | | |
|  | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * source, order and interpret and analyse information on current affairs | |
|  | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * access to sources of information on national and international current affairs * appropriate support allowing for full participation * computer hardware/software and internet access as appropriate | |
|  | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of information containing analysis of current affairs issues compiled by the learner * observation of the learner engaging with information on current affairs issues and presenting an opinion * oral or written questioning to assess the ability of the learner to interpret different perspectives of current affairs information | |

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| Unit Code | VU21368 | | | |
| Unit Title | Investigate the impact of a scientific issue on the community | | | |
| Unit Descriptor | This unit describes the skills and knowledge to use an evidence-based approach to investigate the impact of a scientific issue on the community. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Plan an investigation of a contemporary scientific issue | 1.1 | | Identify a ***scientific*** ***issue*** which has an ***impact*** on the community | |
| 1.2 | | Consider the ***context*** in which theissuehas contributed to society | |
| 1.3 | | Select ***investigation methods*** and confirm with a ***relevant person*** | |
| 1.4 | | Develop a ***plan*** to investigate theissueand confirmwith arelevant person | |
|  |  | | | |
| 2 Examine the relationship between the scientific issue and the community | 2.1 | | | Examine the impact of the issue on the community |
| 2.2 | | | Record the results of the investigation using ***appropriate scientific terminology*** |
|  |  | | | |
| 3 Report on the investigation | 3.1 | | ***Present*** the findingsof the investigation | |
| 3.2 | | Discuss the ***outcomes*** of the investigationusingappropriate scientific terminology | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * scientific terminology to enable information and ideas to be expressed verbally and in writing * meaning making strategies including the ability to interpret and analyse a series of connected paragraphs * sources of scientific information   Required Skills:   * communication skills to: * present findings * discuss the outcomes of investigations * problem solving skills to analyse: * scientific information * community impacts of scientific issues | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Scientific*** ***issue*** may include: | | * genetic engineering * genetically modified foods * space program * weapons research * drug testing on humans * transplant technologies * technological developments * medical developments * stem cell research, cloning, gene banks * environmental issues: weather patterns, drought, flood, greenhouse effect, global warming * recycling processes, deforestation, conservation * intensive farming practices and the impact on the land * interspecies transfer of viruses | | |
|  | | | | |
| ***Impact*** may include: | | * consequences relating to activity in the home: * using utensils to manage fire and heat food * using mechanical, electrical appliances * consumption of power, water and fossil fuels * waste disposal * using synthetics * social: * using mechanical, electrical appliances * using cars * consumption of power, water and fossil fuels * renewable energy sources * waste disposal * ethical: * birth control measures * animal testing * benefit or harm to person, specific groups in the community or society as a whole * changes in scientific understanding: * weapons research * medical transplants, drugs, skin grafts * genetics, cloning, stem cell research * carbon dioxide, greenhouse effect and temperature rises * technology and artificial intelligence * bio chemistry and immunisation * MRI decreasing dependence on X-rays | | |
|  | | | | |
| ***Context*** may include: | | * environmental: * sewerage systems * environmentally sound recycling of organic wastes * traffic/pollution management in large cities * industrial: * lifting practices to promote safety * robotics * hygiene practices in hospitals * personal: * improvements in health treatments * improvements in sporting equipment, techniques and training methods * principles of science: * conservation * achievement of equilibrium/balance * transfer and transformation of energy * levers/inclined plane applied to simple machines/toys * applications of science: * technology such as telecommunications, electricity, calculators, plastics * substance such as medicinal drugs, catalysts in industry * processes such as aqueduct systems, distillation, water purification, waste management * scientific inventions: * microscope * vaccination * refrigeration * chemicals derived from the distillation of crude oil * telecommunications * solar panels * photo enabled cellular phones | | |
|  | | | | |
| ***Investigation methods*** may include: | | * observation * interviews * collection of data or evidence * identifying the hypothesis behind the issue and testing undertaken * checking the reproducibility and range of applicability of the results such as do the results apply to all, many or few? * listening to guest speakers * searching the internet or reference books | | |
|  | | | | |
| ***Relevant person*** may include: | | * supervisor * mentor / teacher * team members | | |
|  | | | | |
| ***Plan*** may include: | | * instructions to set up investigations: * required supervision * individual or team-based activities * OHS requirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
|  | |  | | |
| ***Appropriate scientific terminology*** may include: | | * language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field or activity report, laboratory report * appropriate terminology for the area of science that is being researched and the use of relevant terms | | |
|  | | | | |
| ***Present*** may include: | | * using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports about science and society * identifying or commenting on conclusions in the information * the science involved * the people responsible for making decisions * the consequences of these decisions * whether the decision makers were prepared to face these issues * how they could be better prepared * an outline/timeline of the scientific research linking the issue’s history with current development * summarising, explaining and interpreting the impact on self, community or society * using diagrams, graphics or photographs | | |
|  | | | | |
| ***Outcomes*** may include: | | * summary of issues of key scientific importance * lessons learned * relevance of issue to daily lives | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use an evidence-based approach to plan and conduct an investigation into the impact of a scientific issue on the community * present a report on the outcomes of the investigation using appropriate scientific terminology | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * computers and the internet where appropriate to enable information to be researched * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of investigations undertaken: * according to a plan developed by the learner * including conclusion drawn on the impact of the scientific issue * group discussion to assess the ability to discuss findings using appropriate terminology | | |

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| Unit Code | VU21367 | | | |
| Unit Title | Investigate the characteristics of living things | | | |
| Unit Descriptor | This unit describes the skills and knowledge to use an evidence-based approach to classify and research the characteristics of living things. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify classification systems of living things | 1.1 | | Identify the ***main characteristics*** of living things | |
| 1.2 | | Research the ***scientific bases*** of characteristics of living things | |
| 1.3 | | Research the ***classification******systems*** for explaining the diversity of life | |
|  |  | | | |
| 2 Plan an investigation of characteristics of a subject | 2.1 | | | Select a ***subject*** for further ***investigation*** |
| 2.2 | | | Develop a ***plan*** to investigate the characteristicsofthesubject and confirm with a ***relevant person*** |
| 2.3 | | | Select a classification system and confirm with arelevant person |
|  |  | | | |
| 3 Investigate and classify the main characteristics of the subject | 3.1 | | Apply the classification system to the subject | |
| 3.2 | | Record the results of theinvestigationusing ***appropriate scientific terminology*** | |
|  |  | | | |
| 4 Report on the investigation | 4.1 | | ***Present*** thefindings of theinvestigation | |
| 4.2 | | Discuss thefindings of the investigationusingappropriate scientific terminology | |
|  | | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * scientific terminology to enable information and ideas to be expressed verbally and in writing * meaning making strategies including the ability to interpret and analyse a series of connected paragraphs * sources of scientific information   Required Skills:   * communication skills to: * present findings * discuss the outcomes of investigations * problem solving skills to analyse scientific information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Main characteristics*** may include: | | * living things are made up of cells with DNA * living things reproduce * living things grow * the main body systems: circulatory, respiratory, digestive, skeletal, urinary, nervous, muscular reproductive, endocrine, immune (lymph) and integumentary (skin) * major structural components of cells * organisational relationships between organs, tissues, cells and systems * interrelation of plants and animals * cellular level: cell wall, membrane, nuclear membrane, nucleus, DNA, chloroplasts * tissue level: cells organised into tissues such as bone, nervous (brain, sensory, responsive), muscle, skin * vascular systems in plants | | |
|  | | | | |
| ***Scientific bases*** may include: | | * using the characteristic of reproduction to compare and contrast bacterium and virus commenting on current view that virus is non-living * using basic sampling procedures to describe field experiments * using a light microscope to develop an understanding of magnitude and range involved in investigating living things * devising and carrying out experiments to investigate the function of particular systems or parts * developing skills and practices in care and handling of equipment and organic materials * reporting on the work of a taxonomist in an herbarium or museum and why such work is important | | |
|  | | | | |
| ***Classification******systems*** may include: | | * patterns of similarities and differences between a range of living things * major characteristics used in the five-kingdom system of classification * using keys to classify organisms e.g. dichotomous keys | | |
|  | | | | |
| ***Subject*** may include: | | * insects * animals * plants * humans | | |
|  | | | | |
| ***Investigation*** may include: | | * why particular sets of features such as colour, movement and structural features, are useful or not useful to sort organisms using dichotomous keys * identification and classification of plants or animals that are banned or illegally imported to Australia * useful and non-useful features of organisms for use in a hierarchy * similarities and differences between the cells of living things * mechanical and chemical processes of digestion * role of the circulatory system in transporting the products of digestion to cells * pathway taken by water and minerals from the soil to the leaves of a plant * categories of inorganic and organic nutrients required by plants and animals and the uses to which they are put * comparing the processes of nutrient uptake in heterotrophs and autotrophs | | |
|  | | | | |
| ***Plan*** may include: | | * evidence-based approach including establish initial question, setting up experiment or investigation, analysing and/or evaluating the results * instructions to set up investigations: * required supervision * individual or team-based activities * OHS / WHS requirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
|  | | | | |
| ***Relevant person*** may include: | | * supervisor * mentor / teacher * team members | | |
|  | | | | |
| ***Appropriate scientific terminology*** may include: | | * appropriate terminology for the area of science that is being researched and the use of relevant terms * specific terminology such as would be used to describe: * cells and cellular parts * tissues, bone, muscles, skin * various systems in plants and animals such as vascular, reproduction, nervous systems | | |
|  | | | | |
| ***Present*** may include: | | * using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports about the main characteristics of living things * using diagrams, graphics or photographs * identifying and interpreting trends or conclusions in the information | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use an evidence based approach to research and classify the main characteristics of living things * present a report on the outcomes of the investigation using appropriate scientific terminology | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * computers and the internet where appropriate to enable information to be researched * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of investigations undertaken: * according to a plan developed by the learner * including conclusion drawn on the impact of the scientific issue * group discussion to assess the ability to discuss findings using appropriate terminology | | |

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| Unit Code | VU21366 | | | |
| Unit Title | Investigate an environmental issue | | | |
| Unit Descriptor | This unit describes the skills and knowledge to use an evidence-based approach to investigate an environmental issue. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Plan an investigation of an event which has affected the environment | 1.1 | | Identify anatural or human ***event*** which has had an ***impact*** on the environment | |
| 1.2 | | Discuss and confirm with a ***relevant person*** an***experiment or investigation*** to research theevent | |
| 1.3 | | Select ***investigation******methods*** and confirmwith arelevant person | |
| 1.4 | | Develop a ***plan*** to investigate theeventand confirm with arelevant person | |
|  |  | | | |
| 2 Examine the environmental impact of the event | 2.1 | | | Examine ***scientific ideas or explanations***of theevent |
| 2.2 | | | Investigate theimpactof theeventon the environment |
| 2.3 | | | Record the results of the investigation using ***appropriate scientific terminology*** |
|  |  | | | |
| 3 Report on the investigation | 3.1 | | ***Present*** thefindingsof the investigation | |
| 3.2 | | Discuss the ***outcomes*** of the investigation using appropriate scientific terminology | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * scientific terminology to enable information and ideas to be expressed verbally and in writing * meaning making strategies including the ability to interpret and analyse a series of connected paragraphs * sources of scientific information   Required Skills:   * communication skills to: * present findings * discuss the outcomes of investigations * problem solving skills to analyse scientific information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Event*** may include: | | * natural events related to climatic change, atmospheric change, movements of the earth’s crust and mantle: * weather patterns * continental shift * variation in flora and fauna * formation of the earth’s strata * movement of the earth’s crust and mantle * seasonal cycles * human induced events: * introduction of invasive species such as rabbits and cane toads into Australia * introduction of invasive flora * global warming * irrigation * land clearing * intensive farming * use of chemicals * mining * nuclear power | | |
|  | | | | |
| ***Impact*** may include: | | * global warming / climate change / erosion * extreme natural events such as hurricanes, bushfires, earthquakes, floods, tsunamis, drought * extinction of flora or fauna * health problems * changes to ecosystems * population movement * changes to lifestyle | | |
|  | | | | |
| ***Relevant person*** may include: | | * supervisor * mentor / teacher * team members | | |
|  | | | | |
| ***Experiment or investigation*** may include: | | * investigating the relationship between atmospheric change and a natural event * investigating the relationship between movement of the earth’s crust and mantle and a natural event * investigating the changing position of continental Australia over geological time * investigating how flora and fauna have adapted to a particular zone such as temperate, tropical zones * investigating the reasons for and the impact of introducing particular flora or animal species to Australia * investigating the impact of conservation activities on the environment such as recycling, pollution control, alternative fuels * investigating global warming as a phenomenon that has contributed to life on earth * investigating the methods and technology used to measure the earth’s movements including animal movements, seismograph and satellite * investigating the causes and effects of erosion * building a model of a volcano * building a models of mountain formation * preparing a poster of the water or carbon, nitrogen cycle showing its importance in the environment * researching artificial biospheres | | |
|  | | | | |
| ***Investigation******methods*** may include: | | * observation / interviews * collection of data or evidence * identifying the hypothesis behind the issue and testing undertaken * checking the reproducibility and range of applicability of the results including do the results apply to all, many or few? * listening to guest speakers * searching the internet or reference books | | |
|  | | | | |
| ***Plan*** may include: | | * instructions to set up investigations: * required supervision * individual or team-based activities * OHS / WHS requirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
|  | | | | |
| ***Scientific ideas or explanations*** may include: | | * aspects and/or principles of conservation that relate to the event * major factors that have contributed to the development of the environment found on earth, including climatic and atmospheric factors * major environmental zones found on earth such as subterranean, lithosphere, hydrosphere, atmosphere, biosphere * the effects of natural or human induced changes in the environment * the make up of the earth’s crust including rock types and their formation; methods for determining the age of the earth * concept of habitats and niches | | |
|  | | | | |
| ***Appropriate scientific terminology*** may include: | | * language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field or activity report, laboratory report * continental plates, volcanoes, earthquakes, oceans, rivers; climate zones and conditions including rainfall, temperature and atmospheric layers; environmental zones including rainforest, desert, aquatic, polar, temperate, equatorial, Mediterranean; global warming, deforestation, dam building, feral organisms | | |
|  | | | | |
| ***Present*** may include: | | * using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports * using diagrams, graphics or photographs * identifying and interpreting trends or conclusions in the information | | |
|  | | | | |
| ***Outcomes*** may include: | | * summary of issues of key scientific importance * lessons learned * relevance of issue to daily lives * explaining the underlying scientific principles of an environmental issue in simple terms | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use an evidence-based approach to plan and conduct an investigation into an environmental issue * present a report on the outcomes of the investigation using appropriate scientific terminology | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * computers and the internet where appropriate to enable information to be researched * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of investigations undertaken: * according to a plan developed by the learner * including conclusions drawn on the impact of the scientific issue * group discussion to assess the ability to discuss findings using appropriate terminology | | |

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| Unit Code | VU21374 | | | |
| Unit Title | Investigate the solar system | | | |
| Unit Descriptor | This unit describes the skills and knowledge to use an evidence-based approach to investigate a feature of the solar system and its impact on the earth or other parts of the solar system. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Plan an investigation of a feature of the solar system | 1.1 | | Select a ***feature******of the universe*** for ***investigation*** | |
| 1.2 | | Select ***investigation methods*** and confirm with a ***relevant person*** | |
| 1.3 | | Develop a ***plan*** toinvestigate thefeatureand confirm with arelevant person | |
|  |  | | | |
| 2 Examine the feature and its impact | 2.1 | | | Investigate the ***impact***of thefeatureon the earth or on other parts of the solar system |
| 2.2 | | | Record the results of the investigation using ***appropriate scientific terminology*** |
|  |  | | | |
| 3 Report on the investigation | 3.1 | | ***Present*** thefindings of the investigation | |
| 3.2 | | Discuss the ***outcomes*** *of the investigation* usingappropriate scientific terminology | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * major components and characteristics of the universe * scientific terminology to enable information and ideas to be expressed verbally and in writing * meaning making strategies including the ability to interpret and analyse a series of connected paragraphs * sources of scientific information   Required Skills:   * communication skills to: * present findings * discuss the outcomes of investigations * problem solving skills to analyse scientific information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***feature******of the universe*** may Include: | | * the sun, earth, moon and their relative positions * other planets and their moons * asteroid belt * comets * Kuiper belt * black holes * nebulae * stars * asteroids * galaxies * gravitational field * light year | | |
|  | | | | |
| ***Investigation*** may include: | | * the life cycle of a star * how the sun produces energy (nuclear fusion) * the effect sunspots have on life on earth * how the relative positions of the earth and sun affect day and night * researching the seasons found on the earth * calculating the time it would take to travel to the nearest star, using a variety of modes of travel * international space programs * making systematic observations of the sky including significant stars, constellations, moon and planets * making models to explain phenomena including eclipses, equinoxes and solstices * researching aspects of the International Space Station * explaining how scientists have modified and rejected ideas relating to the solar system that previously were considered to be correct * describing some of the common dilemmas and problems of space flight, moon landings and other space probes * detailing the probability of human habitation of the moon or mars * researching the possibility of living in space * creating a timeline displaying a history of human understanding of earth’s place in space * investigating the development and use of satellites | | |
|  | | | | |
| ***Investigation methods*** may include: | | * observation / interviews * collection of data or evidence * identifying the hypothesis behind the issue and testing undertaken * checking the reproducibility and range of applicability of the results including do the results apply to all, many or few? * listening to guest speakers * searching the internet or reference books * research how meteorites are created | | |
|  | | | | |
| ***Relevant person*** may include: | | * supervisor * mentor / teacher * team members | | |
|  | | | | |
| ***Plan*** may include: | | * instructions to set up investigations: * required supervision * individual or team-based activities * OHS / WHS requirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
|  | | | | |
| ***Impact*** may include: | | * the aurora * proton events * geomagnetic storms * sunspots * coronal storms * nuclear fusion * solar prominences * solar wind * magnetic fields * ultraviolet emission * radiation hazards * disrupted communication systems * meteorites * changes to weather patterns | | |
|  | | | | |
| ***Appropriate scientific terminology*** may include: | | * language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field or activity report, laboratory report * terminology such as star, galaxy, planet, comet, asteroid belt, Kuiper belt, black holes, quasars, galaxies, nebulae, space research, moon landings, planetary probes; theories of universe origin and development | | |
|  | | | | |
| ***Present*** may include: | | * using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports * using diagrams, graphics or photographs * identifying and interpreting trends or conclusions in the information | | |
|  | | | | |
| ***Outcomes*** may include: | | * summary of issues of key scientific importance * lessons learned * relevance of issue to daily lives * explaining the underlying scientific principles of a feature of the solar system in simple terms | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use an evidence-based approach to plan and conduct an investigation into a feature of the solar system and its impact on the earth or other parts of the solar system * present a report on the project outcomes using appropriate scientific terminology | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * computers and the internet where appropriate to enable information to be researched * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of investigations undertaken: * according to a plan developed by the learner * including conclusions drawn on the impact of the feature of the universe under investigation * group discussion to assess the ability to discuss findings using appropriate terminology | | |

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| Unit Code | VU21373 | | | |
| Unit Title | Investigate chemical behaviour of common substances | | | |
| Unit Descriptor | This unit describes the skills and knowledge to use an evidence-based approach to investigate the chemical behaviour of common substances. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Plan an investigation of chemical reactions of common substances | 1.1 | | Select ***common substances*** for investigation | |
| 1.2 | | Develop a ***plan*** to conduct ***experiments*** to investigate the chemical behaviour ofcommon substancesand confirm with a ***relevant person*** | |
|  |  | | | |
| 2 Examine chemical reactions of common substances | 2.1 | | | Identify chemical reactions ofcommon substances |
| 2.2 | | | Represent chemical reactions using ***formulae******and******balanced******equations*** |
| 2.3 | | | Record the results of the experiments ***appropriate******scientific terminology*** |
|  |  | | | |
| 3 Report on the investigation | 3.1 | | ***Present*** thefindings of the experiments | |
| 3.2 | | Discuss the findings of the experiments using appropriate scientific terminology | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * the periodic table and aspects of structure * electronic configuration of common elements * characteristics and behaviour of matter * scientific terminology to enable information and ideas to be expressed verbally and in writing * meaning making strategies including the ability to interpret and analyse a series of connected paragraphs * sources of scientific information   Required Skills:   * communication skills to: * present findings * discuss the outcomes of investigations * problem solving skills to analyse scientific information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Common substances*** may include: | | * solid, liquid or gas such as household chemicals | | |
|  | | | | |
| ***Plan*** may include: | | * instructions to set up investigations: * required supervision * individual or team-based activities * OHS / WHS requirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
|  | |  | | |
| ***Experiments*** may include: | | * investigating the reactions of metals with water and diluting acids and placing the metals in order of reactivity * investigating the effect of different grain size of an effervescent tablet compared to a spoonful of powder on the rate of production of bubbles when mixing it with water * constructing a timeline of the discovery of the elements and suggesting reasons for the difficulty in identifying more recently isolated elements * separating components of various food dyes or plant pigments, using chromatography * describing and modelling changes of states in water using appropriate concepts and terminology * investigating and discussing changes that accompany rusting, and explaining why the rust is described as a new and different substance * using diagrams to depict how atoms rearrange into different molecules as a result of a chemical reaction. * researching alchemy | | |
|  | | | | |
| ***Relevant person*** may include: | | * supervisor * mentor / teacher * team members | | |
|  | | | | |
| ***Formulae******and******balanced******equations*** may include: | | * representing chemical change using chemical symbols and formulae * assigning symbols to represent the physical state of reactants and products * interpreting and representing chemical reactions, using word equations * explaining how balanced chemical equations represent the conservation of the numbers of atoms of each element involved in a chemical reaction | | |
|  | | | | |
| ***Appropriate******scientific terminology*** may include: | | * language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field or activity report, laboratory report * terminology such as atomic particles, atomic number, atomic weight, electronic configuration; metals and non-metals | | |
|  | | | | |
| ***Present*** may include: | | * using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports about chemicals and change * symbolically using formulae of common substances such as CO2, using diagrams, graphics or photographs * identifying and interpreting trends or conclusions in the information/data * reporting on the production, uses and impact on society of a chosen substance | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use an evidence-based approach to plan and conduct an investigation into the chemical behaviour of common substances * use formulae and balanced equations to represent common chemical reactions * report on the findings of the investigation using appropriate scientific terminology | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * computers and the internet where appropriate to enable information to be researched * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of experiments undertaken: * according to a plan developed by the learner * including conclusions drawn on the impact of the scientific issue * group discussion to assess the ability to discuss findings using appropriate terminology * oral or written questioning to assess knowledge of the periodic table, aspects of structure, electronic configuration of common elements and characteristics and behaviour of matter | | |

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| Unit Code | VU21372 | | | |
| Unit Title | Investigate energy, force and matter | | | |
| Unit Descriptor | This unit describes the skills and knowledge to use an evidence-based approach to investigate the interactions between energy, force and matter. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Plan an investigation of interactions between energy, force and matter | 1.1 | | Select ***subjects*** for investigation | |
| 1.2 | | ***Plan*** experiments or investigations on the ***scientific basis of the laws of motion or other energy transformation***and confirm with a ***relevant person*** | |
|  |  | | | |
| 2 Examine interactions between energy, force and matter | 2.1 | | | Investigate the ***behaviours of light*** |
| 2.2 | | | Investigate the operation of familiar electrical devices and the effects of ***electronic components*** |
| 2.3 | | | Investigate scientific basis of the laws of motion and/or other energy transformation |
| 2.4 | | | Record the results of the experiments or investigations using ***appropriate scientific terminology*** |
|  |  | | | |
| 3 Report on the investigation | 3.1 | | ***Present*** the findings of the experiments | |
| 3.2 | | Discuss the findingsof the experiments usingappropriate scientific terminology | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required knowledge   * scientific terminology to enable information and ideas to be expressed verbally and in writing * meaning making strategies including the ability to interpret and analyse a series of connected paragraphs * sources of scientific information   Required Skills:   * communication skills to: * present findings * discuss the outcomes of experiments * problem solving skills to analyse scientific information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Subjects*** may include: | | * behaviours of light * operation of electronic components | | |
|  | | | | |
| ***Plan*** may include: | | * instructions to set up investigations: * required supervision * individual or team-based activities * OHS requirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
|  | | | | |
| ***Scientific basis of the laws of motion or other energy transformation*** may include: | | * constructing a solar cooker * using a curved reflector * using a light box to investigate the path of light through lenses * using iron filings to observe and record magnetic field patterns of magnets of various shapes and combinations * investigating the electromagnetic spectrum including radio waves, infrared, microwaves * building or dismantling a simple electric motor and investigating the condition under which it works best * considering the conservation of energy principles in terms of transfer and transformation of energy in simple familiar activities * explaining the movements of an aircraft as the result of interactions between lift, weight, thrust and drag * explaining the structure and operation of an electromagnet using diagrams * using a prism to provide an explanation of how a rainbow is formed * linking the relationship between stopping distance and speed to issues of speed limits and road safety * describing the similarities and differences in the way light, heat and sound are transmitted * researching the processes required to produce electricity * researching the processes in using a bicycle and dynamo to produce light | | |
|  | | | | |
| ***Relevant person*** may include: | | * supervisor / mentor / teacher * team members | | |
|  | | | | |
| ***Behaviours of light*** may include: | | * shadow formation * reflection–specular and diffuse * refraction * colour as frequency of light * absorption | | |
|  | | | | |
| ***Electronic components*** may include: | | * switches * batteries * globes * resistors | | |
|  | | | | |
| ***Appropriate scientific terminology*** may include: | | * language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field / activity / laboratory report * terminology: * speed, acceleration, velocity * refraction, reflection, convection, conduction, radiation, frequency, wave length * unique effects such as Bernoulli effect * electromagnetism, gravity, nuclear * force, mass, energy * gears, levers, pulleys, circuits | | |
|  | | | | |
| ***Present*** may include: | | * using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports * using diagrams, graphics or photographs * identifying and interpreting trends or conclusions in the information | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use an evidence-based approach to plan and conduct investigations into: * behaviours of light * operation of familiar electrical devices and the effects of electronic components * scientific basis of the laws of motion and/or other energy transformation * present a report on the outcomes of investigations using appropriate scientific terminology | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * computers and the internet where appropriate to enable information to be researched * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of investigations undertaken: * according to a plan developed by the learner * including conclusions drawn from the findings * group discussion to assess the ability to discuss findings using appropriate terminology | | |

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| Unit Code | VU21390 | | | |
| Unit Title | Analyse science in the community | | | |
| Unit Descriptor | This unit describes the skills and knowledge to critically evaluate scientific methodology and issues in the community. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Plan an investigation of an issue of scientific interest | 1.1 | | Identify an ***issue*** of scientific interest which has contributed to the community or personal experience | |
| 1.2 | | Select ***investigation methods*** and confirm with a ***relevant person*** | |
| 1.3 | | Develop a ***plan*** to investigate theissueand confirm with arelevant person | |
|  |  | | | |
| 2 Analyse the impact of an area of science on the issue | 2.1 | | | Research the ***area******of******science***which underpins theissue |
| 2.2 | | | Analyse ***factors*** which have an impact on the development of the area of science |
| 2.3 | | | Analyse the ***impact*** of the issue on the community or personal experience |
| 2.4 | | | Record the results of the investigation using ***appropriate******scientific terminology*** |
|  |  | | | |
| 3 Report on the investigation | 3.1 | | ***Present*** thefindingsof the investigation | |
| 3.2 | | Discuss the findingsof the investigation usingappropriate scientific terminology | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * meaning making strategies including the ability to interpret and analyse a series of connected paragraphs * a broad vocabulary including scientific terminology to enable information and ideas to be expressed verbally and in writing * sources of scientific information   Required Skills:   * planning and organising skills to gather, select and organise information effectively for specific purposes by defining information requirements both before and during research * communication skills to: * present findings * discuss the outcomes of experiments * problem solving skills to analyse scientific information | | | | |
|  | | | | |
| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Issue*** may include: | | * carbon dioxide, greenhouse effect and temperature rises * ergonomics in the workplace * use and abuse of medications * technology and artificial intelligence * bio-chemistry and immunisation * Minimal Intervention Models being introduced in modern medical treatment regimes * sound technology and MRI decreasing our dependence on X-rays * space stations and future travel * weapons research including biological and chemical weapons * drug testing on humans and sportspeople * transplant technologies * advancement in movie cameras or 3D virtual reality * genetic connection to an illness * cloning * stem cell research * genetic engineering * impact of diet on specific health issues | | |
|  | | | | |
| ***Investigation methods*** may include: | | * observation * interviews * collection of data or evidence * setting up an hypothesis * testing the hypothesis * control groups * checking the reproducibility and range of applicability of the results including do the results apply to all, many or few? * listening to guest speakers * searching the internet or reference books | | |
|  | | | | |
| ***Relevant person*** may include: | | * supervisor * mentor / teacher * team members | | |
|  | | | | |
| ***Plan*** may include: | | * instructions to set up investigations: * required supervision * individual or team-based activities * OHS / WHS requirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
|  | | | | |
| ***Area******of******science*** may include: | | * a branch of science such as archaeology, astronomy, biochemistry, biology, biotechnology, chemistry, cosmology, meteorology, physics, virology * combinations of areas of science in an application such as biological and psychological understanding of human endurance applied to occupational health and safety in working environments * principles of science such as conservation, achievement of equilibrium/balance, transfer and transformation of energy, levers/inclined plane applied to simple machines/toys * applications of science: * technology such as telecommunications, electricity, calculators, plastics, flight and aviation * substance such as medicinal drugs, catalysts in industry * processes such as desalination, water purification and waste management | | |
|  | | | | |
| ***Factors*** may include: | | * factors involved in setting up a research and/or experimental project including the roles, responsibilities and rights of funding bodies, management and staff * factors involved in deciding ownership of the results of a project * economic considerations * political considerations * cultural/religious views * social views * ethical guidelines for research involving living subjects including humans: * informed consent of participants * roles and responsibilities of all parties involved * motivation behind the research * publication of findings * treatment of living subjects before, during and after experimentation | | |
|  | | | | |
| ***Impact*** may include: | | * beneficial or harmful impacts * cultural / social * economic / financial * environmental * ethical * industrial / technological * physical / health and well being / psychological * political / religious * sporting | | |
|  | | | | |
| ***Appropriate******scientific terminology*** may include: | | * language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, ethics, field or activity report, laboratory report * terminology appropriate to the area of science being investigated and an understanding of specific terms * general terms such as cell, atomic, nuclear, solar, heredity, genetic, energy, ergonomic, experimental subjects, placebo | | |
|  | | | | |
| ***Present*** may include: | | * using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports * using diagrams, graphics or photographs * identifying and interpreting trends or conclusions in the information | | |
|  | | | | |
| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * investigate an issue of scientific interest, including its scientific basis, and analyse its impact on the community or personal experience * present a report on the outcomes of investigations using appropriate scientific terminology | | |
|  | | | | |
| Context of and specific resources for assessment | | Assessment must ensure access to:   * computers and the internet where appropriate to enable information to be researched * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
|  | | | | |
| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of investigations undertaken: * according to a plan developed by the learner * including conclusions drawn from the findings * group discussion to assess the ability to discuss findings using appropriate terminology | | |

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| Unit Code | VU21389 | | | |
| Unit Title | Design and review a project | | | |
| Unit Descriptor | This unit describes the skills and knowledge to design, conduct and critically examine a project’s processes and outcomes. The unit is intended to be delivered over sufficient time to enable learners to develop and demonstrate all outcomes. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to those who wish to improve their literacy, numeracy and oral communication skills in the context of a defined project, which may be individual or group based. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
|  |  | | | |
| 1 Identify the context for requirements of a project proposal | 1.1 | | Clarify the ***context and purpose*** of the proposal | |
| 1.2 | | Explore the ***resources*** required to support the proposal | |
|  |  | | | |
| 2 Develop project methodology | 2.1 | | | Define the ***components***, products and resourcesrequired for the project |
| 2.2 | | | Assess the feasibility of a range of approaches |
| 2.3 | | | Establish the ***criteria*** for assessing the success of the project |
|  |  | | | |
| 3 Finalise project planning | 3.1 | | Develop the ***project action plan*** | |
| 3.2 | | Organise the required resources | |
|  |  | | | |
| 4 Undertake the project | 4.1 | | Confirm own roles, responsibilities and tasks and those of others involved in the project if applicable | |
| 4.2 | | Undertake project activities according to the action plan | |
| 4.3 | | Monitor progress of the project and address ***issues*** as required | |
|  |  | | | |
| 5 Review the project | 5.1 | | Assess project outcomes against established criteria | |
| 5.2 | | Identify factors which contributed to the successful conduct and outcomes of the project | |
| 5.3 | | Identify factors which negatively influenced the project outcomes | |
| 5.4 | | Identify strategies or actions which may be applied to future projects | |
|  |  | | | |
| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * features of project action plans to enable a plan to be developed * criteria used to assess the outcomes of projects such as costs, time frames, customer satisfaction * the place of legislative requirements such as OHS / WHS, environmental protection and licensing in project planning and implementation   Required Skills:   * communication skills to support successful project planning and completion such as negotiation and conflict resolution * literacy and numeracy skills to source, interpret and synthesise information required to develop, implement and review a project action plan * problem solving skills to: * assess the feasibility of a project proposal * recognise and address issues affecting the successful completion of a project | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Context and purpose*** may include: | | * community: * newsletter production * community garden * concert * personal: * producing a family history * developing a personal web page * educational: * completing a study requirement such as a practical placement * completing an assignment | | |
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| ***Resource requirements*** may include: | | * human: * people with general or specialist skills and knowledge relevant to the project * technical: * computer hardware and / or software * access to utilities * financial: * budget * physical: * equipment / tools * suitable location | | |
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| ***Components*** may include: | | * required permissions / authorisations * safety requirements * risk management strategy | | |
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| ***Criteria*** may include: | | * completing the project within: * budget * time frame * customer / user satisfaction | | |
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| ***Project action plan*** may include: | | * clearly specified project tasks * roles and responsibilities * time lines / dates / calendars / milestones | | |
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| ***Issues*** may include: | | * budget overruns * unplanned events * loss of project personnel * personal conflicts | | |
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| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * plan, conduct and evaluate the success of a project relevant to the learner | | |
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| Context of and specific resources for assessment | | Assessment must ensure:   * sufficient time to enable the learner to design, implement and review a project | | |
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| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * observation of project activities * portfolio of project planning and review showing: * development of an action plan * monitoring of activities * review of outcomes and processes * third party reports from others involved in or party to the project detailing the performance of the learner | | |

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| Unit Code | VU21371 | | | |
| Unit Title | Investigate continuity of life | | | |
| Unit Descriptor | This unit describes the skills and knowledge to use an evidence-based approach to investigate the conditions required for life, and the continuity of life. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners wishing to improve their educational and vocational participation options in the science field. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Plan an investigation of the conditions required for life, and the continuity of life | 1.1 | | Select a ***condition*** required to allow living things to survive and diversify for ***investigation*** | |
| 1.2 | | Select ***investigation methods*** and confirm with a ***relevant person*** | |
| 1.3 | | Develop a ***plan*** to investigate the condition and confirm with a relevant person | |
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| 2 Examine the condition and its impact | 2.1 | | | Investigate the ***impact***of the condition on living things |
| 2.2 | | | Record the results of the investigation using ***appropriate scientific terminology*** |
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| 3 Report on the investigation | 3.1 | | ***Present*** the ***findings*** of the investigation | |
| 3.2 | | Discuss the findingsof the investigation usingappropriate scientific terminology | |
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| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required Knowledge:   * major components and characteristics of living things * conditions which impact on living things * meaning making strategies including the ability to interpret and analyse a series of connected paragraphs * sources of scientific information   Required Skills:   * communication skills to: * present findings * discuss the outcomes of experiments * problem solving skills to analyse scientific information | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Condition*** may include: | | * common reproductive mechanisms * the features and functions of the main parts of plant and/or animal reproductive systems * the broad principles of natural selection * comparative anatomy such as similarities in characteristics of living things with common ancestors (homology) which can be used as evidence to explain continuity of life. * the genetic basis for inheritance * the basic structure of chromosomes in terms of DNA and genes * the outcome of mitosis and meiosis * dominant or recessive genes * ways in which inheritance can be manipulated by human intervention | | |
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| ***Investigation*** may include: | | * different interactions in an ecosystem, including competition, predation, collaboration, parasitism, pollination, reproduction or parenting * a food web of organisms in an ecosystem * relationships between members of food chains, including a parasite-host relationship and producer-consumer relationship | | |
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| ***Investigation methods*** may include: | | * observation / interviews * collection of data or evidence * identifying the hypothesis behind the issue and testing undertaken * checking the reproducibility and range of applicability of the results including do the results apply to all, many or few? * listening to guest speakers * searching the internet or reference books * researching how meteorites are created | | |
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| ***Relevant person*** may include: | | * supervisor * mentor / teacher * team members | | |
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| ***Plan*** may include: | | * instructions to set up investigations: * required supervision * individual or team-based activities * OHS requirements * selection of resources/location of information * persons to consult * places to visit for observation * identifying questions for research * developing models * types of evidence such as photographs, printed information, interviews * recording format | | |
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| ***Impact*** may include: | | * human impact * conditions changing over time to affect diversity and survival of living things * the effect of changes in the environment | | |
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| ***Appropriate scientific terminology*** may include: | | * language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field / activity / laboratory report * DNA; RNA; mitosis; meiosis; sexual reproduction and asexual reproduction in plants, animals and microbes; * Mendelian genetics, modes of inheritance, dominant, recessive, intermediate * evolution * fossil record; geological time | | |
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| ***Present*** may include: | | * using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports about the main characteristics of living things * using diagrams, graphics or photographs * identifying and interpreting trends or conclusions in the information | | |
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| ***Findings*** may include: | | * summary of issues of key scientific importance * lessons learned * relevance of issue to daily lives | | |
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| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm the ability to:   * use an evidence-based approach to plan and conduct an investigation into a condition required to allow living things to survive and diversify and analyse the impact of the condition on living things * present a report on the outcomes of investigations using appropriate scientific terminology | | |
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| Context of and specific resources for assessment | | Assessment must ensure access to:   * computers and the internet where appropriate to enable information to be researched * laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment | | |
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| Method(s) of assessment | | The following assessment methods are suitable for this unit:   * portfolio of investigations undertaken: * according to a plan developed by the learner * including conclusions drawn from the findings * oral or written questioning to assess knowledge of the major components and characteristics of living things and the conditions which impact on living things * group discussion to assess the ability to discuss findings using appropriate terminology | | |

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| Unit Code | VU21322 | | | |
| Unit Title | Identify common digital media | | | |
| Unit Descriptor | This unit describes the skills and knowledge to become familiar with a limited range of digital equipment relevant to everyday life, such as automated teller machines (ATM), electronic card readers and electronic funds transfer point of sale (EFTPOS) equipment. | | | |
| Employability Skills | This unit contains employability skills. | | | |
| Application of the Unit | This unit applies to learners who wish to engage with digital media to perform everyday tasks such as using public transport, making automated banking withdrawals and using service area touch screens. | | | |
| Element  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | Performance Criteria  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | | |
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| 1 Identify everyday digital equipment | 1.1 | | Identify ***digital equipment*** relevant to everyday life | |
| 1.2 | | Identify the ***purpose*** of the relevant digital equipment | |
| 1.3 | | Identify the ***benefits of using digital equipment*** | |
|  |  | | | |
| 2 Identify features of equipment | 2.1 | | | Select the most relevant digital equipment |
| 2.2 | | | Identify the ***layout*** of each piece of relevant digital equipment |
| 2.3 | | | Select the appropriate functions of each piece of relevant digital equipment |
| 2.4 | | | Identify any ***security features*** of the equipment |
| 2.5 | | | Identify available ***assistance options*** |
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| Required Knowledge and Skills  This describes the essential skills and knowledge and their level required for this unit. | | | | |
| Required knowledge:   * common usage of digital equipment in everyday life   Required Skills:   * problem solving skills to: * identify the purpose and functions of a range of personally relevant digital equipment * select the appropriate digital equipment for specific tasks * identify assistance options | | | | |
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| Range Statement  The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below. | | | | |
| ***Digital equipment*** may include: | | * automated teller machines (ATM) * electronic funds transfer point of sale (EFTPOS) * public transport ticketing machines and validators * service area touch screens * digital parking meters * Global Positioning System equipment (GPS) * digital telephones | | |
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| ***Purpose*** may include: | | * to make automated banking transactions * to make electronic purchases * to access public transport * to accurately navigate unfamiliar locations | | |
|  | | | | |
| ***Benefits of using digital equipment*** may include: | | * reducing banking fees and charges * developing independence * using government services efficiently | | |
|  | | | | |
| ***Layout*** may include: | | * left to right * top to bottom * ‘next’ and ‘previous’ * cancel | | |
|  | | | | |
| ***Security features*** may include: | | * personal identification numbers * personal signature * passwords * security questions | | |
|  | | | | |
| ***Assistance options*** may include: | | * help line phone number * operator assistance | | |
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| Evidence Guide  The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | Assessment must confirm:   * the ability to identify the purpose and functions of a range of digital equipment commonly used in everyday life. | | |
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| Context of and specific resources for assessment | | Assessment must ensure:   * access to real, diagrammatic or computer animated examples of digital equipment commonly used in everyday life, to enable learners to familiarise themselves with the features and layout of the equipment | | |
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| Method(s) of assessment | | The following methods of assessment are suitable for this unit:   * written or verbal description by the learner of the purpose, functions and features of everyday digital equipment * observation of the learner using diagrams or computer animations of everyday digital equipment to select the appropriate functions | | |